

# Inspection of a good school: Oakley Church of England Junior School

Oakley Lane, Oakley, Basingstoke, Hampshire RG23 7JZ

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Inspection dates:

4 and 5 June 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils in this school learn exceptionally well. They study a vibrant and challenging curriculum and produce high-quality work. The school's motto 'Great Expectations for All' is imbued with the ambition that all pupils, including pupils with special educational needs and/or disabilities (SEND), do well. Pupils respond very well to these expectations. They show strong interest in their learning and work extremely hard in class. Pupils achieve high outcomes by the end of key stage 2 in reading, writing and mathematics, ensuring that they are very well prepared for their next stage of education.

The school's values of 'courage, respect and grace' are exemplified by staff and pupils equally well. Pupils' behaviour in their lessons and attitudes to learning are impeccable. Pupils know that adults will listen to them if they have any worries. Pupils feel happy, safe and secure. As a result, they achieve highly and excel as individuals.

Pupils benefit from the school's enrichment provision. They enjoy a wide range of educational visits and other special events. Pupils enjoy being young journalists, authoring 'The Oakley Doakley' magazine. They are very proud of their school.

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

The school ensures that when pupils arrive in Year 3, staff have a very clear picture of pupils' starting points. Leaders have thought carefully about the important and interesting knowledge that they want pupils to learn across the full range of subjects. This knowledge is carefully sequenced so that pupils build on what they already know to deepen their understanding over time. Staff are experts. They review what pupils have learned previously. Teachers check pupils' understanding carefully and plan lessons to build on

this. This helps pupils to recall and use their knowledge. Staff are quick to identify when pupils need extra support.

Staff adapt activities well so that all pupils, including those with SEND, can access the same learning opportunities as their peers. Fun, engaging and memorable activities motivate pupils to do their very best and apply their learning. For example, in history, pupils hold a strong grasp of historical timelines, placing the Shang Dynasty and early Islamic civilisation against more local places of historical significance such as Basing House. In mathematics, pupils successfully use a range of complex calculation skills to scale food recipes, fluidly moving between different measurements and comparing the cheapest way to buy ingredients. All pupils, including those who are disadvantaged, achieve highly.

Staff know pupils very well. Precise support helps pupils facing barriers to learning. Any pupil needing additional help in reading is swiftly identified. Each of these pupils receives highly effective catch-up support. Throughout the school, there is a strong focus on developing pupils' love of reading. The 'Oakley Owl' box is a special way for pupils to enjoy reading at home. They enjoy seeing Oakley Owl's reading adventures in assemblies.

In lessons, pupils keenly follow well-established routines. They enjoy learning and work with great effort. Levels of attendance are high. Pastoral care is highly prioritised. Some disadvantaged pupils, including those with SEND, benefit from activities such as the nurture club at lunchtimes.

The school's dedication to pupils' wider development is exceptional. Staff make sure that pupils who are disadvantaged and those with SEND get all the support that they need to take part in all the same activities as their peers. Pupils explore the world with the help of a well-designed range of quality extra-curricular opportunities. These contribute well towards pupils' own talents and aspirations.

Staff appreciate the consideration for their well-being and workload. Parents are overwhelmingly positive about the school and the progress their children are making. Governors are knowledgeable and skilled. They provide effective support and challenge to leaders. They help to keep the school at the heart of the local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in January 2019.

## 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>	116306
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10321826
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Sims
<b>Headteacher</b>	Sarah Hill
<b>Website</b>	<a href="http://www.oakleyjuniorschool.co.uk">www.oakleyjuniorschool.co.uk</a>
<b>Date of previous inspection</b>	8 January 2019, under section 8 of the Education Act 2005

## Information about this school

- Oakley Church of England Junior School is within the Diocese of Winchester. The most recent Statutory Inspection of Anglican and Methodist Schools under section 48 of the Education Act took place in May 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 carried out deep dives in these subjects: reading, history and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with a range of school leaders.
- The inspector also met with representatives of the board of governors, local authority representatives and the Diocese of Winchester.

- The inspector met with pupils, parents and staff to discuss their views of the school. The inspector also took their views into account through their responses to Ofsted's surveys.
- The inspector checked that the arrangements for safeguarding are effective. They met with the designated safeguarding lead, scrutinised records of concerns, checked the single central record and had conversations with pupils, staff and governors about this aspect of the school.

### **Inspection team**

Ginny Rhodes, lead inspector

Ofsted Inspector

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