

# Oakhurst Community Primary School

Inspection report

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<b>Unique Reference Number</b>	135797
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	360756
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Colin Lee

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Chesworth
<b>Headteacher</b>	Dale Burr
<b>Date of previous school inspection</b>	Not applicable
<b>School address</b>	Pioneer Road Swindon SN25 2HY
<b>Telephone number</b>	01793 734754
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<b>Email address</b>	admin@oakhurst.swindon.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 27 lessons taught by 14 teachers and three teaching assistants. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, the school development plan, school planning documents and procedures for keeping pupils safe. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors spoke to a number of parents and carers, and analysed 180 questionnaires completed by them.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of initiatives to improve pupils' attainment and progress in mathematics.
- The strategies used to monitor the impact of the curriculum on pupil outcomes.
- The action being taken to establish the school's place in the local community.

## Information about the school

The school opened in September 2009 with a Reception and a Year 1 class housed in temporary accommodation. Since moving into a new building in September 2010 there has been a continuing rise in numbers on roll as pupils have transferred from other schools. It is now an average-sized primary school with pupils across the full primary age range, as well as a nursery with places for 52 children. Pupils are taught in two classes in each of Years Nursery, Reception, 1, 2 and 3, and there is one class in each of Years 4, 5 and 6. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school has already received awards for several aspects of its work, including the Eco Schools Bronze and International Schools Foundation awards.

## Inspection judgements

**Overall effectiveness: how good is the school?**

2

**The school's capacity for sustained improvement**

2

### Main findings

This is a good school. It has very quickly established itself as a provider of a high quality of education with many outstanding features. Time is now needed for its provision to become embedded so that the full impact on pupil outcomes, which are already outstanding, can be consolidated still further. There are clear signs of success in many aspects of the school's work. This is recognised by parents and carers, who express enormous confidence in the school and confirm the significant improvements they are seeing in their children's enjoyment of school and the progress they are making. The feeling of many parents and carers is expressed by one who wrote, 'My child was very unhappy at his last school. I am exceptionally pleased with his progress at Oakhurst, his confidence is growing and his educational abilities are back where they should be.' The school already has a strong sense of community, even though many pupils and staff have only been at the school for a few months. Much of this collective pride is due to the headteacher's outstanding leadership. This provides a constant and excellent drive and ambition for improvement that is shared by all.

Consistently good teaching throughout the school is accelerating all pupils' progress and raising attainment. This means that all pupils are achieving well and enjoying all that they do at school. Pupils' progress is good overall but that by the youngest children is outstanding. Behaviour is an outstanding feature of pupils' personal development, as is their spiritual, moral, social and cultural development. Pupils place great emphasis on helping others. They love physical activity and have an excellent understanding of its importance and of the need for healthy eating as the basis for a healthy lifestyle. Pupils say that they feel extremely safe at school. They have been given a variety of responsibilities and the enthusiasm they show for these tasks is resulting in them quickly making a good, valued contribution to the school community.

When pupils join the school there is often very limited information about their current attainment or past progress. Teachers use assessment well, both for measuring pupils' starting points and then for regular checking of their progress. Pupils are encouraged to check their own progress against lesson objectives. Targets are set for groups of pupils in literacy and numeracy but they do not yet have individual targets. This means they do not have something specific to aim for in their own step-by-step acquisition of key skills. Teachers do make good use of the whole curriculum for extending learning in literacy and numeracy. Pupils very obviously enjoy the learning opportunities provided by this good curriculum that strongly emphasises first-hand experiences.

Equal opportunities and tackling any form of discrimination are at the heart of the

school's ethos. Leaders' and managers' promotion of these values is one of the outstanding features of the school. This results in the same good rates of progress by all groups of pupils and the high quality of care, guidance and support given to every single pupil. Care is also exemplified by the pupils themselves in the way that the older ones look out for the younger ones. There is a well-planned programme for monitoring and evaluation of all aspects of the school's work. This means that senior leaders know the school well and the many new members of staff quickly become actively involved in the ongoing, rigorous self-evaluation process. Literacy and numeracy coordinators are very effectively leading the initiatives that have raised attainment and accelerated pupils' progress in writing and mathematics. Governance is satisfactory. The new governing body is developing good working relationships with staff as governors develop their knowledge of the day-to-day life of the school. Governors have ensured that important responsibilities, such as safeguarding, are secure and effective.

Pupils' attainment is rising rapidly and their progress is accelerating, and staff are already evaluating provision in order to make further improvements. This points to the school having a good capacity for improvement in the future.

