

# Oaklands Primary School

## Inspection report

---

<b>Unique Reference Number</b>	135612
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	360736
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	John Cavill

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	405
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Johnson
<b>Headteacher</b>	Gary Hobbs
<b>Date of previous school inspection</b>	14 July 2011
<b>School address</b>	Preston Grove Yeovil BA20 2DU
<b>Telephone number</b>	01935 425447
<b>Fax number</b>	01935 479685
<b>Email address</b>	office@oaklands.somerset.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	13–14 July 2011
<b>Inspection number</b>	360736

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and observed 14 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, analysed recent evidence on pupils' performance and progress, examined a range of documents, and looked at the school's priorities for development. They also analysed 119 questionnaires returned by parents and carers as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils make progress, in particular boys and pupils with special educational needs and/or disabilities.
- How effectively the school is improving pupils' attainment in English and mathematics.
- How well the more able pupils are challenged.
- How effectively leaders, at all levels, are contributing to the improvement of the school.

## Information about the school

The school is a new, larger than average-sized primary school, which was created by the amalgamation of two schools in January 2010 and moved into new buildings in March 2010. Most of the children are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. Most of these additional needs are concerned with personal and social development and speech and language development. A few pupils have complex medical needs. The percentage of pupils known to be eligible for free school meals has risen sharply and is now well above average. The school's outdoor learning environment is currently being developed for the provision of a Forest School for September 2011. The school has the Healthy Schools Award. The school shares a site with a Children's Centre and there is provision within the school for pupils with autism; both of these settings are managed separately from the school and subject to separate inspections.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Oaklands Community Primary School is a good school and takes great pride in its outstandingly welcoming and inclusive ethos. Its key strength is in the care, guidance and support pupils receive, which are excellent. This is particularly the case for those pupils whose individual circumstances make them more vulnerable and the school makes effective use of external agencies to fully support their well-being. One parent expressed a typical view in the comment 'I have been amazed and appreciative of the wonderful support and learning experience offered by the school and its fantastic staff.'

Pupils report that they enjoy being at school where 'teachers make it a fun place to learn'. They demonstrate good attitudes towards their learning, with high levels of engagement and concentration. In the pupils' survey, most pupils said that they felt safe at school, a view confirmed by the parents or carers. The pupils are very respectful and respond positively to the high expectations at the school. As a result behaviour is good. They are confident that the school deals effectively with any incidents of unacceptable behaviour.

Teaching and learning are good. As a result, most pupils make good progress and achieve well. However, lessons are not always challenging enough to ensure that the more able pupils attain as well as they might, especially in mathematics. In some lessons, where teaching is satisfactory rather than good, the rate of pupils' learning slows as the activities do not meet the needs of all pupils, especially the more able. Pupils' attendance has significantly improved as a result of some successful strategies at the school, and is now average. This, together with their broadly average levels of attainment, means they are suitably equipped to develop skills for the future.

The headteacher has a clear view of what is needed for the continued improvement and development of the school and the leadership team is united in sharing his vision. The process for self-evaluation is rigorous and accurate, correctly identifying the school's strengths and areas for development. Detailed planning for improvement and thorough monitoring of these areas ensure that the school continues to move forward. Consequently, the school's capacity to improve further is good.

## What does the school need to do to improve further?

- Raise attainment to consistently above average, and accelerate the progress for more able pupils, especially in mathematics, through:
  - ensuring that teachers consistently match activities to the needs of individual pupils
  - providing more opportunities to promote independent learning

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- effective strategies to enable pupils to have a better understanding of how to improve their work.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their learning and achieve well. They make good progress from starting points that are often well below average to reach levels of attainment that are broadly in line with the national average by the end of Year 6. Attainment is stronger in English than in mathematics, a discrepancy already identified by the school and improvement strategies are now in place. The school has successfully closed the gap that existed between the progress of boys and girls, but girls' attainment still remains higher due to their starting points being typically higher than those of the boys. The attainment of more able pupils remains slightly below national expectations at the end of Key Stage 2 in English, and more marked in mathematics. However, the number of pupils who are attaining higher levels in writing equals the national average and reflects the impact of the recent strategies to improve writing, especially that of boys. Pupils with special educational needs and/or disabilities make good progress because the support they receive is tailored to their needs and delivered well by the teachers and teaching assistants.

In lessons most pupils make good progress and enjoy learning. The pupils' good behaviour and strong relationships, with both their peers and adults, ensure they benefit very well from their education. They are able to work cooperatively together and as part of a team, when required, and can show independence in their learning. Pupils say they enjoy their work more when the learning is 'active' and there are opportunities to work together.

