

Inspection of Oatlands Infant School

Hookstone Road, Harrogate, North Yorkshire HG2 8BT

Inspection dates:	17 and 18 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Christopher Harrison. The school is part of the Yorkshire Causeway Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jane Goodwin, and overseen by a board of trustees, chaired by Alison Glover.

What is it like to attend this school?

Pupils are proud to be a part of Oatlands Infant School. They thrive in this inclusive environment. The school prioritises developing pupils' character and physical activity. Pupils benefit from the bike bus and a wide range of activities at playtimes. Parents are overwhelmingly happy with the wealth of opportunities and experiences their children have.

The school has high ambitions for all pupils. The curriculum prepares pupils for their next stage of learning. Pupils have a positive attitude to education. Pupils with special educational needs and/or disabilities (SEND) are well supported in lessons. Pupils are safe, cared for and valued.

Pupils behave well. They treat each other with respect. The school has established clear expectations of how pupils should behave. The relationships between staff and pupils are highly nurturing. Pupils love coming to school. They know it is important to attend school well and on time.

The way the school develops pupils' character is exceptional. The 'unity days' and stories shared during Monday assemblies deepen pupils' understanding of equalities and fairness. The school teaches them how to keep themselves safe online and in the local community.

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

Pupils benefit from the well-sequenced and ambitious curriculum. The school has introduced new lesson structures and themed days to allow pupils to revisit prior learning. These support pupils in retaining knowledge over time and applying it to new learning. Staff receive effective training and development to deliver the curriculum well. Lessons are engaging. However, there are some inconsistencies in the expectations regarding the quality of work in some lessons. The school has rightly identified pupils' writing as an area of development. While this work is ongoing, pupils still have not had enough high-quality opportunities to develop their writing through the curriculum. This means that for some pupils, their writing development is slower than it should be.

The school knows and understands the needs of pupils with SEND. Parents are involved in shaping the support for their children. Pupils receive the bespoke support they need to be successful during the school day. The school has developed staff expertise effectively to support pupils in the best way. As a result, pupils with SEND thrive academically and socially.

Children make a strong start in the early years. The outdoor area provides a wealth of opportunities to develop large-muscle strength and be active throughout the day. Children display independence when getting ready for the end of the day, and when rehearsing mathematical knowledge through songs and rhymes taught to them by staff.

Pupils have a love of reading at Oatlands Infant school. They are keen to read and recommend books to each other. Children begin learning to read as soon as they join

Reception. Staff are well trained to develop children's phonics knowledge. Staff use this expert knowledge well so that children learn to read quickly and fluently. Those needing additional support with learning to read receive effective input at several points in the day.

The school has developed a vast range of spectacular opportunities for pupils to develop their character. Pupils have a well-rounded set of experiences that develop their view of citizenship. The school has prioritised increasing physical activity for pupils and the wider community. It has carefully chosen a range of books that develop pupils' understanding of the wider world and allows opportunities to reflect on morals and equalities.

Pupils behave well. They treat adults and each other with kindness and respect. Pupils are motivated by the rewards in school, for example the 'biscuit break' is a particular highlight. Pupils know it is important to treat others fairly. The school has curated a welcoming and friendly environment where pupils are confident to be themselves.

Recently, there have been several changes across the school. The rate of change has meant that leaders have not yet undertaken the checks needed to assure themselves that their actions are having the impact they intend. Leaders, including those responsible for governance, know the school community well. Trustees and governors work well together to ensure the school is doing its best. The staff engage in training that develops their expertise. They benefit from opportunities to collaborate with colleagues across the trust. The school manages staff workload well. Staff are extremely proud to work here and value the many considerations for their well-being, such as the staff gym.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not have enough high-quality opportunities to practise their writing skills. As a result, some children are not able to write with the fluency and accuracy they should. The school should ensure that the writing curriculum and expectations are fully embedded so that pupils achieve the best possible outcomes in writing, including their handwriting.
- The school has made widespread changes in a short period. The rate of change has meant that the school has not yet undertaken the checks needed to assure itself that its actions are having the impact intended. The school should review how it evaluates the impact of school improvement actions and ensure that these are having a positive impact on pupils' learning.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142592
Local authority	North Yorkshire
Inspection number	10346576
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	Board of trustees
Chair of trust	Alison Glover
CEO of the trust	Jane Goodwin
Headteacher	Christopher Harrison
Website	www.oatlandsinf.ycway.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Yorkshire Causeway Schools Trust in August 2016.
- The headteacher joined the school in September 2023.
- The school's breakfast club and after-school provision are delivered by an external provider.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the board of trustees and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also spoke to leaders about pupils’ learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted’s surveys for pupils and staff. They also considered the responses to Ofsted Parent View, including any free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty’s Inspector

Vicky Oddy

Ofsted Inspector

Nicola Witham

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 2024