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

- Move pupils' learning and progress from good to outstanding by setting individual targets for pupils to work towards in their development of literacy and numeracy skills.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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A prominent feature of every lesson seen during the inspection was pupils' obvious love of learning. They talk excitedly about their work and they are highly motivated. A group of Year 2 pupils were keen to show an inspector the writing and drawings they had done in their topic work and were quick to point out what they liked about other pupils' work. Such pride was also evident when Year 6 pupils took groups of visiting headteachers on a tour of the school. In addition to commenting on topic and other work on display in classrooms, they also very proudly drew attention to the high quality, displayed results of community arts projects that the school has organised. These are signs of the very positive attitudes that are helping create the strong sense of community.

When children start in the Early Years Foundation Stage their skills are slightly below average. Many of the pupils joining the school later, particularly those in Years 3 to 5, have low attainment when they arrive. The school has high expectations of the progress to be made by all and the vast majority of pupils are meeting these expectations. They show a capacity for hard work, and none more so than the small cohort of Year 6 pupils, who are on track to reach above-average levels of attainment by the end of the year. Like all pupils, those with special educational needs and/or disabilities work equally hard, whether they have adult support or work independently, and their progress is equally good.

Pupils' feeling of being completely safe in school reflects not only the high quality of care but also pupils' consideration of the needs of others. One of the well-trained 'mini medics' showed great care in comforting a younger pupil after a fall at playtime. Others with special responsibilities, for example as school or Eco councillors, are equally conscientious. The school's focus on developing pupils' cultural awareness is giving them a very good understanding of their own as well as other cultures and faith groups. The outcomes in pupils' personal development and their rapidly rising levels of basic literacy and numeracy skills, as well as their good attendance, mean that pupils are well prepared for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

There is a consistency of good teaching throughout the school. Some teaching is outstanding and this has a marked effect on attainment, as was seen in French in Year 2 and dance in Year 4 when attainment was well above levels expected of the age groups. Such high quality teaching also impacts on progress and this was evident in the rapid progress made by Year 4 pupils in a mathematics lesson. The strong emphasis teachers place on learning through practical activity and first-hand experience makes learning exciting for pupils. One reason for the excellent behaviour is the fact that pupils get so involved in their work.

Teachers constantly check pupils' progress in lessons, and planning of the content of each lesson builds carefully on the pupils' prior learning. Use of all forms of assessment is good and it is used to provide all pupils with learning activities that are closely matched to their abilities and needs. The thorough checking of pupils' progress since joining the school leads to a quick reaction to underachievement by

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

any pupil. Programmes are immediately being put in place to address the pupils’ needs. Such intervention for the younger pupils is already proving effective and they are quickly catching up.

The curriculum is innovative and creative and follows a programme that is well established internationally. This has contributed to the school receiving the first level of the International School award. It reflects the school’s objective of developing pupils’ understanding of their place in the global community. This permeates much of the life of the school, from classes having the names of cities round the world, to very specific learning activities. One example of the latter is the older pupils’ correspondence with pupils in a Malaysia school. Another is the pride of a Year 2 pupil when she showed an inspector her version of the map of the world that she had drawn at Breakfast Club. Topics excite the pupils and teachers work in small teams to plan the very stimulating learning activities. They maximise opportunities for pupils to apply their learning in literacy, numeracy and information and communication technology (ICT). Superb displays in classrooms and around the school support and celebrate pupils’ learning. There is an excellent range of clubs and activities outside the school day. Take-up of these activities is high and all provide a hugely popular extension of high quality learning opportunities for pupils.

The outstanding quality of pastoral care, guidance and support has considerable impact on pupils’ personal development, particularly social skills. The needs of any pupils whose circumstances have made them vulnerable are fully met and there is extra help and support for these and all other pupils whenever they need it. The school works very closely with families, providing support for any parents or carers seeking help or advice.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leadership team lead and manage the school very effectively. They have established an ethos and community that belies the school’s short existence. Pupils settle quickly, as do staff, and all strive to achieve the ambitious targets that the school sets itself. The meticulous planning of all aspects of provision, and a drive for school improvement that has been present from the outset, mean that the school now just needs time for the systems to become embedded. It is largely the lack of time for the impact of the school’s work to be fully demonstrated that makes most of the key judgements good rather than outstanding. Even so, there are many early successes. One of the most significant is the outstanding home–school partnership. There is excellent communication with parents and carers, keeping them fully informed of school events and developments, of

pupils’ progress and of how they can support the pupils’ learning.

The school’s outstanding promotion of equal opportunities ensures that no member of the school community experiences any form of discrimination and that all pupils experience the same high quality of provision and are helped to make good progress. The school promotes community cohesion well. Pupils have quickly become involved in activities in the local community and the school itself is fast becoming the hub of that community. The school is working closely with other schools, professional and community organisations and this has a good impact on provision.

