

# Inspection of a school judged good for overall effectiveness before September 2024: Oakridge Junior School

Oakridge Road, Basingstoke, Hampshire RG21 5RR

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Inspection dates:

20 and 21 May 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

This is a fully inclusive school that is aspirational for pupils. Pupils thrive in this welcoming school. They are happy, and they feel safe. The positive relationships with staff enable pupils to flourish. Pupils' behaviour in class and around the school is exemplary. They are kind and caring to each other. In class, pupils listen to their partners and their peers. Pupils enjoy coming to school and attend exceptionally well.

The school has extremely high expectations for pupils' behaviour and academic achievement. Pupils strive to do their best consistently. They behave exceptionally well throughout the day. From Year 3, pupils' attitudes to learning are incredibly strong. They become effective learners and achieve exceptionally well. Year 6 pupils leave thoroughly prepared for secondary school.

Pupils appreciate the wide variety of clubs available to them at lunchtime and after school such as reading club, dodge ball and American flag football. They link the sports clubs to the importance of staying healthy physically. Pupils enjoy the variety of trips that support their learning such as visiting historical museums. They take their different roles of responsibility very seriously, whether as kindness ambassadors, prefects or sports captains.

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

The school has developed a broad and ambitious curriculum which sets out the key knowledge and skills that pupils should learn. It is sequenced, progressive and designed to help pupils acquire vocabulary and knowledge that builds on previous learning. The provision for pupils with special educational needs and/or disabilities (SEND) is a strength

of the school. Pupils' needs are identified quickly and accurately. Teachers are highly skilled in adapting learning to meet the needs of pupils with barriers to their learning. As a result, pupils with SEND make secure progress through the curriculum and achieve well.

Teachers have very strong subject knowledge. Since the previous inspection, the school has introduced a high-quality professional development programme, which is supporting pupils' high achievements. Teachers routinely check on pupils' learning to guide them on how to improve. For example, in Year 5, pupils used feedback on a draft of their writing about their Greek hero to improve and refine their final piece. Teachers make sure that pupils recap prior learning as a matter of course. They check pupils' understanding through skilful questioning. This enables pupils to remember key knowledge securely over time and make links to their current learning.

Reading is a priority across the school. It is determined that all pupils will become fluent readers and works hard to develop pupils' love of reading. Teachers choose high-quality texts for pupils to study and read. They know the key skills pupils will need as they move up the school. All staff are trained to deliver the phonics programme. Those pupils who need to catch up receive daily support. Teachers ensure pupils read books that match their phonics knowledge.

There is an embedded behaviour expectation known by every teacher and pupil. In lessons, pupils listen intently. They are fully engaged in their learning, eager to contribute and confident to discuss their learning. These positive attitudes to learning contribute to pupils' success in their outcomes.

The school prepares pupils extremely well for life beyond the school. The aim is to ensure that pupils become respectful citizens of the future. Pupils speak confidently and show exceptional levels of respect for those who are different from them. They have a strong understanding of fundamental British values and the importance of respecting different cultures and religions. They understand the importance of democracy and use it in the playground when they need a majority decision for the game they wish to play.

Governors know the school very well. They successfully meet the school's changing needs and make decisions that are always in the best interests of pupils. Staff appreciate the measures the school takes to reduce their workload and to support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not

include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

## 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

<b>Unique reference number</b>	115974
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10379766
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Iain Cameron
<b>Headteacher</b>	Diane Charman (Executive Headteacher)
<b>Website</b>	<a href="http://www.oakridgeschoolsfederation.co.uk">www.oakridgeschoolsfederation.co.uk</a>
<b>Dates of previous inspection</b>	25 and 26 February 2020, under section 5 of the Education Act 2005

## Information about this school

- The school is federated with Oakridge Infant School.
- The school has an executive headteacher.
- The school does not currently use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector 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.

- The inspector met with members of the governing body, including the chair of governors. She spoke with a representative of the local authority.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text comments, and the responses to the online staff and pupil surveys.

### **Inspection team**

Becky Greenhalgh, lead inspector

Ofsted Inspector

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