

Inspection of a good school: Jeavons Wood Primary School

Eastgate, Great Cambourne, Cambridgeshire CB23 6DZ

Inspection dates:

3 and 4 November 2021

Outcome

Jeavons Wood Primary School continues to be a good school.

What is it like to attend this school?

Jeavons Wood is a friendly school where pupils are happy and eager to learn. Pupils readily discuss what they are learning and enjoy exploring new ideas. They are enthusiastic about the wide range of subjects they study. Pupils achieve well. They are well prepared for the next stage of their education.

Pupils are considerate and care for each other. They listen carefully to what others have to say. Pupils behave well in lessons and at breaktimes. Pupils say that they learn to become responsible citizens by following the school's values.

Relationships between pupils and staff are positive. Pupils are confident to share any worries or concerns they may have. Pupils know that staff are there to help them with their learning and to keep them safe. Pupils know what bullying is and say that it rarely happens. When incidents of bullying do occur, these are followed up quickly.

Parents are very positive about the work of the school. They value the nurturing approach. Parents appreciate the wide range of opportunities the school provides that enable their children to learn and grow.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for all pupils to learn and achieve well. There are detailed plans in place across a broad range of subjects. Leaders have carefully considered the important knowledge that pupils should learn and understand from the early years to Year 6. Teachers ensure pupils who need more practice before moving on to new learning are provided with this opportunity.

Pupils can remember what they have learned and use their knowledge and experience well during lessons. Pupils with special educational needs and/or disabilities (SEND) learn well alongside their peers. Staff carefully adapt lessons so that pupils with SEND can make the best possible progress.

In the early years, children develop their language and communication knowledge and skills well. In a similar way, children learn about numbers and are well prepared for learning in Year 1. Children are having a positive start across all areas of learning in pre-school and the foundation stage classes.

Leaders provide well for pupils' wider development. Throughout the pandemic, leaders have found ways to extend pupils' experiences when plans have needed to change. For example, pupils who were unable to attend their residential trips in the summer term took part in an activity week that was arranged for them at school. Pupils describe their school trips as 'memorable'.

Pupils learn to value each other's differences and opinions. They learn that as citizens we have rights, responsibilities and different points of view. They carefully relate these to how we treat each other as citizens. Pupils learn the importance of staying physically and mentally healthy. Pupils are knowledgeable about how to keep themselves safe when using online technologies.

Leaders actively promote a love of reading. Pupils read widely and often. Older pupils take opportunities to read during breaktimes, as well as in lessons. Leaders have recently changed their programme for teaching early reading. This new programme builds on the school's previously established approach. Most staff have received training and are quickly developing their confidence in teaching the programme. There is still more to do for leaders to train all staff and ensure that the programme is taught consistently well.

Younger pupils learn to read books that are closely matched to their phonics knowledge. During lessons, teachers build pupils' confidence in decoding to develop pupils' fluency and expression. Most pupils develop a deeper understanding of the texts they are reading. Teachers identify pupils who may need additional support to help them keep up with the phonics programme and learning to read. These pupils receive timely support to help them practise and secure their phonics knowledge.

Pupils in key stage 2 who are less confident readers also receive additional support. The additional support older pupils receive does not enable them to practise and securely apply their phonics knowledge when they are decoding unfamiliar words. These pupils are not improving their reading fluency as well as they could.

Governors know the school well. Governors and the trust share leaders' ambition for pupils' learning and achievement. Governors and the trust hold leaders to account effectively for the difference they are making through their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff and governors regularly take part in safeguarding training and keep their knowledge relevant and up to date. Leaders ensure that staff have been appropriately checked to work with children.

Staff are vigilant about the signs of potential child protection issues. They know how important it is to report any concerns they have. Leaders have established efficient systems for recording and reporting concerns. This enables them to follow up safeguarding concerns promptly and help families access the support they need.

Leaders carry out appropriate checks in relation to the off-site alternative provision they use.

Governors understand their responsibilities to safeguard pupils. Through their regular discussions with staff and with pupils, governors assure themselves that safeguarding remains a priority.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently introduced a new programme for teaching phonics and early reading. Staff are developing their confidence in delivering the programme. Leaders should ensure that all staff receive the guidance and support they need to teach the early reading programme consistently well.
- The additional support provided for pupils in key stage 2 who are less fluent readers does not help pupils apply their phonics knowledge to decode unfamiliar words when reading texts. These pupils are not developing their fluency and confidence as readers as quickly as they could. Leaders should ensure that additional support is organised effectively to help pupils become more confident and fluent readers.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Jeavons Wood Primary School, to be good in April 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144537
Local authority	Cambridgeshire
Inspection number	10200459
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	Board of trustees
Chair of trust	Sue Williamson
Headteacher	Susan Wright
Website	www.jeavonswood.org
Date of previous inspection	29–30 April 2015, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Cam Academy Trust. The school became an academy on 1 July 2017.
- The chair of governors was appointed in September 2018.
- There is a pre-school provision for pupils from the age of three, which is run by the school.
- The school runs a breakfast and after-school club for pupils.
- The school makes use of Farm Club alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher, deputy headteacher and members of the leadership team, including the special educational needs coordinator.

- The inspector met with the chair of governors and two members of the governing body.
- The inspector met with the chief executive officer and the primary executive leader of the Cam Academy Trust.
- Deep dives were carried out in early reading, mathematics and science. The inspector held discussions with subject leaders, visited lessons, looked at curriculum plans, spoke with pupils, looked at their books and met with teachers.
- The inspector evaluated the information available on the school's website, including school policies, curriculum plans and information available for parents.
- The inspector met with the designated safeguarding lead and the school business manager to discuss the arrangements in place to safeguard all members of the school community. The checks leaders make on the suitability of staff were scrutinised, and records were checked.
- The inspector reviewed records of behaviour, including incidents of bullying. The inspector observed pupils' behaviour in lessons and at breaktimes.
- The inspector reviewed 95 responses to Ofsted Parent View, including 51 free-text comments. The inspector also considered 44 responses to the staff survey. The inspector met with members of staff and spoke with pupils to gather their views of the school.

Inspection team

Katherine Douglas, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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