

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 6799154
Direct email: aidan.dunne@serco.com



16 September 2014

Geraldine Crofts
Headteacher
Oakfield Primary Academy
Oakfield Road
Rugby
CV22 6AU

Dear Ms Crofts

Requires improvement: monitoring inspection visit to Oakfield Primary Academy

Following my visit to your academy on 15 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in month and year. It was carried out under section 8 of the Education Act 2005.

Senior leaders, governors and the academy sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- streamline the systems for reporting data, so that teachers, leaders and governors can more sharply monitor the impact of actions on the achievement of different groups of pupils
- ensure teachers' marking leads to immediate improvement in the quality of pupils' work
- use work scrutiny more effectively to focus on the impact of teaching on pupils' achievement.

Evidence

During the inspection, meetings were held with the headteacher and deputy headteacher, the Executive Principal and a member of the governing body to discuss the action taken since the last inspection. The academy development plan was evaluated. A short visit was made to each classroom to talk to pupils, look at the work in their books and observe their learning.

Context

Since the last inspection, you have been appointed as permanent headteacher. The multi-academy trust board has strengthened the senior leadership team by allocating one of its staff to be your deputy headteacher for three days each week. The trust has provided a programme of support, training and advice for improving the quality of teaching and for leadership throughout the academy.

Main findings

You and your staff are determined for the academy to improve as quickly as possible. There is a palpable sense of ambition, both for how well pupils behave and for how well they will achieve. As a result, pupils' behaviour has improved and their achievement is rising.

You have set out the process for achieving rapid improvement in your academy development plan. This plan includes clear criteria by which you will measure improvement and communicate it to the trust board. You keep a close check on whether actions have been completed on time. The plan does not show whether these actions have made the expected difference.

Pupils' behaviour is improving because you have ensured teachers follow a more consistent approach to managing behaviour in classrooms and around the academy. As a result, pupils move around calmly and quietly, showing respect for adults and each other. Pupils' attitudes to learning are improving. In many classrooms visited, pupils listened attentively and followed instructions promptly, enabling lessons to proceed swiftly. On one or two occasions, where the teacher's explanation was not clear, or where the work set was not quite at the right level for the pupils, some lost focus and started chatting or fidgeting. Pupils also reported that the new resources in the playground have helped make playtimes much more enjoyable.

Pupils' enjoyment of the academy is reflected in improved attendance. It is currently close to national figures. You and governors continue to work closely with the small number of families who still allow their children to be absent without good reason, or who take their children on holiday during term time. You have raised the profile of punctuality and so most pupils now arrive on time.

Pupils say teachers now challenge them to work harder. The quantity of work in pupils' books shows many teachers have got their pupils off to a swift start this year. A group of Year 6 pupils described how there are no limits on how much progress

they can make in lessons. You have considered the reasons why some pupils' understanding of letters and the sounds they make (known as 'phonics') is not secure. You have planned a strategy to improve the teaching of phonics. This is scheduled to be fully implemented by the end of this term.

You and your deputy headteacher have kept a close check on the quality of teaching since the beginning of the term. In particular, you have focused on whether teachers are following agreed practices in lessons and in marking pupils' work. As a result, you have an accurate view of where the quality of teaching has improved and where weaknesses remain. You follow up these checks by giving teachers feedback, which sets out what improvements they should make and you check soon afterwards whether this has happened. This has ensured teachers, on the whole, comply with the approaches you expect. Your scrutiny of pupils' books does not, however, focus in depth on how well these practices impact on pupils' achievement. Consequently, while most teachers are following policies closely, some pupils still do not make consistently good progress.

Most pupils' work is marked and teachers usually include a suggestion for how it could be improved. Nevertheless, marking is still having limited impact on pupils' progress. Too often, teachers do not ensure pupils follow the given advice, so marking does not lead to immediate improvement. Teachers' comments do not focus sufficiently on what needs to improve and does not deepen pupils' understanding.

The appointment of the deputy headteacher has increased the capacity of leadership at senior level to drive and oversee improvement. Roles and responsibilities for all leaders are now clear and well understood. For example, the leadership overview states that 'phase leaders' will monitor the quality of teaching and pupils' achievement in their designated key stage. These leaders are still new to this role. Therefore, the impact of their work remains limited. However, they are being well trained by the deputy headteacher and their skills are improving.

External support

You have appreciated the effective support and challenge provided by the academy trust, including that from the Executive Principal. This has enabled you to target training, support and advice to teachers and learning support assistants to improve the quality of teaching. Consequently, pupils' achievement is improving in most classes.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Warwickshire local authority and to the Department for Education.

Yours sincerely

Sandra Hayes
Her Majesty's Inspector