

Inspection of a good school: Oakdale Primary School

Oakdale Avenue, Stanground, Peterborough, Cambridgeshire PE2 8TD

Inspection dates:

9 and 10 November 2021

Outcome

Oakdale Primary School continues to be a good school.

What is it like to attend this school?

Oakdale Primary is a friendly school. One parent told the inspector: 'It is a lovely welcoming school where my little boy is well supported. He is always given lots of encouragement.' Its warm ethos helps pupils to feel happy and safe in school.

Pupils say that they enjoy coming to school. They are enthusiastic about their lessons and take pride in their achievements. Staff have high expectations and want every child to do well. They encourage all pupils to work hard. Pupils relish trips which the school links to what they are learning about in class.

Pupils enjoy the wide range of extracurricular activities that are available. They say that there are lots of sports clubs at lunchtime and after school to take part in.

Staff expect the pupils to behave well. This begins from the moment the children start in the Reception classes. Pupils work well with each other in lessons and play nicely together at lunchtimes. They treat their peers and staff with respect. Pupils say that there is no bullying in the school. Pupils say that children are occasionally not kind to each other, but that when they tell a teacher, it stops.

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

Leaders have developed a curriculum that is well planned and ambitious. It meets the needs of all pupils. This includes those with special educational needs and/or disabilities (SEND).

Leaders have taken time to consider what they want pupils to know and remember in each year and subject. They have ensured that plans are clear about what pupils should already know at each stage as well as what they need to learn next. This helps pupils to put what they have learned in a logical order. For example, pupils could put their topics into chronological order in history. They could say when different historical events happened and compare similarities and differences. Teachers make good use of

resources, assessment and questioning in class. This helps them to know which pupils need extra support in class to know more or do more.

Leaders promote a love of reading. They ensure that the youngest pupils practise their phonics knowledge daily. Books for early readers are well matched to the sounds that they know. Staff skilfully question and support pupils with their reading. They focus on comprehension and decoding skills so that pupils become confident readers.

Reading is also a priority for older pupils. Pupils enjoy how staff teach retrieval and comprehension skills because teachers select texts linked to the topics they are studying.

Pupils are polite and friendly to visitors. They behave well in class because they understand what the school expects of them. Pupils are keen to achieve rewards in class, and any disruption to learning is rare.

Pupils' personal development is a priority for the school. Pupils enjoy opportunities for extracurricular activities and like to go on visits. This includes going to places of worship, such as the local cathedral.

Pupils with SEND are well supported. This is because teachers adapt the curriculum so that it is matched to their needs. They may receive extra adult support or have a different activity to complete. The special educational needs coordinator works well with outside agencies to secure the right external specialist support for pupils with SEND.

Staff feel valued. This is because leaders, including governors, provide good support. Staff are very positive about the actions taken to reduce their workload. This includes dedicated leadership time for staff who lead a subject. Staff praised leaders for taking steps to help them to manage their work–life balance.

Some parents were unhappy with the way some recent changes were communicated. Leaders and governors accept that communication could be improved.

In discussion with the headteacher, the inspector agreed that communication with parents may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained. Staff know the signs that a pupil may be at risk of harm, and they are vigilant. They are confident about using the school system when they have a concern. Leaders are quick to follow up any concerns. Leaders work closely with families and outside agencies to access help for pupils.

The school has robust safer recruitment practices. Staff know what to do if they have a concern about another adult.

Staff teach pupils how to stay safe, including how to stay safe online. Pupils know what to do if they do not feel safe or if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's communication with parents about recent changes has not been strong enough. This has led to a small minority of parents being unhappy about the changes. The school needs to increase communication with parents and explain any changes more clearly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2011.

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	110710
Local authority	Peterborough
Inspection number	10200218
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair	Diane Ward
Headteacher	Ilona Wrigley
Website	www.oakdale.peterborough.sch.uk
Date of previous inspection	13 October 2016, under section 8 of the Education Act 2005

Information about this school

- The school has undergone significant building work since the last inspection. It has expanded from one form of entry to two forms entry.
- A very small number of pupils attend alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The inspector met with senior leaders, subject leaders, other members of staff and members of the governing body. He spoke to a representative from the local authority.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector met with subject leaders and visited a sample of lessons. With them, he also spoke to some pupils about their learning and looked at samples of their work.

- The inspector heard pupils in Years 1, 2 and 3 read to a familiar adult. The inspector visited phonics lessons in Reception, Year 1 and Year 2.
- The inspector looked at the safeguarding arrangements in the school. He spoke to leaders and staff about how they keep pupils safe. The inspector checked the school's central record and the school's log of safeguarding incidents.
- The inspector spoke with pupils during lunchtimes and observed their behaviour during these times.
- The inspector had informal conversations with parents at the end of the school day.
- The inspector considered 34 responses and free texts to Ofsted's questionnaire for parents. The inspector also looked at 27 responses to Ofsted's survey for staff.

Inspection team

James Adkins, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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