

Inspection of a good school: Oaklands Junior School

Butler Road, Crowthorne, Berkshire RG45 6QZ

Inspection dates: 26 and 27 April 2022

Outcome

Oaklands Junior School continues to be a good school.

What is it like to attend this school?

Pupils enjoy the subjects they study, thinking deeply about their learning. This reflects the school's strong focus on 'Learning to think – Thinking to learn'. Pupils show high levels of respect for one another and for all adults who care for them. They have very positive attitudes to learning, work hard in lessons and live up to their teachers' high expectations.

Pupils at Oaklands learn in a happy, safe and secure environment, which they describe as 'discrimination-free'. Pupils behave very well and have a strong sense of right and wrong. One pupil commented, 'We try to respect one another and each other's space to exist.' Pupils confirm that bullying is rare in school. If it does happen, they say adults take swift action. This reflects pupils' high level of trust in the adults who look after them.

Pupils speak enthusiastically about their learning. They especially like how teachers promote discussions in lessons. Pupils say this helps them develop their thinking and understanding. They enjoy the wide range of clubs and activities available after school. Parents recognise and appreciate the value this adds to their child's education.

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

Leaders are refining their ambitious curriculum for pupils. The 'Thinking Curriculum' focuses on developing thinking skills to enable pupils to learn something in one subject and then apply that knowledge in another.

The curriculum promotes topics that capture the imagination of pupils and inspire creativity. Teachers plan topics carefully so that pupils can link different areas of learning. For example, in art, pupils make Diva lamps to link with their religious education study of Diwali. Learning is sequenced across the curriculum so that pupils learn the right skills and knowledge in the right order.

Reading is given a high priority in the curriculum. Some pupils need help to read accurately. Regular, structured phonics sessions help them to develop confidence and

make progress. If pupils are falling behind, prompt action is taken to offer additional support to get them back on track. Daily reading sessions and thought-provoking texts, which pupils love to discuss, are used well to foster a love of reading.

Mathematics is well taught. Pupils' understanding of number and place value is particularly strong. Teachers have good subject knowledge. In lessons, they focus on developing pupils' mathematical language. This supports pupils to use the correct mathematical terms when explaining their answers. Regular revision of topics through the 'retrieval grids' allows pupils to revisit previously learned work. This is helping pupils know and remember more of their learning.

Teachers have high expectations of pupils. They modify the curriculum to meet the needs of all pupils, including those who find learning more difficult. Disadvantaged pupils and those with special educational needs and/or disabilities are supported effectively to allow them to access learning or catch up if they are falling behind. Emotional support for those who need it is provided by the school's educational psychotherapist. Parents appreciate this provision. One commented: 'It is clear that Oaklands not only provides quality education; the school does this without compromise to student well-being.'

Learning is well planned. Themes such as Egyptians in Year 3 bring together learning in physical education, art and design and technology. This helps pupils make links, and enriches their learning experience. Some subject areas are not yet as fully embedded as others. As a result, leaders recognise some learning opportunities may be missed or could be further improved.

Leaders' commitment to enhancing pupils' wider development is clear. There are many opportunities for pupils to develop personally. A high percentage of pupils take part in after-school clubs. Pupils take up roles in school, such as librarians or school councillors. Most impressively, they support one another as good citizens of the school. This is the embodiment of 'Oaklands' Mindset', promoting friendship, community and enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make safeguarding everybody's responsibility, resulting in a strong school safeguarding culture. Staff are well trained, knowing how to spot signs that pupils may be at risk. Any concerns are quickly reported. Record-keeping is meticulous. All actions are followed up promptly. Leaders and the parent support adviser work effectively with partner agencies to make sure that pupils and their families get the support they need.

Pupils learn about personal safety through focused safety weeks, assemblies and NSPCC programmes. Pupils have ongoing internet safety training, identifying the risks that could affect them, such as when using social media platforms.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders' plans for the sequence of learning are not yet fully developed. Here, some pupils are at risk of missing out on key skills and knowledge that they need to learn. Leaders need to continue to review and refine curriculum provision in these areas, in line with their development plan.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

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.

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

Unique reference number	145282
Local authority	Wokingham
Inspection number	10226994
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	Board of trustees
Chair of governing body	Charlotte Kieran
Headteacher	Hazel West
Website	https://oaklandsjunior-school.org.uk
Date of previous inspection	5 October 2016

Information about this school

- The school converted to an academy, joining Corvus Learning Trust in January 2018.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders and other members of staff. He also spoke with the chief executive officer and a trustee of the multi-academy trust and members of the local governing body, including the chair and vice-chair.
- The inspector carried out deep dives in reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning, spoke with teachers and looked at work in pupils' books.

- The inspector looked at a range of curriculum plans and spoke with leaders about a range of subjects.
- The inspector listened to several pupils reading.
- The inspector reviewed a range of safeguarding records and documents, including the single central record. He also spoke to the designated safeguarding lead.
- The inspector considered the views of pupils, parents and staff expressed in Ofsted's surveys. The inspector also met with a group of pupils to discuss a range of issues around what it is like to be a pupil at this school.

Inspection team

Bill James, lead inspector

Ofsted Inspector

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