

# Oakwood Infant School

## Inspection report

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<b>Unique Reference Number</b>	115903
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312098
<b>Inspection date</b>	3 July 2008
<b>Reporting inspector</b>	John Earish

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Humphries
<b>Headteacher</b>	Mrs Janet Kelly
<b>Date of previous school inspection</b>	5 October 2004
<b>School address</b>	Church Lane Hartley Wintney Hook RG27 8DZ
<b>Telephone number</b>	01252 842663
<b>Fax number</b>	01252 842633

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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at the quality of teaching and learning and its impact on pupils' progress as well as the effectiveness of school managers at evaluating the school's progress against its targets. The inspector met with staff, governors and pupils. Parts of some lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This small school serves the village of Hartley Wintney and outlying hamlets. Pupils come from a variety of social backgrounds and are almost all of White British heritage. The number of pupils eligible for free school meals is below the national average. The proportion of pupils with learning difficulties, particularly those who struggle with reading and writing, varies significantly from year to year but is currently similar to that found nationally. The school has achieved the Healthy School Enhanced Award and Sport England Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. All members of the staff team are committed to developing the intellectual, personal and social potential of the pupils whatever their background or abilities. The very large majority of the parents are extremely positive in their support of the school. One parent wrote, 'My daughter thoroughly enjoys school. It is always exciting with lots of new challenges every day'. Another adds that, 'We couldn't be more pleased or impressed by the school. My child is happy, confident and enjoys each and every day'.

The headteacher, staff and governors, work closely together to check and evaluate the effectiveness of all that the school does to drive forward improvements and maintain high standards. Teaching and learning are rigorously monitored and teachers are given support where needed. This has resulted in significantly higher than average standards in reading, writing and mathematics for the last five years. Last year, for example, the numbers achieving the expected Level 2 and the higher Level 3 were significantly above average in all three subjects. Boys and girls in the current Year 1 and 2 continue to achieve extremely well. This includes the much higher than average number of older pupils identified with learning or behaviour difficulties.

This high achievement stems from the excellent range of interesting and challenging learning activities and teaching and learning of outstanding quality overall. These motivate and inspire children to work hard. Pupils agree that the curriculum is outstanding and talk animatedly about the many exciting things they do and learn at school. Detailed planning takes very good account of their differing levels of ability, so that those who need extra help or harder work get it. Teachers explain carefully to pupils what they expect them to learn before lessons start so that all know what they must achieve by the end of each session. They also help pupils assess for themselves how well they are doing. Across the school, teaching assistants and other support staff make an excellent contribution to pupils' progress, including those who find learning difficult. Teachers use a very good range of learning styles with many opportunities for pupils to work individually or cooperatively. However, occasionally they do not provide sufficient time for pupils to use their initiative or explore their own ideas to develop their learning even further.

Personal development is outstanding because the care, support and guidance provided by the school are excellent. Adults are highly effective at tracking and supporting the pupils' personal and academic progress so they can achieve extremely well. Pupils' exceptionally positive attitudes and high levels of enjoyment have a significant influence on their progress and on their above average attendance rates. They are articulate, considerate, self-assured for their age, affable and helpful. A small number of parents raised concerns about the behaviour of a few of the oldest pupils. However, the inspector observed the vast majority of pupils behaving exceptionally well both in lessons and on the playground. Those very few pupils identified as having specific difficulty maintaining high standards of behaviour at all times are very well supported and have appropriate measures in place to modify their behaviour.

Pupils have an exceptionally well-developed understanding of how to stay safe and healthy and say that they have a trusted adult they can turn to for help and advice. They are very confident that any unkindness between children is quickly resolved. Pupils make an exceptional contribution to their school community by carrying out responsible jobs such as playground friends, Eco Monitors and school councillors. For example, the Eco Monitors are working

alongside the school council to find new ways to save energy and encourage recycling of school waste. They have already written to all the pupils and teachers with their latest proposals.

Outstanding leadership and management ensure rigorous and accurate evaluation of every aspect of the school's performance leading to considered and effective action. This was an issue for improvement at the last inspection. For example, in order to maintain high quality teaching the school has introduced a peer-coaching programme for teachers and classroom assistants. They have focussed on developing new ways of involving pupils of all abilities in their own learning so that it becomes even more effective. Teamwork is a very strong feature with teachers, pupils and governors all sharing a common sense of purpose and direction. Though they know theirs is a very successful school, there is no sense of complacency. It is this drive for further development, on top of an excellent track record of success, which demonstrates the school's outstanding capacity to continue improving.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

When children start school, their skills and abilities are generally above those expected of four year olds. Children do extremely well because they are very well looked after and benefit from particularly effective teaching and support. By the end of the Reception Year, almost all exceed the early learning goals expected for their age and about a third are working within Level 1 of the National Curriculum. There is a very good range of structured opportunities for children to develop their knowledge and skills both indoors and out. These activities encourage pupils to use their initiative and develop their independent learning skills. An overwhelming majority of parents are extremely positive and supportive as one said, 'My son has made a very good start and he couldn't have had a better start to his infant education'.

## **What the school should do to improve further**

- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently and use their initiative in order to sustain rapid progress.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## **Text from letter to pupils explaining the findings of the inspection**

15 July 2008

Dear Pupils

Inspection of Oakwood Infant School, Hook, RG27 8DZ

Thank you for being so welcoming and helpful when I came to inspect your school. I was very impressed with your friendliness and your sensible and helpful attitudes towards each other.

Your school is outstanding. Many of you, and your parents, told me how much you enjoy school and that you feel you are doing well. I agree. This is partly because the adults run the school so very well. They know your needs and are always looking to improve on the things that you have in school.

You also told me that you find your work fun and challenging. This is because your teachers spend a lot of time planning your lessons to make them interesting and challenging. Together with your extremely positive attitudes to work, it ensures that you make excellent progress.

One of the hardest jobs when a school is so good is to make sure that it keeps on doing well. I know that you will want to help your teachers achieve this by doing your best at all times. To make it even better, I am asking your school to give you even more opportunities during lessons to learn independently and explore your own ideas. You could help your teachers by telling them when you need more help or find the work too easy.

I am sure that you are ready for this challenge! I know that you will continue to work hard and I am sure that you will help your teachers to make your school even better.

Yours sincerely

John Earish

Lead Inspector