

Oak Field School and Specialist Sports College

Wigman Road, Bilborough, Nottingham, NG8 3HW

Inspection dates

4–5 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Students behave excellently and feel very safe in the supportive environment of this school.
- Relationships are very positive. A very strong team of staff know all the students extremely well and their care is outstanding. They work together diligently to help all the students achieve extremely well.
- Teaching is outstanding because staff have high aspirations for all the students, plan and prepare highly imaginative learning and provide extremely worthwhile and relevant experiences for them all.
- Leaders and managers, including governors, have an extremely accurate understanding of the school. They drive improvements effectively, including those in teaching and achievement.
- Leaders are purposeful and innovative. They use their excellent links with health professionals, local universities and local businesses for the benefit of all.
- Opportunities and experiences organised by the school have an excellent impact on the lives of current and previous students.
- The Early Years Foundation Stage is outstanding because staff understand these children's needs very well. All the staff work very well together to provide very beneficial, imaginative and enjoyable activities for all.
- The sixth form is outstanding. It is highly inclusive and new students settle very quickly. Activities are very practical and prepare all the students extremely well for life and learning, both now and in the future.
- The school building and site are attractive, very suitable for the students and extremely well kept.

Information about this inspection

- During the inspection, 25 lessons or part-lessons were observed, 10 of them jointly with the headteacher or deputy headteacher. Teachers from all key stages were observed, as well as health specialists and teaching assistants.
- Discussions were held with parents, carers, students, governors, a representative from the local authority, the school improvement partner, senior leaders, health care workers and other staff.
- The number of parents' and carers' responses to the online inspection questionnaire, Parent View, was too few to report. Inspectors received their views through a school questionnaire, letters and informal discussions.
- The inspectors considered the views of staff through the 60 responses to the Ofsted inspection questionnaire and discussions.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on students' current progress, students' work, checks on the quality of teaching and pupils' achievement, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector	Additional Inspector
Rosemary Barnfield	Additional Inspector
Kate Robertson	Additional Inspector

Full report

Information about this school

- Classes are organised across five key stages. These comprise of Early Years Foundation and Key Stage 1, then Years 3-6, 7-9, 10-11 and the Sixth Form, which is Years 12-14'. Students are generally taught in classes with others of similar ability and need.
- At over half, the proportion of students who are known to be eligible for pupil premium funding is much higher than in most other schools. This is additional funding for specific groups of students, including those who are known to be eligible for free school meals and those who are looked after by the local authority.
- All the students have, or are being assessed for, statements of special educational needs. Almost all have extensive, complex learning and physical disabilities. A high proportion of students, especially in the Early Years, have highly complex medical needs.
- The proportion of students who join the school at times other than the start of the Early Years Foundation Stage is higher than in most other schools. About a third of students in the sixth form joined the school at the beginning of Year 12. Most students stay at the school until the end of Year 14.
- A high proportion of students are from a wide range of minority ethnic groups. Almost all the students are at early stages of spoken language. The proportion of pupils who speak English as an additional language is also much higher than in most other schools. About ten per cent of the students are at early stages of learning English.
- There have been several changes of staff since the previous inspection, including changes in several key stage or subject leaders.
- A very few students in Key Stage 1 are registered at both this school and Ferndown Infant school and Burford Junior School. Currently these pupils attend Oak Field three days each week and the mainstream schools for two.
- A team of specialist health care professionals are based at the school this includes nurses, physiotherapists and a full time paediatric respiratory therapist, which is funded by the City Health Commissioners.
- The school runs outreach support for mainstream schools, their disabled students and those with special educational needs in the local authority. Staff advise 59 schools and support 11 students with complex needs in 10 schools weekly.

What does the school need to do to improve further?

- Ensure that subject leaders are clear about all their roles and responsibilities, and well trained to fulfil these.

