

# Inspection of Oakley Infant School

Oakley Lane, Oakley, Basingstoke, Hampshire RG23 7JZ

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Inspection dates: 2 and 3 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
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?**

Respectful and kind relationships are at the heart of this school. As one parent said, reflecting the views of many, '[Pupils are part of] a friendly and caring school that creates the perfect environment for learning.' A commitment to the vision of 'strive, thrive and achieve together' is shared by the whole school community.

Pupils are exceptionally considerate towards one another. This creates an inclusive environment where everyone feels confident and safe. Bullying is almost unheard of, and pupils trust adults to help if they have any worries. The inclusive ethos means pupils, including those with special educational needs and/or disabilities (SEND), flourish. Everyone is valued and respected.

Leaders have high expectations of what all pupils can achieve. As a result, children get off to a strong start in Reception. They benefit from an exceptional range of thoughtful opportunities to develop socially and to learn new things. A focus on rights, responsibility and respect underpins every aspect of school life. Because this is interwoven so deeply, pupils are motivated to behave remarkably well. Every pupil plays their part in creating this positive environment, in which everyone has a right to learn and be treated kindly.

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

There is a strong dedication to prioritising pupils' personal development alongside academic learning. To achieve this, leaders have established a powerful focus on the rights of children. This is taught from Reception and is threaded throughout all learning. High-quality training supports teachers to address important issues at an age-appropriate level. Pupils learn to respect and celebrate differences between people. They engage with views and ways of life that are different from their own. Leaders empower pupils to affect change and to care for everyone's rights. One approach to this is the 'school voice' programme, which promotes pupil leadership in important school issues. Pupils take this responsibility seriously. They could talk about their influence within the school and their roles in a recent charity initiative.

Alongside this, leaders have designed an ambitious curriculum. There is a high expectation for all pupils, including those with SEND, to achieve well. Leaders make sure that children who need additional support get this quickly. Any pupils who need tailored provision have personalised plans in place. This makes sure they achieve everything of which they are capable.

In all subjects, leaders have identified the knowledge pupils need to learn. This is carefully sequenced to build on what children in Reception have learned. Learning is enriched through linked trips, visits, and exploring a diverse range of texts. In mathematics and reading, teachers follow a well-established approach to check pupils understanding. They quickly identify and address misconceptions. In the wider foundation subjects, staff carefully check that pupils can complete the tasks

they are set. However, leaders have not yet implemented a systematic approach to precisely check that pupils have learned and remembered the intended content. Leaders acknowledge that this is an area to be further strengthened.

Teaching reading is a high priority in the school. Leaders want everyone to enjoy a diverse range of books and stories. In Reception, the environment is deliberately organised so children 'bump into books' throughout play and learning activities. The phonics programme is delivered consistently, and children get lots of opportunities to practise. This makes sure that the vast majority of pupils become enthusiastic and confident readers by the end of Year 2. Everyone looks forward to the end of the day story time, and visits to the well-stocked library are seen as a highlight.

In Reception, adults get to know children really well. This helps leaders carefully tailor the curriculum to make sure it is just right for all. There is a sharp focus on vocabulary and language development. The meaningfully resourced classroom environment facilitates learning, while also promoting and responding to children's interests. Adults sensitively teach children how to share and include others. Children work with purpose, high levels of engagement and sustained concentration. They are extremely well prepared for Year 1.

Leaders have ensured that staff establish clear and consistent routines. This helps promote excellent behaviour across the school. At playtimes, pupils delight in playing on the 'friends trail' play equipment. They need no prompting to share or include others in their games. Pupils have highly positive attitudes and a commitment to their learning.

Leaders and governors have a strong understanding of the school's strengths and development areas. They are motivated by their care for every pupil and their determination to provide the best possible learning and experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are watchful. They are well trained and know that safeguarding is everyone's responsibility. They know pupils well and are swift to notice any signs that a pupil may be at risk of harm. Staff follow clear processes to alert leaders and record any concerns clearly. When necessary, leaders make timely and appropriate referrals to external agencies. They make sure pupils get the help they need.

Leaders have designed a clearly organised safeguarding curriculum. This ensures that pupils have age-appropriate teaching about how to stay safe online or when out and about in the community.

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

### **(Information for the school and appropriate authority)**

- A clear approach to assessment in the foundation subjects is not yet consistently in place. As a result, teachers and leaders do not always know how secure pupils are in their knowledge acquisition. Leaders know that they now need to establish a clear systematic approach to checking what pupils know and remember so that knowledge is embedded, and pupils can use it fluently.

## 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.

## 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

<b>Unique reference number</b>	116047
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10256337
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Louise Guy
<b>Headteacher</b>	Niamh Hutchings
<b>Website</b>	<a href="http://www.oakley-inf.hants.sch.uk">www.oakley-inf.hants.sch.uk</a>
<b>Date of previous inspection</b>	10 July 2009, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded 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 headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders, teachers and teaching assistants.
- The inspectors met with governors, including the chair of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke

to leaders about other subjects in the curriculum, looking at curriculum planning and pupils' work.

- The inspectors observed pupils' behaviour in lessons and outside during social times.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and policies, speaking to staff and governors and discussing this with pupils.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including school improvement documentation and governing body minutes.

Jo Petch, lead inspector

His Majesty's Inspector

Gemma Piper

Ofsted Inspector

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