

# Oatlands Community Junior School

Beechwood Grove, Harrogate, North Yorkshire, HG2 8QP

**Inspection dates** 27–28 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils enjoy school, make good progress in their learning and achieve well. As a result, they develop into confident and articulate young people, well-prepared for the next stage in their education.
- Pupils arrive at the school with skills and abilities that are above average. Good and sometimes outstanding teaching ensures that most pupils make the progress expected of them. An increasing proportion exceed expected rates of progress so that attainment by the end of Year 6 is typically high.
- Teachers plan lessons well, have high expectations of their pupils and use effective questioning to quickly address any misconceptions. This helps pupils to move continually forward in their learning.
- The school provides well for those pupils that need additional support ensuring that they make good progress and quickly catch-up to their peers.
- Pupils are extremely well looked after. They feel exceptionally safe in the happy and purposeful working atmosphere of the school. Pupils work hard and take an obvious pride in all that they do. The very effective promotion of pupils' spiritual, moral, social and cultural development leads to exemplary behaviour and attitudes. As a result, attendance is consistently above average and pupils are rarely late.
- Leaders, managers and governors have a secure knowledge of the school. Actions are focused on areas needing most attention and have successfully raised the quality of teaching and also accelerated pupils' progress. The governing body challenges decisions and ensures that the school continues to improve.

### It is not yet an outstanding school because

- Not enough teaching is sufficiently outstanding to ensure that all pupils are challenged and motivated to make rapid and sustained progress.
- The curriculum does not always sufficiently excite or inspire pupils because it is not routinely linked to their own interests.

## Information about this inspection

- Inspectors observed 24 lessons delivered by 11 different teachers. Two were jointly observed with the headteacher. In addition, the inspection team made a number of short visits to guided reading and mental mathematics sessions.
- Meetings were held with groups of pupils, the Chair of the the Governing Body and a parent governor, school staff including senior and middle managers and a representative from the local authority. Discussions also took place at the beginning and end of the school day with groups of parents.
- Inspectors took account of the 41 responses to the on-line questionnaire (Parent View) in planning the inspection. They also took into account feedback from the 14 staff questionnaires.
- The inspection team observed the school’s work and examined a range of documentation including the school’s own records of pupils’ learning and progress, monitoring and evaluation documents, records relating to the performance management of staff and those relating to behaviour, attendance and safeguarding.

## Inspection team

Lee Owston, Lead inspector

Additional inspector

Sue Smith

Additional inspector

Rosemary Batty

Additional inspector

## Full report

### Information about this school

- Oatlands Community Junior School is larger than the average-sized school.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average.
- Fewer pupils than found nationally are supported through school action. The proportion of pupils supported through school action plus or with a statement of special educational needs is also below the national average.
- Most pupils are of White British heritage. A smaller proportion of pupils than found nationally come from minority ethnic groups. Few are at the early stages of learning to speak English.
- The school meets the current floor standards, which set out the government's minimum expectations for attainment and progress.
- The school holds many awards. These include Artsmark Gold, the Silver Eco-schools award and the Inclusion Quality mark.
- The school has undergone significant staffing turbulence over recent years. The majority of staff are new to the school since the time of the last inspection.

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

- Increase the proportion of outstanding teaching so that more pupils make rapid and sustained progress by:
  - ensuring that all pupils are fully challenged in their learning
  - increasing opportunities for pupils to research and investigate independently, including through the use of information and communications technology
  - sharing best practice in marking and feedback so that all staff consistently apply the school's agreed policy.
- Develop a more inspiring and exciting approach to the curriculum by taking the interests of pupils more fully into account.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well in their time at school. They show interest in their learning, display good listening skills and interact well with their peers to clarify and extend their thinking. Parents are accurate in their view that pupils make good progress.
- Pupils arrive in Year 3 with skills and abilities that are above average for their age. Strong transition processes and a concerted effort by the school to develop pupils' independence ensures that pupils make good progress in Years 3 and 4. Progress accelerates further in Years 5 and 6, due to pupils' increased understanding of their learning and a more tailored approach to teaching English and mathematics. As such, attainment by the end of Key Stage 2 is typically high.
- The school took prompt action following significant staffing turbulence and a dip in the results of national tests in 2011. Recent unvalidated data of 2012 national tests show a rise to current high standards. Pupils' progress has improved and attainment is rising with some pupils reaching the very high National Curriculum Level 6. However, not enough pupils are currently making this rapid progress from their individual starting points to ensure that overall achievement is outstanding.
- Reading is a strength of the school. High quality fiction is used well to develop comprehension skills so that pupils read with full and in-depth understanding of the text. By the time pupils leave in Year 6, their attainment is high and they have a lifelong love of books. As one pupil commented, 'I just love to escape into a book. It's exciting to read about different people and cultures and what they have endured in their lives.' In these instances, reading aids the outstanding promotion of pupils' spiritual and cultural development.
- Disabled pupils and those with special educational needs make good progress because their work is closely matched to individual needs. Pupils for whom the pupil premium provides support make equally good progress because the school has directed specific funding at securing high-quality professional development opportunities for support staff. This has increased the expertise of teaching assistants at delivering intervention programmes that remove pupils' barriers to learning.