Inspection judgements

The achievement of pupils

is outstanding

- Given their starting points and disabilities, all groups of students achieve extremely well. Over time there are no significant differences in the achievements of any group. Careful and frequent checks on the progress of each student, as well as diligent work to find the very best way to teach each individual student mean that equality of opportunity is very strong and that every student is valued and supported extremely well.
- Achievement in the Early Years Foundation Stage is outstanding because activities are highly imaginative, engaging and suitable. The spacious accommodation is used extremely well, both inside and outside. Equipment, including specialist items to help students' physical needs and communication, is very suitable, attractive and of good quality.
- Primary school sports funding is used to enable and extend pupils' participation in sport and physical activity. This includes more support for swimming, new equipment and additional activities such as donkey riding and abseiling.
- Year 7 catch-up funding is used extremely well to provide additional support in mathematics and English. This is very well targeted because it is based on extremely frequent assessments of individual students and used on a range of well-focused activities to help these pupils progress.
- Students in the sixth form achieve extremely well because opportunities are extremely broad, relevant and engaging. Programmes of study are planned very carefully and pupils are extremely well prepared for later life and learning. An example of this is the changes to the animal care course, which were made so that students could achieve well in the subject and were well prepared for further, more detailed study, in this at college.
- By the time students leave at the end of Year 14 they all have at least one qualification. Several students achieve GCSE in Expressive Arts. The school runs this course for them and other disabled students, as well as those with special educational needs from a range of schools in the city. Almost all students go on to college when they leave. A very few move on to practical occupations, including in an arts based playgroup and locally run businesses.
- Students supported by the pupil premium achieve on a par with others in the school because the money is focused well on their needs, including effective links with, and support of, parents and carers. Numbers in any year group are too small to report on the precise differences in achievement of eligible pupils.
- Students who are relatively more able achieve extremely well, because staff carefully observe all the students, develop any skills they notice and have very high aspirations for them all. This was particularly evident in a highly effective music lesson, where the teacher noticed that some children with physical disabilities were using their hands to dance to his piano playing. He watched them carefully and accompanied their dance for a considerable period of time, helping them all develop exceedingly well.
- All groups of students, including those who speak English as an additional language, develop communication skills well. A range of symbols, signing and technology for communication are used very effectively. Some sixth form students, who were unable to vocalise, were extremely competent in using an electronic communication device to greet an inspector and introduce themselves.

The quality of teaching is outstanding

- Teaching is outstanding because learning is very interesting and well prepared. Constraints brought on by medical needs and physical limitations are reduced, high quality equipment is used and learning is extended through a very wide range of clubs, outings and special events.
- Staff have high aspirations for all the students and support them all extremely well. There is a strong emphasis on what students can do rather than what they cannot, thereby eliminating discrimination and aiming high for everyone.
- In a Key Stage 3 English lesson, staff successfully reinforced a poem about a trip in the night sky. They helped students with profound and multiple learning difficulties to look at and feel 'fairy' lights, press switches to make lights shine and listen to ethereal music while watching photographs of stars and planets on the interactive whiteboard. Students' efforts and engagement were evident as they reached out for the lights, successfully pressed buttons and pointed to the poetry book.
- A range of subjects including English, mathematics, communication and early cognitive skills are taught very well through an imaginative range of practical and relevant activities. Staff have high aspirations for all the students, watch extremely carefully for evident progress and support and assist wherever necessary.
- Teaching in the Early Years Foundation Stage is outstanding. Children's needs, including intensive medical care, are met extremely well. A wide range of engaging activities are well planned and prepared. The outdoor environment is spacious, attractive, stimulating and well used.
- During the inspection, the class of children with the most complex needs was taken for a well-prepared walk outside. Sounds, objects and pictures had been placed strategically to mirror a story they had read. Language, mathematics and literacy were incorporated extremely well, as children saw and felt different numbers of objects and looked at key words and symbols along the way.
- Activities and teaching in the sixth form are very varied, practical and interesting. Literacy, communication and mathematical skills are promoted extremely well through taking and preparing orders, totalling bills and giving change in the twice weekly café.
- Teamwork in classes is strong. Teachers frequently pause to gain feedback from students and teaching assistants. This is to ascertain how well they are all doing and to give effective guidance on how learning can be extended further.

The behaviour and safety of pupils are outstanding

- The behaviour of students is outstanding. Students develop confidence and very positive attitudes to work and learning. A happy and very calm atmosphere pervades the whole school.
- Students take on responsibilities and help out around the school. Older students learn to make coffee in the school café. A range of students, including some of the youngest and least able, take registers to the office each day and carefully check that everyone who should be, is present.

