



The Oaktree School

Inspection Report

Unique Reference Number 125032
LEA Surrey LEA
Inspection number 281866
Inspection dates 13 October 2005 to 14 October 2005
Reporting inspector Brian Evans AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Gorsewood Road
School category	Community		St John's
Age range of pupils	4 to 7		Woking GU21 8WT
Gender of pupils	Mixed	Telephone number	01483474981
Number on roll	232	Fax number	01483797953
Appropriate authority	The governing body	Chair of governors	Mr Mike Rudd
Date of previous inspection	25 September 2000	Headteacher	Mrs Glen Alder

Age group 4 to 7	Inspection dates 13 October 2005 - 14 October 2005	Inspection number 281866
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The Oaktree is a popular Community Infants School. Children are mainly White British together with a small number of children from a wide range of minority ethnic groups. There are no children at an early stage of learning English. The area is one of socio-economic advantage; few families in the area live in overcrowded housing. The number of children with learning difficulties and disabilities is average. In the past three years the school has received awards for Basic Skills, Healthy Schools, the Eco Schools Green Flag as well as Investors in People accreditation. There is independent provision on site for out-of-school care for children before and after the school day.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school accurately sees itself as good with a significant number of strengths. Provision for the personal development and well-being of children is good. Children of all ages, ethnic group and gender, feel safe and enjoy school. Parents are extremely supportive of the school's learning ethos and the contribution it makes to the personal and academic development of their children. The school provides good value for money. Provision for the Foundation Year is good and children make good progress. Overall, in Years 1 and 2 children achieve above average standards and all groups of children make good progress. Standards have been above average in reading, writing and mathematics over past years because teaching is good. Children make better progress in mathematics than in reading and writing. Girls generally make better progress than boys in reading and writing. The headteacher, staff and governors work well together towards achieving their goal of educational excellence by providing a diverse and wide range of learning experiences. Particular strengths are the contributions made by children to recycling, energy conservation and educating the wider community on environmental issues. The school is well placed to build on its success. Since the last inspection, the school has made very good progress in improving resources and their use.

What the school should do to improve further

* Accelerate children's progress in reading and writing to match the high levels achieved in mathematics. * Build further on current teaching strategies aimed at improving boys' levels of motivation and performance.

Achievement and standards

Grade: 2

Overall attainment on entry to the Foundation Stage is average. Children, including those with learning difficulties and disabilities, make good progress because of the effective support they receive. Effective teaching promotes good progress and positive attitudes to learning which ensures that, by the time children leave school, standards are above average. All groups of children make good progress. Standards over the past few years have been consistently above average in reading, writing and mathematics. Boys do not perform as well as girls in reading and writing. Inspection evidence shows that, overall, mathematics skills are relatively higher than those in reading and writing. The more able did not achieve as well in the current tests as those in 2004 due to more realistic use of teacher assessment data. The percentage of children achieving average levels in 2005 rose because teachers had focused particularly on raising the performance of average attainers. Minority ethnic groups make good progress. In 2005, targets were not achieved because teachers were over-ambitious. The school is addressing this issue effectively. Teachers now use assessment data accurately. They evaluate children's learning at regular intervals and this assessment informs teachers' medium term planning. Targets are reviewed with children and appropriate challenging new ones