The permanent governing body was established in September 2010. Governors are developing effective strategies to make them fully informed about the day-to-day life of the school. The astute leadership of a knowledgeable chairperson has ensured that governance is sharply focused on evaluating the school’s provision and its impact on pupils’ attainment, learning and progress. The governing body ensures that safeguarding arrangements are thorough and that staff are appropriately and regularly trained in attending to health and safety, risk assessment and child protection issues.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Nursery and Reception classes are taught in a large, open-plan, very stimulating learning environment. There is close cooperation between all staff, who show high levels of concern for all children’s welfare. Children experience a rich curriculum in both year groups that results in tremendous enjoyment of school. The children are inquisitive and love learning new things. They talk excitedly about their discoveries. Their learning opportunities are carefully planned to provide a balance of indoor and outdoor learning and they move to and fro between these environments throughout the day. Outdoor provision is slightly hampered by delays in establishing permanent resources as a result of construction errors affecting the playground

surface. This limits opportunities for creative play but staff are doing their best to compensate for this. This makes provision good overall rather than outstanding. Nevertheless, children make outstanding progress in all areas of learning. This is typified by the progress in language development. Outstanding teaching of a letters and sounds session showed the Reception children to have a knowledge and understanding that helps them approach early reading and writing tasks with confidence and enthusiasm. Here, as in all areas of learning, there is constant assessment of children’s learning by recording observations of their successes and areas for development. Data on performance by the first Reception class when the school opened show that outstanding progress continued throughout their time in the Reception year, with the majority of children starting Year 1 with attainment above average in nearly all areas of learning.

The outstanding outcomes and good provision are a product of high quality monitoring, evaluation, and collective action by all staff, who are led and managed outstandingly. Together they ensure that all children have an ideal start to school life.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## **Views of parents and carers**

Nearly 65% of parents and carers returned the questionnaire, which represents a high response rate. Of those, the vast majority are very happy with the school and levels of satisfaction are well above average. Parents and carers see many strengths and are particularly appreciative of how the school keeps their children safe and helps them to adopt healthy lifestyles. Many questionnaires had additional, positive comments that praised the headteacher's leadership, the quality of teaching and the way in which the school has restored their children's enjoyment of school. Inspection evidence leads inspectors to endorse these positive views. A very few comments expressed a minor concern that was specific to the respondent. The inspection team is unable to comment on these individual cases.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oakhurst Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 180 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	154	86	25	14	1	1	0	0
The school keeps my child safe	152	84	27	15	1	1	0	0
The school informs me about my child’s progress	126	70	49	27	3	2	1	1
My child is making enough progress at this school	134	74	43	24	2	1	0	0
The teaching is good at this school	150	83	28	16	1	1	0	0
The school helps me to support my child’s learning	135	75	39	22	3	2	0	0
The school helps my child to have a healthy lifestyle	146	81	33	18	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	101	56	57	32	2	1	0	0
The school meets my child’s particular needs	134	74	39	22	2	1	0	0
The school deals effectively with unacceptable behaviour	129	72	47	26	0	0	0	0
The school takes account of my suggestions and concerns	116	64	55	31	4	2	0	0
The school is led and managed effectively	157	87	18	10	1	1	1	1
Overall, I am happy with my child’s experience at this school	157	87	20	11	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



11 February 2011

Dear Pupils

### **Inspection of Oakhurst Community Primary School, Swindon SN25 2HY**

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking to you and listening to your views. We have taken these views into account in writing this report. Oakhurst Primary School is a good school, with many things that are outstanding. Here are some of the main findings from the report.

- You have settled down very quickly at the school and you said how much you enjoy it. We saw that in your enthusiasm in lessons and your ability to work hard.
- All of you are making at least good progress and your work is often of a good standard, particularly in writing. We think you can make even more progress in literacy and numeracy and have asked teachers to set you individual targets to help your learning.
- You are taught well and teachers plan a good curriculum that gives you many exciting learning opportunities.
- Your behaviour is excellent and we saw how well you all look out for one another. This makes your school a very happy place.
- You have an excellent understanding of the importance of healthy eating and physical activity.
- You do many jobs around the school that help it run smoothly.
- You say you feel very safe in school – this is because all the adults do an outstanding job in looking after you and making sure that you get help whenever you need it.
- The headteacher leads and manages the school outstandingly well and all the adults work well together to help the school to improve.

All of you can help your teachers to make Oakhurst Primary School an even better school by continuing to work hard and enjoying your learning. Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Colin Lee  
Lead Inspector

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