

# Oaktree Nursery and Primary School

Priory Road, Swindon, SN3 2HA

**Inspection dates** 26–27 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their very low starting points in reading, writing and mathematics.
- Teaching is good. Teachers and teaching assistants work closely to monitor what pupils have learnt. This information is used effectively to plan tasks which help them make rapid progress.
- The school has created a very warm and welcoming environment which is valued by the pupils. They feel safe because they trust the adults to take care of them.
- Pupils' behaviour is good; they enjoy learning. Pupils are polite and courteous to visitors and each other.
- Governors know the school well; they are increasingly effective in holding the leaders to account. They are fully involved with the school's work and are determined to secure improvement.
- Senior leaders have secured improvement by successfully focusing on improving the quality of teaching.
- Children in the Nursery and Reception classes get off to a good start. They achieve well and make good progress, especially in their personal and social development.
- The rich and stimulating curriculum motivates pupils, helps them achieve and contributes positively to their personal development.

### It is not yet an outstanding school because

- Middle leaders do not consistently use the range of information available to identify priorities for improvement.
- Teachers do not always plan lessons which deepen pupils' knowledge sufficiently.
- Achievement in writing is not as high as in reading and mathematics.

## Information about this inspection

- Inspectors observed 21 part lessons, two of which were jointly observed with the headteacher. Small groups of pupils being supported by teachers and teaching assistants were also observed and inspectors listened to pupils read.
- They held meetings with senior leaders, members of the governing body and a representative from the local authority. Inspectors also had discussions with groups of pupils and staff with responsibilities.
- Inspectors spoke to parents at the beginning of the school day. They took account of 35 questionnaires completed by the staff. Not enough parents responded to the Ofsted online questionnaire (Parent View) and therefore the results were not published.
- Inspectors looked at documents, including the school’s self-evaluation, the school’s development plan and policies related to behaviour, attendance and safeguarding.
- Attainment data were examined in detail including the school’s systems for checking pupils’ progress throughout the year. The school provided inspectors with a sample of books which were checked thoroughly.

## Inspection team

Shahnaz Maqsood, Lead inspector	Additional Inspector
Llyn Codling	Additional Inspector
Keith Homewood	Additional Inspector

## Full report

### Information about this school

- Oaktree is larger than an average sized primary school.
- The majority of pupils are of White British heritage. The number of pupils from a range of minority ethnic backgrounds is increasing. A small minority speak English as an additional language.
- About three fifths of the pupils are disadvantaged. They are supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals. This proportion of disadvantaged pupils is well above the average compared with other schools nationally.
- The proportion of disabled pupils and those with special educational needs supported through the school is well above the national average.
- The Nursery and Reception children attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Key Stage 2.
- There is provision for two-year-olds on the same site which is run by the school but inspected separately.
- The school operates a breakfast and after-school club.
- The Nurture group based in the 'Rainbow Room' has a Quality Mark for Nurture. It is the only school in Wiltshire with this award.

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

- Improve teaching from good to outstanding and raise standards of achievement by making sure that:
  - all tasks and activities deepen pupils' knowledge sufficiently
  - pupils make rapid progress in writing in every year group.
- Strengthen leadership at all levels by ensuring that all leaders have a good understanding of the wide range of information the school collects to help identify priorities for the school, to enable improvement.