set. Standards in information and communication technology (ICT) are above average and are a particular strength of the school. This is because the well-equipped computer suite in the Acorn Centre is used enthusiastically by all children to support their learning.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good. Children are friendly, polite, and well-mannered. They say warmly that they like their and enjoy the many interesting opportunities that it has to offer. They attend regularly, participate fully in lessons and behave well. A Year 2 boy stated that 'School's the favourite thing in my whole life'. Children feel safe at school and have confidence in knowing adults whom they can call upon for help if they need it. The extent to which learners have adopted healthy lifestyles is outstanding. Children are beginning to understand well how to stay healthy, by eating sensibly and participating in the 'Fruit in Schools' initiative. They enjoy physical activities including the wide range of different playground games that are available for them. Children's spiritual, moral, social and cultural development is good. They understand and respect the school rules and usually relate very well to each other and adults. They are keen to take responsibility both for classroom tasks and by taking on school roles by becoming members of the School Council or Friendship Friends. Children participate in a good range of activities that help them to understand about the lives and beliefs of people from different cultures. Children contribute to the community effectively. The school's 'De Bono Thinking Hats' approach contributes effectively to their personal development. Consequently, they have good personal and social skills which combined with effective literacy, mathematical and ICT skills, provide them with the attributes to become good citizens.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in all years and as a result children make at least good progress. Adults manage children's behaviour well. Teachers have good relationships with children, respect their contributions in lessons and listen to them carefully. Teachers develop good learning routines in their classrooms and so children learn how to concentrate well and co-operate effectively as they learn. Children reported that they enjoyed being in their classroom. Work is marked constructively with helpful comments on how the children might improve. Work is matched well to the needs of individual children. The high quality of display and the cleanliness of the building strongly support learning. Occasionally, children are sitting on the carpet for too long. On such occasions children, particularly boys, are sometimes fidgety. Children's positive attitudes make a significant contribution to a good learning ethos in the school. Children with learning difficulties and disabilities, including those with statements, are well taught and so make good progress. The quality of teaching is monitored

regularly by senior staff. Analyses of performance are linked to the school's professional development programme. They have led to a greater emphasis on reading and writing and the introduction of more activities that develop children's independent learning skills. New and inexperienced teachers are supported very well.

Curriculum and other activities

Grade: 2

Children experience a wide range of activities which support their personal and academic development well. There are many opportunities in a creative curriculum for children to develop their knowledge, skills and independence. Overall, the curriculum is good and enables learners to make good progress. Children commented how much they enjoyed their work on planned projects in the outside environment. In the before school and after school clubs the children benefit from a rich and diverse environment in which they can relax, socialise, play, complete homework and feel safe and cared for. For example, children expressed their enthusiasm learning Spanish and French, singing in the choir, and contributing to a very active Eco Club.

Care, guidance and support

Grade: 2

The school's provision for care, guidance and support is good. Children of all abilities and groupings are well cared for. A parent writes 'My child has settled into reception exceptionally well and my child is very happy with the atmosphere of the whole school'. Relationships are very good and children say they have someone that they can confide in when they have problems. Vulnerable children, such as those with learning difficulties and disabilities receive good support that enables them to achieve well. Links with outside agencies are effective in providing further support. The school has good systems for child protection. Systems to monitor children's personal and academic development are good. Children interviewed during the inspection knew how well they were doing and how to improve. Children have achievable personal targets for English, mathematics and science. For example, one child said that his target was 'learning to put a full stop at the end of a sentence'

Leadership and management

Grade: 2

Inspectors agree with the school that leadership and management are good. The headteacher, since her appointment two years ago, has managed skilfully to introduce more creative opportunities into children's learning. There have been considerable improvements in the range of opportunities open to the children to learn independently. The Eco project and ICT provision are notable and exciting examples. The relatively new management team also recognises the importance of maintaining the good progress made by children in improving their literacy and numeracy skills. Teaching and children's achievement are monitored regularly and the information is used to pinpoint what needs improvement. A good example has been the way in which the staff have begun

to tackle weaknesses in the boys' performance. Generally, analysis of data is thorough and is used well to support learning although there is still some unevenness in its use between teachers. The well informed governors support the school and monitor its work effectively. They give generously of their time and work well with the school management team to support and challenge the school. For example, they are fully involved regularly reviewing priorities in the school improvement plan. There are strong links with the adjacent junior school at all levels which prove beneficial when children transfer to Year 3. Support staff play an important role in supporting children's learning. The accommodation is attractive, well organised and resources are very good. Parents play an important role in supporting their children's learning at school and at home.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and telling us about your work. There are a great many things about your school that we like very much. We admired the interesting work you have been doing this term in the Acorn centre and in the classrooms.

You behave well and you are a pleasure to talk to. Children help teachers and each other. Many of you are aware of how to live healthily and join in activities outside lessons. We were very impressed with your Eco work. You are learning new things much quicker than children in many schools. This is because teachers help you learn. Most of you work hard and are good learners. Your work in mathematics is especially good. We know that you are working really hard at making your reading and writing more exciting.

Well done. Keep your yellow hats on!

Brian Evans, Lead Inspector