

Inspection of Oakwood Infant School

Church Lane, Hartley Wintney, Hook, Hampshire RG27 8DY

Inspection dates: 13 and 14 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
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?

Pupils flourish at this happy and welcoming school. Children get off to an excellent start in Reception with their learning and personal development. This sets a secure foundation for pupils to build on as they move through the school.

Leaders and staff are ambitious for every pupil to do well in their learning and wider development. Pupils are inspired to work hard to meet their teachers' high expectations. They are resilient and recognise that mistakes are a part of learning. As one pupil commented, 'It is fine to make mistakes because we learn from them.'

Pupils demonstrate the school values of respect, equality, self-belief, perseverance, excellence, creativity and teamwork. They are proud to wear their respect badges for demonstrating these qualities at home and at school.

Pupils feel cared for because of the positive and warm relationships with staff. This helps pupils to feel safe. Staff use the clear school rules of 'respect, learn, safe' to support pupils to understand how they are expected to behave. From the start of Reception, pupils learn to be kind to others. Bullying is rare and staff listen and support pupils with any worries they have.

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

All staff share the strong ambition to ensure that children have the best possible start in Reception. Staff prioritise developing children's communication skills and broadening their vocabulary. They adapt a well-considered curriculum to the needs of individuals. Children are highly engaged in their learning and keep trying hard, even when they find things tricky. They speak confidently about their learning. For example, children can proudly describe the life cycle of a butterfly. This ensures that all children, including those with special educational needs and/or disabilities (SEND), learn exceptionally well.

Leaders have made reading a strong focus. They have provided staff with high-quality training that helps them to follow the well-sequenced phonics programme. Pupils read books that match the sounds they have learned. Struggling readers, including those with SEND, are provided with effective support to help them keep up. Leaders keep a close check on how well pupils are learning to read and work with staff to help them refine their practice. Pupils enjoy listening to a wide range of stories read to them by adults. This includes books they might not usually read. Consequently, pupils learn to read fluently and with confidence.

Curriculum thinking in other subjects, including mathematics, is well developed. In most subjects, leaders have identified the precise knowledge and skills they want pupils to learn. This helps staff to recap previous learning to develop pupils' fluent recall and confidence. Staff have strong subject knowledge and this helps them to provide clear examples that help pupils to understand. Staff are supported by the

special educational needs coordinator to quickly identify the needs of pupils with SEND. This helps staff to adapt their teaching for pupils with SEND effectively, which helps them to learn well. Leaders acknowledge that in a few subjects they need to refine what content they intend pupils to learn and remember.

In most subjects, including mathematics, teachers carefully check that pupils have understood the key learning before moving on. Staff use this information to accurately inform their future teaching so that gaps in learning are promptly addressed. Leaders have identified that in some wider subjects, staff are not as consistent with checking what pupils have learned and remembered. This reduces the effectiveness of subsequent activities.

Pupils' personal development is a top priority. Those pupils who are disadvantaged directly benefit from the school's work. Staff explicitly teach pupils the school values through carefully planned sessions. This helps pupils to understand the importance of and to make contributions to their school and wider community. Their lessons and the active school council provide all pupils with opportunities to solve problems and debate important issues. They thrive on the responsibility this gives them to help others. Equality and diversity are deliberately and thoughtfully promoted in assemblies and lessons. This is also reflected in leaders' work to run support sessions for different groups of vulnerable families.

Pupils behave consistently well. They are polite and well-mannered. They enjoy the range of activities at playtimes. Most staff are skilled at managing pupils' behaviour. They provide effective support for pupils with more challenging behaviour.

Governors are knowledgeable and effective. They remain sharply focused on ensuring that support for vulnerable pupils is helping them to learn well. Governors work with leaders to make sure that all staff receive the training they need to further improve the school. This ensures that staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide high-quality training to help staff understand their safeguarding responsibilities. This supports staff to notice when pupils may be at risk of harm. They report concerns swiftly. Leaders act promptly so that pupils get the help that they may need.

Pupils learn to keep themselves safe. This includes developing an understanding of road, sun and fire safety. They also learn how to keep themselves safe online.

Governors systematically assure themselves that safeguarding procedures are followed closely. They work with leaders to ensure that safer recruitment guidance is adhered to so that only suitable staff are employed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in a few subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied
- In some foundation subjects, staff do not accurately check pupils' learning. Consequently, in these subjects, pupils do not secure their learning well enough. Leaders should ensure that staff consistently check that pupils have learned and remembered the most important knowledge and skills.

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	115903
Local authority	Hampshire
Inspection number	10228785
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair of governing body	Rupinder Whybrow
Headteacher	Sue Tadman
Website	www.greenoaks.org.uk
Date of previous inspection	3 July 2008, under section 5 of the Education Act 2005

Information about this school

- The headteacher started in her role in September 2011.
- In September 2018, the school federated with Greenfields Junior School to make Green Oaks Federation with one governing body and one executive headteacher.
- As part of the federation, leadership roles such as an executive headteacher, an executive deputy headteacher and leaders of education were created, all of whom work across both schools.
- Almost all staff and all governors have joined the school since the previous inspection.
- The school uses four providers of alternative provision. Two of these are registered and two are not.

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 received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, executive deputy headteacher and other school staff.
- The lead inspector also met with members of the governing body, including the chair, and spoke to a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding leads to review their knowledge, records and actions. The inspectors also looked at safeguarding records and actions and reviewed information about the safer recruitment of staff.
- To make wider judgements, inspectors spoke to staff and groups of pupils from different year groups and observed behaviour in classrooms and at lunchtime.
- The views of staff and pupils, including responses to Ofsted's online staff survey, were considered.
- The responses to Ofsted Parent View, including written responses, were also taken into account.

Inspection team

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