- Occasional challenging behaviour is managed very well. Staff are particularly skilled in anticipating this and managing potential anxieties and frustrations.
- Attendance is below the national average because so many students have time away from school for medical and health reasons. Without these factors attendance rates would be above the national average.
- Students develop very well spiritually, morally, socially and culturally. They develop friendships and very positive relationships with staff, have a growing awareness of right and wrong and learn about a range of faiths and cultures. For example, during the inspection, students showed high levels of engagement, awe and respect, in a very engaging lesson about Buddhism.
- The school's work to keep students safe and secure is outstanding. Parents and carers spoken to during the inspection have great confidence in the staff of the school. They are very pleased with how open, informative and skilled staff are and really value the care and support they give to their children.
- Students, who are able to, say they feel safe. They have a good understanding of different forms of bullying, including physical, cyber and verbal bullying. They know who to tell if they have concerns and report that bullying and other unacceptable behaviour rarely occur.
- Students learn how to use the computer and some networking sites safely in lessons and clubs. They know the benefits of communicating and linking with others on the internet and are taught about its potential dangers and how to avoid them.
- Students are taught how to keep their bodies healthy and safe. They have dental checks at school, clean their teeth after lunch, exercise regularly and attend clubs for fitness and health.

The leadership and management are outstanding

- Leaders use their highly accurate understanding of the school extremely well to drive improvements. For example, they use their detailed findings from frequent checks on progress very effectively, to identify and address any slower progress, taking every opportunity to boost achievement. They evaluate each student's particular needs and provide well-focused support, staff training, additional resources and specialist intervention. All these features successfully improve the quality of teaching and benefit all students.
- Leaders are highly innovative and active. They are acutely aware of some of the challenges facing students while they are at the school and after they leave. They run a wide range of clubs after school and in the City. Three of these are open to students from other schools and those who have left. They are also developing very creative, viable businesses to employ and occupy students when they leave.
- The school provides effective training and materials, such as leaflets and books, for other schools and organisations, both nationally and internationally. Although these include a range of topics, one of the school's strengths is in sex education for students with physical and or learning difficulties.
- Students benefit from extremely broad opportunities and experiences. Leaders use their very positive partnerships with a wide range of organisations, including independent schools, local enterprises, theatres and dance groups. Students have taken part in Shakespeare plays, had

their poetry printed and have travelled abroad. These experiences all help their learning, development and preparation for later life.

- Teamwork with the health specialists is particularly strong and effective. This enables students with the most complex medical needs to attend and take part in lessons. Students who need it are tube-fed and given medication as necessary throughout the day. Together school and health staff meet the physical, medical and or learning needs of students extremely well.
- Most of the staff are very positive about the school. However some major changes to pay and conditions for all local authority personnel recently have caused some unrest and a small proportion of the staff are unhappy about these. Some key stage and subject leaders have new responsibilities for managing staff, as well as administering reports and protocols. Some of these roles and protocols are not yet completely clear or effective.
- The local authority recognises the school's strengths and provides light-touch support. It values the school's role in advising and supporting mainstream schools greatly. It frequently draws on the expertise of staff for training, especially in teaching students with the most complex and profound needs.
- **The governance of the school:**
 - Governors are extremely well trained and have a highly accurate understanding of the quality of teaching and rates of achievement of all groups of students at the school. They are very diligent, challenging and supportive, ensuring that all their members are active and committed. They have purposefully and carefully selected new governors with experience and skills which extend those they already have. The level and detail of their debate and challenge is very high. They manage finances vigilantly and make sure that the progression of teachers' pay, including that of the headteacher, is firmly rooted in their highly positive impact on students. They know how additional funding, such as the pupil premium, primary sports and Year 7 catch-up funding, is spent and that this has a positive impact on the groups of students for whom it is intended. They give a very high priority to the safeguarding and well-being of students and meet all their statutory duties for these.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135573
Local authority	Nottingham
Inspection number	431573

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	All-through
School category	Community special
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	156
Of which, number on roll in sixth form	47
Appropriate authority	The governing body
Chair	Sarah Bustard
Headteacher	David Stewart
Date of previous school inspection	15 February 2011
Telephone number	0115 915 3265
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