Attendance is now average, following effective steps to follow up absences with parents and carers. Pupils are able to apply their basic skills securely in lessons, for example using the laptops to develop their computer skills in a range of lessons.

Most pupils are keen to take action to improve their health and this is reflected in the award as a Healthy School. Many participate in the wide range of after-school sports clubs and a 'Lets get cooking' club that encourages parents to work alongside their children.

The pupils are very proud of their school and are keen to participate in the range of opportunities that are on offer. However, there is scope for pupils to develop their contribution to, and understanding of, the wider community, including their awareness of other cultures. The school has been very successful in promoting high expectations and good routines with the pupils that have led to a calm and welcoming school, where pupils' behaviour is good.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Pupils' learning is good in most lessons because they are taught well and teachers have clear learning intentions that engage pupils and secure good progress. The school's robust tracking systems provide teachers with an overview of pupils' individual progress to assist effective planning. Where learning is most effective, teachers match the work closely to the needs of individual pupils, provide tasks that develop independence in pupils' learning and target their questioning and check pupils' work carefully to gain a clear view on how well they understand the work. Where teaching is less effective, lessons tend to have a slower pace so that the pupils' learning is not moved forward quickly enough, and opportunities for independent work are more limited. This sometimes leads to pupils becoming disengaged and losing interest in their work. Marking is done regularly and is constructive. The feedback is given to the pupils in a format that is well matched to their ability; however, pupils report that they would like to have some more information about how well they are doing so that they have a clearer understanding of how to improve their work.

The curriculum has a strong focus on enjoyment and achievement and is broad and balanced. It is monitored and reviewed by senior leaders to identify the strengths and weaknesses. It is adapted well to meet the needs of pupils with special educational needs and/or disabilities. The school has placed a strong emphasis on developing pupils' communication, language and literacy skills. They are now in the process of developing

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

the curriculum more to ensure it fully meets the needs of all pupils through increased cross-curricular links and appropriate tasks to meet the needs of the more able pupils and to include a greater focus on independent learning.

Pupils receive excellent care through the nurturing ethos that exists at the school. In the questionnaire, the overwhelming majority of pupils said they felt adults in the school cared about them. Pupils with special educational needs and/or disabilities receive very well coordinated provision, enabling them to achieve well and to feel secure and well supported at school. Support for pupils with both complex learning and medical needs is exceptional, and the school ensures these pupils are given high levels of support. Interventions are targeted very well to reach the pupils who would benefit the most. For example, a small breakfast club provides a positive start to the day and fosters pupils' emotional well-being exceptionally well. The school is highly proactive in its ambition to raise the aspirations of pupils through positive rewarding and high expectations.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and the school leadership team have high expectations of pupils and they set challenging objectives for key areas of the school's development to improve outcomes for all pupils. This has been successfully achieved in a very short time following the amalgamation of the two schools. All members of staff share their commitment and vision to improving the school still further. Systems to implement and monitor improvement are already embedded, are effective and highly organised to ensure continuous improvement. The leadership team works collaboratively with the rest of the staff to monitor and improve teaching further through focused peer observations and regular evaluation of progress. Tracking data is used effectively to ensure that all pupils are making enough progress and, if necessary, given extra support. Inclusive practice lies at the heart of the school's planning and is effective in ensuring good opportunities for all pupils and no evidence of any discrimination.

The governing body is knowledgeable about the work of the school and performs its role well. Governors are actively involved in school life through regular visits to classes and accompanying pupils on visits. The governing body plays a key role in determining the strategic direction of the school, providing challenge and support. They rigorously scrutinise proposals to ensure that the best outcomes are achieved for all pupils and parents or carers.

The headteacher and staff have established strong partnerships with parents and carers and they listen carefully to the parents' views about the school. The school takes a

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

sensitive approach to encouraging parents who feel less confident about coming into school to help them become more involved in their child's education. The school community is very strong because leaders have placed a high priority on fostering this, appointing staff to work directly with families. The strength of partnerships at the school exists in the support for pupils' well-being. However, partnerships impacting directly on pupils' learning are less well developed and having less of an impact; however, measures are now in place to address this. There are links with the local community and the school is beginning to develop links further afield, with evidence of early success. The school has undertaken an evaluation and has a clear plan of action to promote a wider understanding of communities and cultures across the world.

