

Fair Oak Infant School

Address: Botley Road, SO50 7AN

Unique reference number (URN): 115891

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils thrive and feel that they belong. This is because the school supports pupils' attendance and encourages positive behaviour well. Staff work closely with pupils and their families to maintain high levels of engagement. Overall attendance is above the national figures, including for pupils with special educational needs and/or disabilities. Attendance for disadvantaged pupils is improving rapidly. Pupils' punctuality has also markedly improved because staff identify and remove individual barriers, working in close partnership with parents.

Pupils behave especially well, including in lessons and during social times. Bullying is rare. Pupils know that expectations of them are high and that the rules are fair. They choose to act responsibly during lessons, breaks, and lunchtimes. Their conduct is consistently courteous and respectful. Pupils demonstrate a high level of consideration for each other, staff, and visitors.

Pupils listen attentively to their teachers, follow instructions, and take pride in the work they produce. They show independence and personal responsibility. For example, pupils move confidently between areas with minimal supervision and manage routines, such as organising coats and snacks, in a mature and sensible way.

Early years

Strong standard ●

Children benefit from a first-class start to their education. Partnerships with parents are highly productive and valued. The early years curriculum is carefully designed to help children secure the basic knowledge that they need. Staff look to continuously learn and improve, so that children learn with increasing success. Staff check children's understanding regularly. They use this information to inform the curriculum.

Leaders adapt provision expertly to meet the needs of their diverse cohorts. Staff understand children very well. This helps them to identify children who may have special educational needs and/or disabilities (SEND) early. Staff adjust the support given to children to fit their individual needs. Targeted support enables pupils with SEND and any disadvantaged pupils to progress very well in all areas of the early years curriculum.

Children engage in purposeful, high-quality interactions with skilled staff. These interactions, alongside carefully designed activities, promote children's language development. Early writing and number are integrated seamlessly into meaningful experiences. The school prioritises reading, communication and language. Secure phonics knowledge builds pupils' confidence and helps them to articulate sounds accurately. This preparation is key for Year 1.

Pupils benefit from a well-planned programme of personal development that combines a considered curriculum with a wide range of enrichment experiences. The programme sets out the knowledge and skills pupils need and helps them understand how to apply these in real-life contexts. Leaders monitor the impact carefully, to ensure that all pupils benefit fully.

The school's values underpin daily life. Pupils feel safe, cared for and part of a supportive community. They consistently demonstrate the school's core values of care, creativity, perseverance, collaboration, reflection and respect through their daily conduct. This creates a culture of positivity where pupils feel confident to take risks in their learning, knowing they will be supported.

Pupils enjoy enrichment opportunities that broaden their horizons. Clubs and activities vary and include everyone, enabling all pupils to participate if they choose. Relationships and health education is delivered effectively through lessons and assemblies, using age-appropriate texts and themes. This all helps pupils understand different families, consent and the role of trusted adults. Pupils are taught to identify their emotions. This provides them with the skills they need to recognise and respond to others' actions. This nurtures pupils understanding of resilience and empathy for others. Pupils also understand important safety messages about road safety, mental health and online safety.

The school's personal development programme has a highly positive impact on pupils' knowledge and understanding. Pupils learn the importance of representation and share their views through the school council. Staff celebrate cultural events such as Diwali and Holi with families and organise visits to places of worship. This deepens pupils' understanding of respect and diversity and ensures they are well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard

Children achieve highly by the end of the early years. They build strong foundations in English, mathematics, and personal development. This helps them gain the confidence and resilience needed to successfully tackle new learning in Year 1. Staff ensure that routines are well established and children develop independence alongside curiosity about the world around them.

In key stage 1, pupils, including those with special educational needs and/or disabilities, typically achieve well. This is particularly evident in English and mathematics, where pupils build securely on their starting points in reading, writing, and number. Positive outcomes in phonics, which are above the national figures, reflect this depth of understanding and the effectiveness of teaching strategies. Pupils enjoy reading and talk confidently about the books they encounter.

However, pupils' retention of knowledge across the wider curriculum is more variable. At times, new learning does not build securely on prior knowledge. For some pupils, this limits

how well they can apply and connect their learning over time. Leaders are aware of this and are refining curriculum plans to address these gaps.

Curriculum and teaching

Expected standard 

The school has developed an ambitious and engaging curriculum that builds from early years through to Year 2. Leaders have identified the essential knowledge pupils need for their next steps. From the outset, the school rightly prioritises key skills in reading, writing, mathematics and speaking. In these subjects, teachers swiftly identify gaps in pupils' understanding. They provide effective support to ensure pupils keep up and secure these essential skills.

Teachers typically have secure subject knowledge and follow the planned curriculum closely. Pupils with special educational needs and/or disabilities succeed in the curriculum. Teachers provide effective individualised support and targeted strategies. This includes small-group work and adapted tasks.

