

# Oatlands Community Infant School

Hookstone Road, Harrogate, North Yorkshire, HG2 8BT

**Inspection dates** 9–10 May 2013

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' attainment at the end of Year 2 is exceptionally high and has been so for a number of years.
- Pupils make outstanding progress in Reception, Year 1 and Year 2, which leads to extremely high standards of learning.
- Reading, writing, communication and mathematics are taught exceptionally well, so that pupils in all classes are very well prepared for the next stages of learning.
- Outstanding teaching ensures that the learning is highly effective in helping pupils to reach the highest levels consistently over time.
- Pupils with special educational needs make rapid progress because they receive highly skilled support that ensures that their needs are very well met.
- Pupils' behaviour is outstanding in the classrooms, around the school and when playing outside during break times and lunchtime. Pupils are very welcoming and extremely polite with visitors. Pupils say that they feel safe at school.
- Attendance levels for pupils are above the national average and have been for a number of years.
- Parents overwhelmingly pay compliments about the way the school ensures that their children are very well supported by caring teachers. Parents say that their children are making remarkable improvements in their learning.
- School leaders and managers have relentlessly pursued improvements in teaching so that standards and pupils' achievement have been exceptional over a sustained period and the school has continued to improve.
- Governors are very effective in their planning and support for the school so that pupils achieve exceptionally well. They diligently evaluate the performance of the school using the range of information available, although they are not always fully aware of the levels pupils are reaching in order to make even further improvements.

## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons. All teachers were observed at least once. Two lessons were observed jointly, one with the headteacher and one with the leader of literacy.
- Inspectors met with staff, pupils, parents, members of the governing body and held a discussion with a representative from the local authority.
- The inspectors took into account 15 staff questionnaires and the 82 responses to the on-line questionnaire (Parent View) as well as six letters from parents. They also considered information from previous school surveys.

## Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

## Full report

### Information about this school

- The school is similar in size to most primary schools.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is much lower than average. The proportion supported at school action plus or with a statement of special education needs is also much lower.
- The proportion of pupils known to be eligible for the pupil premium funding is well-below average compared to other schools. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority).
- Since the last inspection, there have been changes to the leadership with the appointment of a new headteacher and Chair of the Governing Body.
- Privately managed registered childcare is provided on the school site. It is inspected separately by Ofsted.

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

- Enhance the range of monitoring information that governors receive to include pupils' performance at the higher levels.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils achieve exceptionally well due to the first class leadership that expects only the highest quality of teaching and learning.
- Children start in the Reception Year with skills that are typically expected for their age and make outstanding progress. They leave the Reception Year with well-above average skills in all areas of development.
- Pupils enter Key Stage 1 having been well prepared to make remarkable progress in Years 1 and 2 due to the outstanding teaching, and leave Key Stage 1 with levels that are exceptionally high in reading, writing, and mathematics, as well as in other subjects across the curriculum.
- Pupils' outstanding progress is evident in their work books. From their individual starting points, pupils show remarkable gains in their standards of writing and understanding in mathematics which are exceptionally high.
- Reading is enjoyed immensely by pupils. They read confidently and well to one another in class and to inspectors. Support with pupils' reading has been very successful in developing the reading levels of pupils such as those who fall behind in their reading or who need additional support to help them continue to improve. As a result, standards in reading are exceptionally high.
- Disabled pupils and those with special educational needs make outstanding progress because of the excellent support they receive, which is planned and targeted to meet their needs. There are no significant differences in the progress of different groups of pupils, reflecting the school's strong commitment to equality of opportunity and ensuring that no pupil is discriminated against.
- The average point scores shown in the school's records of the small number of pupils known to be eligible for free school meals show that the gap in attainment in reading, writing and mathematics between these pupils and others is closing. This is because of effective actions by the school to provide a range of support from teachers and other adults both in and out of the classroom.
- Having quickly recognised that the results from checks on pupils' phonic skills (the skills of matching letters and sounds to help them read unfamiliar words) carried out in 2012 were below those of other schools, changes made by the school's leaders have brought the necessary improvements which have been confirmed by subsequent checks carried out by the school.

### The quality of teaching is outstanding

- The quality of teaching continues to be outstanding in reading, writing, communication and mathematics, as it has been for a number of years.
- Effective planning by teachers ensures that pupils are given learning activities that exactly match their needs and provide them with challenge and opportunities to practise and develop their skills exceptionally well. In a Year 2 science lesson, pupils were accurately identifying the internal organs in a model of a human body and discussing what these organs do.
- Teachers mark books regularly and thoroughly. High quality written comments help pupils clearly understand the next steps and to make rapid gains in their learning.
- Teaching in the Early Years Foundation Stage is well organised and the planning is thorough. Teachers frequently check children's development and ensure that activities are fully matched to their needs and this leads to them making exceptional progress. There is an effective focus on writing activities, which was a key issue raised in the previous inspection.
- Teachers have high expectations for pupils' behaviour and this ensures a calm and purposeful atmosphere as they work. In literacy and mathematics, pupils are frequently provided with opportunities to work independently of teachers and other adults in the classrooms, which has

had a marked impact on developing their confidence.

