

# Oaklands Community Primary School

Preston Grove, Yeovil, Somerset, BA20 2DU

**Inspection dates** 3–4 June 2014

<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

- Children enter school with skills that are much lower than expected for their age; they make a good start to their education in the Early Years Foundation Stage. They learn to work hard and in harmony with one another. They make good progress and are well prepared for Key Stage 1.
- Attainment has risen sharply in the last year and is similar to the national average. Pupils of all ages make good progress because teaching promotes learning well.
- Pupils make good gains in English and mathematics. The school fully meets the learning needs of each group of pupils, including those who receive additional funding. Achievement of all pupils is good.
- Teaching is consistently good because leaders and managers rigorously promote good practice. Pupils enjoy learning in the calm, positive atmosphere in classrooms. Lessons are very well planned and thoroughly organised to meet the needs of all learners.
- Behaviour is outstanding and pupils demonstrate a great appetite for learning. Pupils and staff get on exceptionally well together. Bullying is virtually unknown. Pupils show an excellent understanding of how to stay safe in their everyday lives.
- The headteacher sets high standards which staff and pupils strive to meet. Her 'non-negotiables' are legend and a testament to her rigour. Thorough checks on the school's work lead to swift action to promote improvements and the school is moving forwards rapidly.
- The governing body is well informed about the school and members bring a wide range of skills to their roles. They understand how well pupils are doing, and support and challenge the leadership and management in equal measure.

### It is not yet an outstanding school because

- Pupils' achievement is not yet outstanding because some teaching does not always fully engage pupils in their learning

## Information about this inspection

- Inspectors visited 16 lessons taught by 15 teachers and undertook five joint observations with the headteacher and a senior leader.
- Discussions were held with pupils, teachers, the headteacher, parents and carers, representatives of the governing body and a local authority officer.
- The inspectors examined numerous school documents, including policies, assessment information, planning documents, staff questionnaires and records of all kinds.
- The views of 11 parents were analysed through the Parent View website.

## Inspection team

John Carnaghan, Lead inspector	Additional Inspector
Mary Usher-Clark	Additional Inspector
Julie Fox	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils supported by the pupil premium is greater than that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Just over a tenth of pupils are from minority ethnic groups, which is below the national average. A tenth of pupils speak English as an additional language. This is also below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has been in post for two years.

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

- Move teaching to outstanding by making sure all lessons engage pupils' interest and encourage pupils to think for themselves.

## Inspection judgements

### The achievement of pupils is good

- Children join the Reception class with skills and aptitudes that are well below those typical for their age. Many experience difficulties with speech and language. The checks staff make quickly establish the exact needs of each child and the school plans carefully so that each individual has the correct degree and type of assistance.
- In the safe, nurturing environment of the Early Year Foundation Stage, children make good progress. They start to develop the literacy and numeracy skills they will need throughout their education. Children's personal development is equally rapid. The children adopt good learning habits, such as listening carefully to adults and working and playing together harmoniously. As a result, even though they enter Year 1 with below average attainment, they are well equipped for their future education.
- Pupils continue to make good progress across Years 1 to 6. This is largely due to the consistently effective teaching they receive. They know what to learn and how to learn and teachers harness their enthusiasm and focus their energies well.
- Attainment at the end of Year 6 dipped in 2013. The school very quickly identified the underlying reasons for this and made rapid changes, particularly to teaching. This has been very effective. Attainment across all year groups has shown a very marked improvement this year, and in Year 6 is very close to what is expected for pupils of this age across the country.
- Progress has improved considerably in reading, writing and mathematics this year. Evidence in pupils' work books indicates that pupils sustain good progress across all year groups and in a wide range of subjects. Given their low starting points, this represents good achievement.
- The school fully addresses the needs of the most able, ensuring that their work is appropriately challenging so that the achievement of this group is good.
- Reading is promoted very thoroughly so progress is also good. Pupils are given every encouragement to read from a wide variety of books. The regular reading sessions in school are meticulously planned to provide stimulating and varied experiences. Parents also play their part in providing pupils with good opportunities to read and enjoy books.
- Pupils in receipt of additional funding benefit from assistance that is exactly tailored to their needs. Skilled teachers and teaching assistants provide personalised help so that no pupils are left behind. The day-to-day progress of each individual receiving additional funds is regularly checked and adjustments to teaching are made as required. The rate of progress of these pupils is at least similar to others in the school, and in mathematics this year it has been better.
- The attainment gap between these pupils and others in the school has closed quickly in the last year. In 2014, Year 6 pupils receiving additional support were one term behind their peers in reading and mathematics and less than this in writing.
- Information from regular assessment of pupils is analysed to ensure that disabled pupils and those who have special educational needs receive all the assistance they need. Skilled and enthusiastic staff encourage and inspire these pupils. In consequence, their achievement is good.
- The needs of the small group of pupils who speak English as an additional language are well known to staff because of the regular progress checks that are made. These pupils and those from minority ethnic groups receive good support and make similar progress to their peers.

### The quality of teaching is good

- Leaders and managers regularly check up on the quality of teaching and school records indicate that areas of concerns are quickly addressed. This ensures that teaching is consistently good over time and promotes good learning over time.
- Classes have a caring, yet purposeful, atmosphere. Teachers set high expectations for pupils'

academic and personal performance – targets that pupils invariably work very hard to meet. Pupils are managed with kindness, tact and subtlety so that, in the supportive classroom environment, relationships between pupils and adults and between pupils are warm and constructive. Teachers and their assistants go out of their way to foster good relationships.