The school's safeguarding procedures are robust. Protecting pupils' welfare is given the highest priority and good procedures are wholly embedded. The school makes effective links to engage outside agencies to support their work with pupils to protect their welfare.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When children start in the Reception Year, their skills are usually well below the expected level for their age, particularly in their personal, social and emotional development and their communication, language and literacy skills. They make good progress because staff accurately assess and monitor their learning to provide tasks and activities that are tailored to their individual needs. There is a particular focus on the personal development skills and building positive relationships, which in turn leads to good behaviour for learning. However, staff are aware that the behaviour of a small minority of boys impacts on the level of progress made in their learning, and therefore have a key focus on their personal and social skills.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

In the Reception class, children come to school enthusiastic and ready to learn. They quickly settle to a wide range of well-presented opportunities that promote social interaction. The progress in personal skills is evident in the way that most of the children will play together well. Routines are well established, including promoting a healthy lifestyle, and children respond well to adults and other children. Most children, including those with special educational needs and/or disabilities make good progress during the year although some children are still below age-related expectations when they move into Year 1; this is particularly evident in boys' personal, social and emotional development and writing. Most children show a willingness to keep themselves and others safe through careful use of resources.

Provision in the Early Years Foundation Stage is good. An interesting, welcoming and well-equipped environment successfully reflects most children's backgrounds and the wider community. The balance of activities initiated by children and those led by adults is very well planned to provide exciting play-based learning. Teachers and other adults have a good knowledge of the learning and development and welfare requirements in the Early Years Foundation Stage and this leads to good and effective teaching and learning. Careful planning ensures that most children are suitably challenged by the learning experiences provided. These are well matched to the needs of the children, as a consequence of accurate observations and assessment.

Strong leadership, supported by a committed team in the Early Years Foundation Stage, ensures that all children have the opportunity to achieve as well as they can. There is a clear understanding of the strengths and areas for development, such as planning for better use of the outside learning area, and actions are clearly focused on helping children make good progress in their learning and development. Resources are well deployed and there are good links with external agencies that support the work that they do supporting vulnerable children. There are very strong links with parents or carers starting with a comprehensive induction programme at the beginning of the year. Safeguarding is given a very high priority and children are kept very safe.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

An overwhelming majority of the responses were positive, with most parents and carers indicating a high level of satisfaction with the work of the school. All parents and carers who completed the questionnaire stated that they thought the school keeps their children safe and nearly all consider that the school cares for their children well. Inspectors found the provision for supporting children's welfare and emotional well-being to be outstanding.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Almost all of the parents and carers that responded consider that the teaching is good and that the school is managed effectively. The inspection evidence supports these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oaklands Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 119 completed questionnaires by the end of the on-site inspection. In total, there are 405 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	64	42	35	1	1	0	0
The school keeps my child safe	88	74	31	26	0	0	0	0
My school informs me about my child's progress	58	49	54	45	4	3	1	1
My child is making enough progress at this school	51	43	62	52	4	3	0	0
The teaching is good at this school	65	55	51	43	1	1	0	0
The school helps me to support my child's learning	49	41	62	52	5	4	1	1
The school helps my child to have a healthy lifestyle	62	52	54	45	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	46	55	46	2	2	1	1
The school meets my child's particular needs	49	41	65	55	3	3	0	0
The school deals effectively with unacceptable behaviour	44	37	67	56	3	3	2	2
The school takes account of my suggestions and concerns	53	45	54	45	4	3	2	2
The school is led and managed effectively	71	60	47	39	1	1	0	0
Overall, I am happy with my child's experience at this school	76	64	38	32	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 July 2011

Dear Pupils

**Inspection of Oaklands Community Primary School, Yeovil, BA20 2DU**

Thank you for welcoming us to your school recently, and for talking to us about your work, telling us what you think of the school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you that met with an inspector.

You told us that you thought your school is good and this matches our findings. We think that it has many strong points. We found Oaklands to be an exceptionally caring school, which looks after you very well and keeps you safe. Just about all of you who completed the questionnaire think that you are looked after very well too.

A few of you thought that the behaviour was not good at the school so we made sure that we looked carefully at you working in lessons and playing around the school. We think that you are well behaved and that this is helping you learn. We noticed that you play together well and you make sure that your friends are safe when you are working together.

We saw that many of you work hard, make good progress and achieve well. We know that your teachers make sure that you have clear targets to work towards and that the teachers are doing a good job. The lessons that we watched were interesting and fun but we noticed that sometimes the work was a little easy for some of you, and you have told us that some of you do not know how well you are doing. So we have asked the school to make your learning even better by:

- making sure that you are always given work that makes you learn to the best of your ability
- helping you understand how well you are doing so you can do even better.

We really enjoyed coming to your school and hope that you all continue to work hard so you can do even better!

Yours sincerely

John Cavill

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**