- Resources, including computers, are used well to bring subjects alive and to reinforce learning. In one lesson in Year 2, pupils were using the computers to create different types of graphs from information they had collected during the lesson.
- Teachers regularly assess pupils' learning and quickly provide support when pupils are falling behind. Actions taken by the school include increasing the amount of one-to-one support or providing additional reading support with the reading intervention worker. Evidence from school records shows that pupils make exceptional gains as a result of these interventions.

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

- Pupils are extremely polite, confident, friendly and welcoming to visitors and staff. Inspectors observed them getting on extremely well with each other when they were outside on the playground or inside the school during lunchtime.
- Their behaviour is almost always impeccable in their lessons. They are highly enthusiastic learners, working successfully together by cooperating to help each other to complete activities. This also makes a significant contribution to their exceptional social, moral and cultural development.
- Pupils enjoy coming to school and rarely miss a day. This is reflected in consistently above-average attendance which improves each year. Punctuality is outstanding, and there have been no exclusions in the last few years.
- Pupils say that they feel safe in school and are confident of the support of teachers and other adults when they have problems. In conversations with parents, they were remarkably complimentary about the way that teachers respond well to their children's needs and provide a warm and caring environment. This is consistently reinforced by information gathered in school surveys and is also reflected in the responses on Parent View.
- Incidents of bullying are rare. There are very few records of any on the school's system. If they do occur, the school rigorously investigates and responds appropriately to any issues that have arisen. Records also show that the headteacher ensures that parents are kept fully informed of any incidents. She places a great emphasis on maintaining the exceptional support provided by parents.

### **The leadership and management** are outstanding

- School leadership is outstanding because the levels of achievement in the school have been consistently extremely high over a number of years. The headteacher has a very accurate view of the school's performance and effective long-term plans. This has ensured that children coming to the school have received an exceptional start to their learning and outstanding preparation for the next stages of their education.
- Subject leaders and the leader of the Early Years Foundation Stage have a deep and accurate understanding of the progress being made by pupils in the school. They pay close attention to ensuring that support for pupils is provided when monitoring records indicate that they are falling behind. This ensures that all pupils are able to make and sustain exceptional progress during their time at the school.
- Effective implementation of policies ensure that pupils have high levels of literacy. This is clearly demonstrated by the school leadership rigorously implementing changes in the ways that the learning of phonics takes place. For instance, the curriculum has changed to increase the amount of phonics teaching and there is now extensive support through extra phonics sessions matched to pupils' levels. Recent monitoring carried out by the school shows that the standards in phonics have greatly improved.
- Leaders pay significant attention to improving teaching and learning. Training for staff enables them to continue to make the outstanding impact on pupils' performance. There is close

matching of teachers' pay awards in line with pupils' achievements.

- The senior leadership team has established a curriculum that is highly effective in maintaining pupils' outstanding achievement. The organisation of the curriculum provides first class opportunities for all pupils to learn equally well.
- There are a number of clubs available, such as the computer and mathematics clubs, as well as regular music lessons. There are opportunities for pupils to develop their appreciation of music by taking part in singing 'grace' together at lunchtime. Talks from visitors from India have helped pupils develop their understanding of different cultures.
- Relationships with parents are exceptional. Parents help in the classrooms and with reading activities. Letters received from parents and comments from those who talked to inspectors were especially positive and paid tribute to the high quality support that the school gives to their children.
- The local authority has recognised that the school can manage itself effectively and identifies the strong relationships between the school's leadership and the governing body as a key to its continuing success. It meets with the school on a termly basis and provides support when required.

■ **The governance of the school:**

- Governors are exceptionally passionate about improving the school and channel their energy so that performance is consistently outstanding. They use effectively the information from school checks to hold the leaders to account. Nonetheless, they are aware this would be enhanced with additional details about the number of pupils who reach the higher levels. The Chair of the Governing Body meets with the headteacher on a weekly basis, enabling her to keep fully up to date. Governors have managed the school's spending exceptionally well and recent financial planning clearly indicates their awareness of ensuring the budget can fully meet the school's needs in the future. They are aware of how the pupil premium is spent and the difference this is making to improving standards of those pupils eligible for the funding. Governors have used performance management highly effectively to sustain improvements in teaching and are fully aware of the performance of teachers and the standards pupils achieve. Safeguarding procedures are strong and meet the statutory requirements.

## 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 pupils' 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 pupils' 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>	121397
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	412248

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>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Glover
<b>Headteacher</b>	Elizabeth Robson
<b>Date of previous school inspection</b>	1 December 2008
<b>Telephone number</b>	01423 871036
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@oatlands-inf.n-yorks.sch.uk



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