- Teachers deepen pupils' knowledge by being observant and, for example, by questioning pupils carefully so that they are continuously aware of how well pupils are learning. They adjust and modify lessons as they go along to ensure that all pupils are learning as well as they can.
- Teaching has a strong focus on literacy and numeracy. Pupils do a great deal of writing in various contexts; for example, older ones write at length about the books they have read. Teachers mark this and all other work with great care, offering sound advice and plenty of encouragement. This helps pupils know what they have to do to improve their work and encourages them to present it neatly.
- Tests and other checks provide the school with valuable information on how each pupil is doing. If concerns arise, staff act quickly to provide the right sort of help. Much of this involves individual tuition, either one-to-one or in small groups, taught by specially trained staff. These measures do much to ensure equality of opportunity for all pupils and that there is no discrimination.
- Pupils are very interested in their lessons, show good concentration and work hard. Well-qualified and committed teaching assistants are invariably close by to help and encourage. Pupils receive clear guidance on what they have to do. Urgent deadlines encourage them to work purposefully and make rapid gains in their learning.
- The school's push to improve teaching has led to most being effective. However, some teaching lacks sufficient challenge to make pupils think more deeply and to promote outstanding progress.

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

- The behaviour of pupils is outstanding. From the moment they start in the Reception classes, children are encouraged to show respect to one another and towards adults and to behave with maturity. This sets the pattern for pupils' school careers. A calmness pervades the school throughout the day and pupils are invariably polite and friendly.
- Parents, staff and pupils, all agree that behaviour is excellent. This engenders a positive attitude to learning that helps to make learning such a pleasurable experience for many. They listen well and settle quickly to their studies. Pupils naturally work very well individually, in pairs and in small groups. They take great pride in what they do and, as a result, books are neatly presented.
- Pupils who find good behaviour difficult to achieve all of the time are exceptionally well managed by sympathetic, understanding staff. The school regards these few pupils as a high priority and has set up organisations, such as a nurture group, to help them cope with school life. The management of behaviour in lessons and around the building is confident and most effective. Playtimes and lunch times are harmonious occasions.
- The school's work to keep pupils safe and secure is outstanding. Pupils report they feel very safe at school and parents agree. Pupils have a comprehensive understanding of all types of bullying, including cyber bullying, and say that it is almost unknown at the school. They are confident that it is very well dealt with. Pupils are very well briefed about how to stay safe in their daily lives, such as on the busy local roads.
- Attendance has improved rapidly in the last year since the school adopted a more rigorous approach and is now above average.

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

- The headteacher has challenged staff and pupils to improve their performance since she began

to lead the school. She works closely with teachers and governors and has enabled staff to drive significant developments. Staff and members of the governing body share her ambition to make the school outstanding. Subject and other leaders fully support the school's aspirations and play a significant role in promoting improvements. The school is well supported by the local authority. It has the capacity for continuing improvement.

- Data and other information on pupils' progress are subject to constant checks. This process helps keep an eye on all pupils. It ensures that they are receiving the best possible help and guidance in their learning. It triggers additional assistance when necessary. Regular meetings with class teachers hold individuals to account for the progress of pupils in their charge, setting clear goals for each teacher. These meetings also identify training for staff to meet their professional needs.
- Leaders and managers regularly visit classes and look at pupils' books to check on the quality of teaching. Any weaknesses are quickly tackled. The way leaders and managers follow up any concerns they identify has ensured an impressive consistency in the quality of teaching.
- The mixture of subjects the school offers is broad and balanced and well adapted to meet the needs of its pupils, particularly the most vulnerable. Special events involve the whole school in studying important areas like e-safety and international links.
- Interesting topics, such as the Vikings, are often started with a special event. In this case, staff and children dressed as Viking marauders. Each year group has at least three visits or visitors each year to broaden pupils' horizons, and these are often used as stimuli for work in school, such as creative writing. Plans for the introduction of the new National Curriculum in September 2014 are well advanced.
- Personal and social education lessons provide good opportunities for pupils to reflect on important issues and promote spiritual development. Pupils' exemplary behaviour and excellent relationships are a strong testament to their moral and social development. The school has developed a better understanding of European cultures as Polish and other Eastern European arrivals are welcomed into the school. However, leaders and managers are aware that they have not been sufficiently active in promoting a wider multicultural understanding and plan to redouble their efforts to find a partner school in a contrasting part of the United Kingdom.
- Additional sports funds have been spent wisely to raise the profile of physical education. The appointment of a sports teaching assistant has brought additional expertise into the school. It has boosted teachers' confidence as they work alongside him. This is having a positive impact on developing pupils' physical well-being. It has also promoted a calm atmosphere to playtimes where there is more formal organisation of games. The number of sports clubs has risen, as have the numbers of pupils participating.
- Parents express great satisfaction with the school. The parent teacher association has a positive impact on school life, for example through successfully lobbying for a 20-miles-per-hour speed limit outside the school. Teachers are exceptionally active in engaging with previously hard-to-reach families. They have supported them in many ways, particularly in their efforts to ensure their children attend school regularly.
- **The governance of the school:**
  - Governors use a variety of methods to check up on the school, including making regular visits whilst it is in session. This helps them understand the quality of teaching. They use external consultants to assist them and have a good grasp of how teachers' performance is related to whether teachers receive a pay rise. They have set up rigorous structures to identify and reward good teaching. Members of the governing body have a very clear grasp of the data relating to pupils' achievement and understand how well pupils are getting on when compared with national averages. One governor specialises in the performance of pupils who receive additional funding and has a very good grasp of how these monies are allocated and the results for these pupils. This, in turn, ensures that this initiative provides good value for money. Governors take a rigorous approach to supporting the school in fully meeting its safeguarding 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>	135612
<b>Local authority</b>	Somerset
<b>Inspection number</b>	439752

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>	417
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Johnson
<b>Headteacher</b>	Karen Parr
<b>Date of previous school inspection</b>	13–14 July 2011
<b>Telephone number</b>	01935 425477
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