

Inspection of Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire SO50 7AN

Inspection dates: 28 and 29 September 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

'Infants can do anything'. This is the mantra that leaders believe, staff support and Fair Oak pupils live up to. This ambition for pupils reaches into many aspects of the school and shows in pupils' character. From Reception, children learn from the school's values to be caring, collaborative, reflective, respectful, creative and to persevere. Pupils of all ages display these attributes, both in class and during breaktimes. They take pride in their achievements, displaying their awards on their uniforms and celebrating their own and others' successes. Parents and carers appreciate this, telling inspectors how 'lucky' their children are to attend the school.

Pupils feel safe because of the kind and caring culture of the school community. Pupils look after anyone who is sad or lonely, and any instances of poor behaviour or bullying are quickly identified and addressed by staff.

Pupils enjoy the broad curriculum, which covers a wide range of subjects. Pupils learn what makes subjects unique, laying the foundations for future learning. For example, in science, pupils learn to predict, test and analyse their findings. In art, they learn how to shade and colour to show shadow and perspective. Such knowledge prepares pupils well for their junior education and beyond.

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

The curriculum is organised and planned so that staff know what to teach and when. Staff are knowledgeable and teach with clarity and enthusiasm. They receive useful training to understand the content themselves and how best to deliver this. Subject leaders break their subject's curriculum into small chunks and, in most instances, ensure that new knowledge builds on what pupils already know. On some occasions, this content is arranged to fit 'topics' rather than following a logical sequence. This makes it harder for pupils to understand new content and deepen their understanding of the subject.

Right from the start, children in Reception begin to learn phonics through the school's agreed sequence. They continue to build their knowledge through Years 1 and 2, learning and recognising increasingly complex combinations of sounds. Staff all use approaches that pupils are familiar with. However, the school does not currently have sets of reading books that precisely match the sounds that pupils have learned. This makes it hard for pupils to practise reading.

Staff read a wide range of texts with pupils that broaden their literary and cultural understanding. Children in Reception were delighted to share the stories of Kes Gray with inspectors. Older pupils learn about equality through texts such as 'Girls can do anything' by Carly Hart.

Staff use assessment information and evidence from nurseries to accurately identify pupils with special educational needs and/or disabilities (SEND). Leaders have established strong links with families and external agencies, which they use to

assess, support and review provision for pupils with education, health and care plans. However, for other pupils on the SEND register, individual teaching staff are expected to adapt the curriculum. The quality of support provided for these pupils in subjects beyond English and mathematics varies. Leaders have already begun to address this.

Staff carefully plan activities that will help pupils to broaden their knowledge of the world around them. Pupils often begin learning a new topic by taking part in trips or events that give them a basic understanding of a concept. For example, pupils experienced a planetarium before learning about the solar system.

Pupils learn how to look after their bodies and minds. They build on this by considering how to look after others and to be a good friend. Pupils' knowledge of friendship and manners is reflected in their kind and courteous actions. They consider their impact on the local area. For example, pupils recently worked with the parish council to organise a litter-pick in the local village.

Pupils behave well because staff model and praise positive behaviour. Systems for rewarding and challenging pupils are consistently used and applied across the school. Pupils work hard in class and focus on their tasks. Occasionally, pupils can become distracted when working independently. Leaders provide useful support to families, helping them to rebuild positive morning routines and increase pupils' attendance at the school. Attendance of pupils, including for those who are disadvantaged, has remained high because of the strong oversight and support provided by the school.

Governors are knowledgeable and skilled. They work alongside leaders to develop strategic plans and check that these are working as intended. Governors offer leaders useful support to help them achieve their goals. For example, governors have organised support for the school to improve the provision for pupils with SEND. Leaders and governors are determined to improve staff well-being. They share work equitably among staff and provide appropriate time to complete tasks.

Safeguarding

The arrangements for safeguarding are effective.

Systems for checking and training staff are rigorous. Staff know how to identify both immediate concerns and the small changes in behaviour that indicate that something might be wrong. They use the agreed reporting systems well, providing leaders with the right information to support families.

Pupils learn to identify and manage risks at an age-appropriate level. They learn about whom they should trust and when to share secrets or worries. Pupils know how to stay safe online and what games are appropriate for them to play. They understand that their bodies are their own, having studied the NSPCC's 'Talk PANTS' curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The books the school uses do not always contain the sounds pupils know, meaning that pupils cannot practise and apply their phonics knowledge. Leaders should finalise their plans to invest in additional books, so that pupils read from books that contain the sounds they have learned.
- The support for pupils on the school's SEND support register is currently determined by class teachers rather than leaders. This means that the adaptations made to help pupils to access the curriculum are variable in quality, specifically in the foundation subjects. Leaders must ensure that they develop clear and effective systems to plan and review the provision for these pupils. Leaders and governors are aware of this issue and have sought appropriate external support to address this. For this reason, the transition arrangement has been applied.
- Some units in the foundation subjects organise content in an illogical order to try and fit in with the aims of a topic. This hinders pupils from making links between new knowledge and what they have learned previously. Leaders should review these subject plans to ensure that the content taught builds on prior learning over sequences of lessons.

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	115891
Local authority	Hampshire
Inspection number	10199345
Type of school	Infant
School category	Maintained
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair of governing body	Philippa Hughes
Headteacher	David Peart
Website	www.fairoakinfant.co.uk
Date of previous inspection	17 January 2007

Information about this school

- Since the previous inspection, the school has appointed a new headteacher and interim deputy headteacher.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005. This was the first routine inspection the school had received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- The inspectors met with senior leaders and four governors, including the chair. An inspector held a phone call with an officer from the local authority.
- Inspectors did deep dives in these subjects: reading, mathematics, history, art and personal, social and health education. Inspectors talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. Inspectors then considered a wider range of evidence.

- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspection team considered the views of parents shared through the Ofsted surveys. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

Charlotte Wilson

Ofsted Inspector

Mo Galway

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021