

# Inspection of Oakridge Junior School

Oakridge Road, Basingstoke, Hampshire RG21 5RR

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Inspection dates: 25–26 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are proud of their school. They feel that they belong. They thrive here because everyone wants the best for them. They know this and strive to be the very best they can be. Pupils are kind and respectful to others. Pupils told us that 'everyone is different, you never find two people the same, but we all deserve respect'.

Classrooms are industrious places. Pupils' behaviours and attitudes to their work are very positive. They try hard to maintain these high standards of behaviour around the rest of the school. Pupils enjoy learning. They achieve well academically because of the high expectations placed on them and the support they receive from dedicated and caring staff. Leaders have made sure that there are plenty of opportunities, both in the curriculum and in additional activities, for everyone to 'shine'.

Relationships between staff and pupils are supportive and friendly. Pupils told us that bullying hardly ever happens and that staff help them to sort out any problems quickly. Pupils learn to be responsible citizens. The 'cyber ambassadors' help others to understand how to stay safe online. Parents and carers, rightly, have a high degree of trust in the school to care for their children.

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

Senior leaders help to bring out the best in staff and pupils. They rightly have the trust of the whole school community. They are training subject leads, who are growing in confidence and effectiveness as they lead the development of their subjects across the school. Because they are so well supported, staff are excited by this challenge. They are enthusiastic about the opportunities this gives them to build even more on the high-quality education offered to pupils.

The teaching of reading has been reviewed and further strengthened. Pupils benefit from regular study of exciting stories which have been carefully matched to their learning needs. Leaders are passionate about increasing the pleasure pupils take in reading. Parents told us that the school 'takes reading very seriously'. Leaders know that despite their efforts there are a few pupils who still do not read as often or as widely as they would like. Pupils who start the school needing to secure their knowledge of phonics are quickly identified and given effective support. Leaders know that providing training for all staff in phonics would strengthen this even further.

Key aspects of the curriculum are highly effective, but this is not yet the case across the whole range of subjects. Pupils' learning in English, mathematics and science is strong. This is because the curriculum has been carefully organised so that pupils build on what they know and can do. As a result, by the time pupils leave, they achieve very high outcomes in reading, writing and mathematics. While improving,

pupils' learning in other subjects, such as music and geography, is not yet as strong because plans do not consistently help build their knowledge.

Pupils show positive attitudes to their learning. Leaders have high expectations of pupils' behaviour. Pupils rise to these. Classes are calm and purposeful. Staff help to foster the attitudes that pupils need to be successful learners. For example, they encourage pupils to work independently and not to give up if things are tricky. Pupils work hard and are conscientious and diligent.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders quickly identify their needs and appropriate plans are then put in place. Learning is sensibly planned and adjusted appropriately to meet pupils' specific needs. This helps pupils to experience success. Most pupils with SEND attend school regularly, but leaders know that for some pupils this remains a challenge. Leaders are exploring ways to support these pupils so that their learning is not interrupted through absence.

Leaders offer pupils experiences which go beyond the taught curriculum and prepare them to be confident, happy and 'well-rounded' individuals. For example, pupils explained that a residential trip helped them overcome fears and be more adventurous.

## **Safeguarding**

The arrangements for safeguarding are effective.

Keeping pupils safe is a top priority. Parents, pupils and staff all agree that pupils are safe in school. Staff are well trained to spot if a pupil is at risk of harm. Leaders work closely with a wide range of services to help keep pupils safe.

Pupils know that school is a safe place. They have strong relationships with those who care for them. They feel able to express any worries and confident that action will be taken. Leaders have made sure that they learn how to keep themselves safe, including when online.

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

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

- Across the school, teachers have a range of subject-specific expertise. Leaders need to continue the effective work already started to make sure that all teachers have the necessary subject knowledge to teach well across the curriculum, including aspects such as phonics. This will further ensure that pupils are well supported to do their very best in all subjects.
- In some subjects, such as mathematics and science, pupils are very well supported to practise, build on and secure their knowledge and skills through a carefully planned curriculum. This is not yet fully the case in all of the foundation

subjects. The school should continue its effective work in developing the curriculum, and curriculum leadership, so that pupils achieve highly across the breadth of subjects.

## **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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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>	115974
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10088177
<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>	292
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Iain Cameron
<b>Headteacher</b>	Diane Charman
<b>Website</b>	<a href="http://www.oakridgeschoolsfederation.co.uk">www.oakridgeschoolsfederation.co.uk</a>
<b>Date of previous inspection</b>	22 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is currently expanding. There are now three classes in both Year 3 and Year 4.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior leaders, subject leaders, the special educational needs coordinator, teachers and support staff. The lead inspector met with members of the governing body, including the chair of governors. The lead inspector made a telephone call to a representative from the local authority.
- We did deep dives in reading, mathematics, PE, music, geography and PSHE. In each subject, we met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.
- We reviewed safeguarding records, including the central record of recruitment checks on staff.

- We spoke to parents during the inspection and considered the views of the 42 parents who responded to Ofsted’s parental questionnaire, Parent View.
- We considered the views of staff from conversations and took account of the 19 responses to Ofsted’s staff survey.
- We also spoke with pupils formally and informally about their day-to-day experiences at the school.

### **Inspection team**

Deborah Gordon, lead inspector	Ofsted Inspector
Lizzie Jeanes	Ofsted Inspector
Mineza Maher	Ofsted Inspector

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