

Inspection of Oaklands Primary School

Preston Grove, Yeovil, Somerset BA20 2DU

Inspection dates: 14 and 15 May 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

This school is at the heart of the community. Its motto of 'We care, we learn, we succeed' is reflected through the high aspirations that staff have for all pupils.

Pupils love to learn at this school. The curriculum is ambitious and prepares pupils for life in modern Britain. Pupils' behaviour is exemplary. They are polite and respectful. The high expectations from all staff ensure that pupils' behaviour reflects the high ambitions of school leaders.

Pupils treat each other with care and respect. The school proudly hosts a specially resourced provision for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND learn the full curriculum alongside their peers.

Older pupils are effective role models for younger pupils. Pupils are proud to act as school councillors, e-safety ambassadors and language ambassadors. These roles help pupils to develop their confidence and a sense of responsibility. Pupils appreciate the wide range of clubs on offer, such as cookery club and gardening club.

Pupils feel safe. They know that if they have a concern there is an adult to whom they can speak. Parents appreciate how staff support and nurture their children.

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

The school has a clear and ambitious vision for all pupils, including pupils with SEND. This vision is supported through highly effective professional development for all staff. This means the implementation of a well-planned curriculum reflects the high standards school leaders have. As a result, pupils achieve well.

The school has prioritised the teaching of phonics. Pupils learn their phonics sounds as soon as they start school in the early years. Staff have high levels of expertise. Staff continually check pupils' understanding before introducing new sounds. Any pupils who need extra support are identified swiftly. Interventions, tailored to the needs of pupils, ensure they catch up quickly. The school has developed a culture of reading. All pupils read daily. Pupils read books that reflect their ability. They read books by a wide range of authors that link to their own interests. As a result, pupils love to read.

The well-structured curriculum is evident in mathematics. Pupils learn progressively from the Reception to Year 6. Teachers have strong subject knowledge. They are confident to adapt the planned curriculum based on the needs of pupils. Pupils draw on prior learning to help them to understand new concepts. They use mathematical vocabulary when explaining their understanding.

The school has carefully planned the wider curriculum. School leaders have identified the important knowledge, skills and vocabulary they want pupils to know

and remember. Pupils complete work to a high standard. In most subjects, pupils are able to discuss their learning using subject-specific language. However, in a minority of subjects, pupils have some gaps in their knowledge. The school is aware of this and has improved assessment. However, these changes are recent, so what pupils know and remember has yet to be identified in all subjects.

Attendance of pupils has improved over time. The school builds close and trusting relationships with families to ensure they receive personalised support to help improve attendance even further.

Children in Reception get off to a flying start. Teachers prioritise getting to know all children to ensure the early years curriculum meets their needs. Children are motivated to learn and have high levels of resilience. They engage in activities that have a precise learning focus. The school has prioritised developing children's learning in reading, writing and mathematics. This means that they are well prepared for the next stage of education.

The school has an ambitious curriculum for pupils' personal development. Pupils learn about fundamental British values at an age-appropriate level. Opportunities to vote in school help pupils to understand the importance of democracy. Pupils talk positively about recent trips that help support their learning about Romans and Anglo Saxons. Pupils also have the opportunity to experience a symphony orchestra to build an understanding of different genres of music.

Governors work closely with school leaders. They act as a critical friend to support and challenge school leaders in the decisions they make. Governors understand the importance of balancing the workload and well-being of staff. As a result, all staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in some subjects has been recently reviewed and improved. However, as these changes are recent, the school has not yet identified what pupils know and remember in all subjects. This means that in some subjects pupils have gaps in their knowledge. The school must continue to refine assessment to identify what pupils already know and to close any gaps in learning across the wider curriculum.

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 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	135612
Local authority	Somerset
Inspection number	10322238
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair of governing body	Colin Johnson M.B.E.
Headteacher	Karen Parr
Website	www.oaklandsprimaryschool.co.uk
Date of previous inspection	22 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with SEND.
- The school uses one alternative provision.
- There is an on-site breakfast club run by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- The inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- 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.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, modern foreign languages, science and geography. For each deep dive, the inspector discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors met with leaders from the school.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey for parents, Ofsted Parent View, and by talking to parents before school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

James Gentile, lead inspector	His Majesty's Inspector
Jyotsna Paranjape	Ofsted Inspector
Neil Swait	Ofsted Inspector

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