

# Oak Tree Primary School

## Inspection report

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<b>Unique Reference Number</b>	133276
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	360468
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	Christopher Moodie

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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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>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave French
<b>Headteacher</b>	Tamsin Caputa
<b>Date of previous school inspection</b>	30 June 2009
<b>School address</b>	Jubilee Way North Mansfield NG18 3PJ
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	20–21 June 2011
<b>Inspection number</b>	360468

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## Introduction

This pilot inspection was carried out by three additional inspectors. Different aspects of the school's work were observed including approximately 14 hours of teaching. In addition, the inspectors held discussions with senior leaders, pupils, staff, members of the governing body and a representative of the local authority. A range of the school's documentation was scrutinised, including that relating to safeguarding, the school's self-evaluation and improvement planning. The inspectors also evaluated questionnaire responses from 67 parents and carers, 74 pupils and 9 staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- How successfully has the school addressed pupil underperformance in English across the school?
- What impact does the current leadership team have on pupil outcomes?
- How effectively do teachers meet the needs of all pupils in lessons?
- How effective has the school been in improving levels of attendance?

## Information about the school

Oak Tree Primary School is an average sized school serving a large estate on the outskirts of Mansfield. The school was removed from special measures at its last inspection.

The proportion of pupils from minority ethnic groups is well below the national average. The proportion of pupils who are known to be eligible for free school meals is high. The proportion of pupils with special educational needs and/or disabilities is higher than average. The school shares a site with a children's centre, which was inspected at the same time. The outcomes of the children's centre inspection are reported separately.

The current headteacher has recently been appointed as headteacher to another school and is due to take up this position on September 2011. The local authority have worked alongside the governing body of Oak Tree Primary School to appoint an executive headteacher who will support a 'head of school' in leading and managing the school.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>

Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- This is a good school. Under the committed direction of the headteacher and her leadership team it has made considerable improvements in key areas since the last inspection.
- Pupils enter the school with skills and knowledge that are exceptionally low when compared to their national counterparts. As a result of good teaching, they make good progress and at the end of Key Stage 2 pupils leave with attainment that is broadly average in mathematics and reading and is below average but improving strongly in writing. Pupils with special educational needs and/or disabilities, make good progress because of effective intervention.
- Teaching is good overall. There are strong relationships between teaching staff and pupils. All staff work very hard to create a calm and welcoming climate in which pupils feel safe and are able to learn. Where teaching is satisfactory, teachers often spend too much time introducing the lessons and pupils are not engaged in their learning quickly. The majority of marking is good. Where marking is less detailed, pupils do not receive sufficient guidance and pupils are not clear about what they need to do in order to improve.
- Pupil behaviour is consistently good. They feel safe and enjoy coming to school. Pupils are polite and courteous and are happy to share their opinions about the school, all of which are positive. The school has worked effectively to strongly improve attendance, which is now average.
- The headteacher and her leadership team have a very clear vision for the school, which is communicated well to staff, pupils and parents and carers. Children get off to a good start in the Early Years Foundation Stage because leadership in this part of the school is very focused on providing individual children with opportunities that match their needs. The computers that pupils use are increasingly unreliable. This means that pupils often do not have access

to the Internet and its wealth of educational resources.

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

- Raise achievement in writing, so that more pupils reach the nationally expected standards by the end of Key Stage 2.
- Improve teaching so that it is consistently good in all classrooms by:
  - ensuring that the needs of all pupils are met throughout the course of all lessons
  - using the existing good practice in marking as a model for all teachers.
- Ensure that all pupils and teachers have access to equipment that enables them to benefit from the available information and communication technologies.

## Main report

Since the previous inspection, the headteacher and senior leaders have concentrated on improving achievement through better teaching. This has been successful in most classes. Where its impact has been most effective, outstanding teaching is occurring and pupils are making rapid progress. In such lessons, pupils' behaviour is excellent and contributes strongly to their learning. Planning is creative and teachers motivate by ensuring that their work and tasks match pupils' abilities. All lessons are not so successful, and in a small number of classes all pupils listen to teachers for too long at the start of lessons. This limits the opportunities that pupils have to work at an appropriate level.