### The quality of teaching is good

- Parents greatly appreciate the good teaching and the very positive relationships between their children, teachers and support staff. In the vast majority of lessons observed, and over time, teaching is good; some is outstanding. Not enough teaching is yet at this highest grade to ensure that more pupils make rapid and sustained progress from their individual starting points.
- Where teaching enables pupils to make good or better progress and achieve well, it is characterised by:
  - high expectations of what pupils can achieve, including those who are supported by the pupil premium
  - accurate assessment of pupils' work so that teaching and learning activities fully challenge all learners
  - skilful questioning that enables pupils' misconceptions to be identified early and for teaching to be reshaped to quickly address any gaps in knowledge or understanding
  - high levels of independent, enquiry-based learning, where pupils have free access to mobile technology to research and investigate their own interests further
  - regular opportunities for pupils to respond to their teacher's feedback
  - the continuous promotion of excellent behaviour and exemplary attitudes to learning.

- In lessons where teaching occasionally requires improvement, the needs of all pupils are not fully met with a few not sufficiently challenged by their work. Although lessons are planned well, the opportunities for independent research and investigation, including through the use of information and communication technology, are not routinely exploited. As such, some pupils are not always inspired to achieve even higher because they are not always fully interested in the topics they are learning.
- Marking and feedback across the school is regular and positive. In the very best practice, pupils clearly know what they have done well and where further improvement is needed. This practice is not yet consistent across year groups; in some classes, insufficient time is allocated to pupils addressing their teacher's comments.
- The school's approach to homework is overwhelmingly endorsed by parents. Pupils enjoy completing extended writing projects such as their summer scrapbooks and frequently access their 'numeracy passport' online to develop their mathematics skills. When pupils have autonomy over their learning such as this, their progress is rapid.

### **The behaviour and safety of pupils are outstanding**

- Pupils are exceptionally polite, caring towards their teachers and friends and considerate of their school. They enjoy coming to school and take a very active role through becoming House Captains, play leaders or members of the Eco-Committee. These activities make a strong contribution to their spiritual, moral and social development.
- Pupils have excellent attitudes to learning. In class, they are attentive and work well with each other, often entering into meaningful discussion to clarify their ideas. This was particularly evident in a Year 4 religious education lesson where pupils showed high levels of respect, tolerance and empathy when enthusiastically debating their own understanding of homelessness.
- Pupils demonstrate a very secure grasp of what constitutes bullying, including that relating to prejudice. They have a highly developed sense of what is morally right and speak confidently about how to deal with their worries and concerns. Pupils say they feel very safe. They are very knowledgeable about the risks and dangers to which they may be exposed, including those relating to the internet.
- A harmonious and inclusive atmosphere within school has led to consistently above average attendance and high levels of punctuality. Excellent approaches to behaviour management, such as through the house point system, enable pupils to constantly regulate their own behaviour, during lessons and when at play. As a result, behaviour is exemplary. Instances of poor behaviour are rare and exclusions are exceptionally low.
- Parents overwhelmingly agree that their children are kept safe at school, behaviour is managed effectively and their children are happy.

### **The leadership and management are good**

- The headteacher and staff have high expectations of themselves and their pupils. All leaders and managers effectively turn these expectations into actions that are improving the quality of teaching and achievement.
- School systems to monitor the quality of teaching and the progress pupils make are effective. The previous dip in progress has been swiftly resolved. Self-evaluation is accurate and the correct priorities included in the school development plan. Progress towards these priorities is closely monitored to ensure that the impact of key actions is understood and any identified changes made.
- Leadership of teaching is strong. Monitoring of teaching carried out by senior leaders is rigorous and more outstanding teaching is emerging with only a few aspects remaining that

need attention. Close alignment between school priorities, the performance management of staff and the professional development opportunities provided has ensured that teaching has improved and pupil progress has accelerated from a previous dip in achievement. The school therefore has good capacity for further improvement.

- The curriculum has strengths in the range of enrichment and extra-curricular opportunities provided. Pupil take-up of these activities is high. Pupils have regular opportunities to apply their basic skills in a range of subjects but few teachers use pupils' own interests to inspire and excite them to make even greater progress in their learning.
  - The school's promotion of spiritual, moral, social and cultural development is outstanding because it is relentlessly embedded into all aspects of the school's work. Discrimination of any kind is not tolerated and there is no significant variation in the achievement of different groups of pupils. Such an inclusive environment allows pupils to develop into confident, well-rounded individuals.
  - Parents are supportive of the school. Significant staffing turbulence over recent years has caused them most concern. As the staffing structure has become more settled, the school has organised parents' evenings to ensure that stronger relationships are forged with teachers. This enhanced communication has been appreciated.
  - The school's arrangements for safeguarding pupils meets statutory requirements with much best practice adopted in the high quality care provided.
  - The school works collaboratively with the local authority who provides light touch support.
  - **The governance of the school:**
    - possesses a wealth of professional expertise that is fully utilised by the school
    - has an accurate view of the school's strengths and areas for development based on a thorough analysis of school data
    - provides strong levels of support and challenge so that improvement is sustained
    - engages in first-hand experiences to appreciate the quality of teaching.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121431
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	403462

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Tulley
<b>Headteacher</b>	Jill Cooper
<b>Date of previous school inspection</b>	28 January 2008
<b>Telephone number</b>	01423 872827
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@oatlands-jun.n-yorks.sch.uk



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