In English and mathematics, teachers check what pupils remember over time. They identify gaps early and adjust lessons so that pupils learn well. This increases pupils' confidence to apply these skills in a range of subjects. Occasionally, in some wider curriculum subjects, staff move pupils on to new ideas too quickly, without checking their understanding. At times, the focus is on completing activities rather than securing and applying knowledge.

Inclusion

Expected standard 

Fair Oak Infant School is an inclusive school. Leaders demonstrate detailed knowledge of pupils, including those with special educational needs and/or disabilities (SEND). Leaders work effectively with the staff team and external professionals, as well as parents and carers, to support pupils with additional vulnerabilities. This helps to ensure their success. For example, staff respond promptly to emerging needs. They arrange interventions such as speech and language assessments. In addition, staff coordinate specialist help when needed.

Across the school, effective systems enable staff to identify the additional needs of pupils, particularly those with SEND. Leaders provide staff with useful guidance and resources. This helps to remove barriers to learning and adjusts support for pupils' academic and personal growth. They focus on high-quality staff training, pastoral support, and giving pupils opportunities to join enrichment activities like clubs and school trips. Staff monitor progress closely and use a range of strategies to assess needs and evaluate the impact of support over time. As a result, vulnerable pupils are generally well supported as they move through the curriculum.

Leadership and governance

Expected standard 

The school is well led and managed. Leaders set high expectations and foster a strong sense of community. They enable staff, pupils, and parents and carers to work together admirably. Leaders know pupils and families well, building positive relationships across the

community. They focus tenaciously on the experiences of disadvantaged pupils and those pupils with special educational needs and/or disabilities. This ensures the school's offer continually adapts to meet changing needs and improve outcomes for all.

Governors and school leaders collaborate respectfully while maintaining constructive challenge. Governors bring a breadth of experience that strengthens the school's improvement work. Leaders work effectively with external agencies, identifying ways to enhance provision and improve outcomes for pupils. Together, they have accurately evaluated the school's effectiveness and identified the right priorities for improvement. Leaders have a clear view of the actions required and act swiftly to secure progress, as seen in improved phonics outcomes and the rising attendance of disadvantaged pupils.

Staff benefit from extensive training and coaching, which strengthens subject knowledge and improves classroom practice. Leaders recognise that ongoing curriculum refinement will require additional training to ensure staff develop expertise across all subjects. They provide regular opportunities for collaboration and reflection, helping staff feel confident and supported. Leaders and governors remain attentive to wellbeing, ensuring workload is manageable. As a result, staff feel valued, motivated, and proud to work at the school.

What it's like to be a pupil at this school

Pupils blossom at Fair Oak Infant School. They are happy, feel safe and enjoy coming to school. Warm, respectful relationships between staff and pupils are a notable strength, creating a positive and nurturing atmosphere. Staff know pupils well. They contribute significantly to pupils' sense of security and belonging.

Pupils respond very well to the high expectations of behaviour. Their attitudes to learning are highly positive. Children in the early years receive a flying start to their education and are very well prepared for moving into Year 1. In older classes, learning is designed well. This enables pupils to typically achieve well across the curriculum and ensures they are well prepared for key stage 2.

Rules are well established and understood by all. Pupils know who to speak to if they have any concerns. Incidents of unkindness are extremely rare and are addressed swiftly. Pupils enjoy attending school and value time spent with friends. They benefit from an array of engaging things to do at playtimes. This includes playing with the wide range of equipment that they share cooperatively.

The school promotes kindness and responsibility. Pupils take on leadership roles, such as playground leaders. Older pupils take pride in being a role model for their younger peers. They contribute to the wider community through visits to a local care home and performing to care residents.

The school offers a broad range of opportunities to nurture pupils' talents and interests. Clubs include those for dance and recorder, alongside various sporting opportunities. The school pays particular attention to ensure that all pupils benefit from these. They help to develop pupils' self-esteem and confidence. Educational visits to zoos, museums, and libraries boost classroom learning. They also help pupils to understand the curriculum better.

Next steps

- Leaders should strengthen teachers' use of assessment across the wider curriculum to inform future teaching, ensuring that pupils are effectively supported to develop their knowledge and skills.
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About this inspection

The chair of the board of governors in this school is Rob Walker.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body and representatives of the local authority. Inspectors spoke with several pupils, staff, and parents and carers.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Since the last inspection, the school has undergone significant change. Leaders have reduced the number of classes admitted each year from 5 to 4. This change has also led to a reduction in staffing.

Headteacher : David Peart

Lead inspector:

Laura James, His Majesty's Inspector

Team inspectors:

Clive Close, His Majesty's Inspector

Toby Martlew, His Majesty's Inspector

Gareth Flemington, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

388

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

360

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

6.44%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.12%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.57%
Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.2%	5.1%	Below
2023/24	4.5%	5.5%	Below
2022/23	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	8.5%	14.3%	Below
2023/24	10.2%	14.6%	Below
2022/23	10.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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