Children make good progress through the Early Years Foundation Stage. Their mathematical development is more rapid than that of communication, language and literacy. Teaching staff work very effectively to develop social skills that will support children's future learning. Both the nursery and the reception class provide a nurturing and secure environment for children to begin their education. Children are outstandingly well cared for. They are known as individuals and thoroughly enjoy their time in this part of the school.

Progress in Key Stage 1 is satisfactory, and by the time pupils reach the end of Year 2 their attainment in mathematics and English remains below average. At the age of six, pupils' attainment in reading is below average. The pace of progress accelerates in Key Stage 2. This is especially apparent in mathematics, and attainment has been in line with national averages for the past two years. Reading has also improved considerably and is also now broadly average. Writing has not improved at the same pace, and remains below average but is improving strongly in most classes in Key Stage 2. This is the result of very structured teaching of writing and rigorous marking and assessment which, combined with imaginative planning and delivery, enthuse and motivate pupils to write. A year 6 lesson, for example, involved a Viking longboat being created from upturned classroom tables. The sounds of a storm, lightning flashes and the splash from the waves – actually a teacher lightly spraying water

mist onto the class – all added to the drama. Pupils were captivated by the scene and progressed to write vivid descriptions of how they felt about their journey through an ocean storm.

From entry into school in the nursery, reading is given a high profile and teachers celebrate books. This has a clear impact on many pupils, as they are very keen to talk about the books that they like. This was exemplified in a Year 1 lesson where a book about fruit caused great enthusiasm and interest. Reading is well taught throughout the school, and teaching assistants and teachers work alongside one another to ensure that the teaching matches pupils' needs. The strategies that are taught are remembered by pupils, who apply their skills well in other part of the curriculum. Where pupils need additional help, teaching assistants intervene with well planned programmes, including some that are computer based. This contributes to the good progress that pupils with special educational needs and/or disabilities make.

Boys enter the school with skills and knowledge that are significantly below that of girls. The school has recognised this and has put in place several strategies to encourage boys to engage with their learning and to close this gap. The difference remains at the end of Key Stage 1 but is narrowing. In Key Stage 2, the school's strategies are very successful, and by the end of Year 6, the gap has closed for English and boys outperform girls in mathematics. Pupils who are eligible for free school meals start out lower than their counterparts and finish school with attainment that is equal to, and sometimes above, other pupils.

The school has invested considerable effort into the creation of a child centred curriculum which seeks to meet the needs and interests of all pupils. This has been popular with pupils, who speak of enjoying their 'topic' work much more now. From low starting points, many pupils make good progress in subjects such as art, physical education and Information and Communication Technology (ICT). The school makes good use of its available resources, including a sports hall and committed teaching staff, and is consistently competitive at a regional and sometimes national level in cricket for boys and girls. Outcomes are also of a very high quality in art, and these are well displayed throughout the school.

The school's computers are rapidly becoming out of date, and are unable to provide reliable access to the Internet on a class level. Despite this, the school has worked well with the equipment that it has got to ensure that pupils' skills in ICT have kept pace with national age related expectations. Important classroom equipment, such as interactive whiteboards, is also in need of replacement as several have ceased to function effectively. The school offers a diverse range of extra curricular clubs and activities, and many of these are very popular. Some of these clubs are family based, and this has helped to strengthen home-school links.

All of the parents and carers who responded to the questionnaire were very confident that their children are well looked after and are happy at school. They are equally satisfied with the way that the school deals with the rare instances of bullying or poor behaviour. This confidence is well founded, and is the result of an approach to behaviour management which consistently places high expectations on pupils while providing warmth and compassion. The school effectively promotes equality

and tackles discrimination. Pupils are confident that all members of staff are there to help them, and the relationships that exist between pupils and staff are very strong. In all lessons, starting from the nursery, pupils cooperate well together socially and are quick to celebrate one another's achievements. Older pupils take on responsibilities readily, and provide very good role models for the year groups below them.

Pupils who attend the breakfast club behave very well and enjoy a healthy meal at the start of their day at school. While some enjoy the activities on offer, some of the older pupils encourage the younger ones to read by listening and helping them to decode difficult words. This mutually supportive approach to school is seen across the school, and helps to maintain a climate which effectively promotes pupils' moral, social and spiritual development. Although pupils go on regular visits and trips, the school does not currently provide the same richness of opportunity for them to become aware of the cultural diversity that surrounds them.

The successes of the school in raising achievement and promoting consistently good attitudes and behaviour are the result of a cohesive team which is well led and managed. The head teacher leads by example, and has developed a strong team of senior leaders who implement her vision with passion and commitment. The governing body are well informed and are active in providing both challenge and support. Some members of the governing body are familiar figures around the school, and this helps them to evaluate how well their plans are developing. The governing body demonstrated their strategic strength during the recruitment of a successor to the current headteacher. Consequently, a revised leadership team are already in place, led by an executive headteacher who has been very carefully selected. The local authority have played a key role in this transition, and provided the school with very valuable support.

Management systems are robust and the school runs smoothly. Safeguarding requirements are met and systems and procedures for child protection are in place. Self-evaluation is accurate, and staff at many levels are involved in monitoring the outcomes and impact of the school's activities. This, combined with a proven track record of success, means that the school has a good capacity for sustained success.

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

Ofsted invited all the registered parents and carers of pupils registered at Oak Tree 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 12 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	40	60	27	40	0	0	0	0
Q2 My child feels safe at school	35	52	30	45	0	0	0	0
Q3 The school helps my child to achieve as well as they can	44	66	23	34	0	0	0	0
Q4 The school meets my child’s particular needs	41	61	25	37	1	1	0	0
Q5 The school ensures my child is well looked after	41	61	26	39	0	0	0	0
Q6 Teaching at this school is good	44	66	22	33	0	0	0	0
Q7 There is a good standard of behaviour at this school	26	39	39	58	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	30	45	33	49	2	3	0	0
Q9 The school deals with any cases of bullying well	38	57	27	40	0	0	0	0
Q10 The school helps me to support my child’s learning	42	63	24	36	1	1	0	0
Q11 The school responds to my concerns and keeps me well informed	43	64	24	36	0	0	0	0
Q12 The school is well led and managed	47	70	20	30	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 June 2011

Dear Pupils,

### **Inspection of Oak Tree Primary School, Mansfield, NG18 3PJ**

I would like to thank you for the extremely warm welcome that I received during our visit to your school. All of the inspectors were very impressed by the high standard of your behaviour and the way that you get on so well together. This helps to make Oak Tree a very pleasant school for you to learn in. I would also like to thank you for your help when you talked to the inspectors about your lessons and other activities in school. The main things that we found out during the inspection are indicated below.

Your school provides you with a good education. It has improved since the last inspection, and mathematics has got better at a faster rate than English, and especially writing. You all feel very safe and are secure and you enjoy coming to school. You like the clubs and activities that the school provides. Teachers mark your books well and you like getting ideas about how to improve. Your school leaders know you well and are keen to help you make the most of your opportunities at school. Your attendance has improved recently and it is really important that this continues. There are also ways in which your school can improve, and so I have recommended that the following happen in the future:

- your school leaders concentrate on helping your writing to improve
- teachers match work to your ability in all lessons, so that you can make more progress
- your books in all classrooms are marked to a very high standard
- your computers work better, so that you can enjoy all of the benefits of technologies such as the Internet.

You can, of course, contribute to the future success of the school by working hard and enjoying your learning.

Yours sincerely,

Chris Moodie  
Lead inspector

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