## Inspection judgements

### The leadership and management are good

- The school is well led by the headteacher and she has the full support of staff and governors.
- The school's self-evaluation is accurate and senior leaders know what needs to be done. Tracking of pupils' progress is regular and when underachievement is identified, it is tackled through well-planned interventions.
- The school has effective systems for checking the quality of teaching. Leaders use a range of strategies to tackle weak teaching, for instance regular coaching sessions, sharing of good practice and further training.
- Middle leaders contribute to improvement through activities such as checking the quality of teaching. Tracking of pupils' achievement is accurate and regular. However, middle leaders do not have a clear overview because information relating to pupils' achievement and attendance is not always shared between or understood by all. This reduces the effectiveness of middle leaders and prevents them from quickly identifying and addressing priorities in their area.
- There are good opportunities for pupils to develop their spiritual, moral, social and cultural skills in the school: for example, an assembly on the origins of the song 'Silent Night' and on the football match played by soldiers on opposite sides during the First World War. Pupils reflected on events and sang in German as well as English.
- Pupil premium funding is used effectively to support disadvantaged pupils through carefully considered small group work, which has improved pupils' literacy and numeracy skills.
- The school community is becoming more culturally diverse. The school ensures that all pupils, whatever their backgrounds or particular learning needs, are given the same opportunities to succeed and flourish. All groups of pupils are happy at school because the school promotes equality well through the 'values' programme. Discrimination is not tolerated.
- The curriculum is based on the needs and interests of the pupils. It includes a wide range of experiences to support their learning such as visits, residential trips, clubs and activities. Pupils learn modern foreign languages and work with famous local people. Well thought out topics and activities ensure pupils understand about life in modern Britain.
- The school is using the sports fund well. Professional coaches offer their expertise to all the pupils and teachers. More pupils are now participating in competitive sport and the school has been able to enhance pupils' experience by offering gymnastics, martial arts and orienteering.
- The local authority knows the school well and provides effective support. The school has benefited from the local authority's support with the headteacher's appraisal, staff training, moderation of pupils' work and governor training.
- The Nurture provision is based in the 'Rainbow Room' and focuses strongly on the needs of the individual pupils and on making school a valuable experience. Close and positive links have been formed with families. This is an extremely successful and effective provision for supporting pupils and is the key to many pupils' success in the school.
- **The governance of the school:**
  - Governance has improved since the previous inspection; governors are dedicated and committed fully to the school. They have undertaken training which has helped them to have a much better understanding of pupils' performance and the priorities for improvement. They fulfil their statutory responsibilities and make sure that all requirements in relation to safeguarding of pupils are met.
  - Governors now know the school well and they use information from a range of sources such as discussions with pupils and data to challenge leaders. They know about performance management and the quality of teaching. They support the headteacher in tackling weak teaching and ensure that effective teaching is rewarded.
  - Finances are well managed. The use and impact of the pupil premium is closely monitored and governors ensure that there is equality of opportunity for all pupils.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils behave well in lessons and respond positively to staff, which helps them to progress in their learning. Most pupils know how to manage their own behaviour; as one pupil stated, 'we should not behave well just to get rewarded but we should behave well anyway'.
- Pupils' books are neat and tidy because they are proud of their work.
- The few pupils with challenging behaviours are well managed because the school has a clear behaviour policy which is implemented consistently by all adults. However, occasionally, pupils lose concentration and need to be reminded of how to behave.
- Pupils from diverse ethnic and religious backgrounds mix well together. At lunchtimes and breaks pupils play amicably together, and show respect for staff and each other.
- Pupils are aware of the dangers of the internet and know how to keep themselves safe.
- Attendance has improved since the previous inspection and is broadly average. Strategies to support good attendance are effective and beginning to impact. Exclusions are rare.
- The Nurture group supports and fosters good behaviour. Many local schools have been to visit the group because it is considered to be effective practice.

**Safety**

- The school's work to keep pupils safe and secure is good.
- The pupils say they feel safe in school. All the parents the inspectors spoke to agreed that the school takes good care of their children and keeps them safe.
- Pupils know the meaning of bullying and they say that bullying of any type is rare and would be dealt with immediately if it did happen.

**The quality of teaching is good**

- Teaching is good because pupils' previous learning is taken into account. This means that all pupils are challenged.
- Questioning is used well by teachers to probe pupils' understanding. This helps pupils explain their thinking and develop their ideas.
- Writing skills are well developed because teachers give pupils opportunities to write at length in many subjects and in a variety of styles. Teachers have recognised that in order to improve writing, pupils must have good reading ability. Many opportunities are given to pupils to read across the curriculum.
- Teachers use a range of resources to help pupils' understanding of mathematical ideas. The school has also taken on board the recommendations in the previous inspection and relate mathematical problems to real-life situations. This benefits pupils' learning and ensures that they successfully use and apply what they learn.
- Relationships between pupils and adults are positive and therefore pupils want to behave and learn.
- Teachers plan activities that are fun and enjoyable and which motivate pupils and benefit their learning. Teaching assistants are well deployed; they know exactly what to do to help pupils, giving effective guidance and support at the right time.
- Teachers mark pupils' work regularly giving good advice on how to improve their work.
- Very occasionally, the work set by teachers is not appropriate because it does not extend pupils' knowledge sufficiently. Consequently, pupils do not make rapid progress in their learning in these lessons.

**The achievement of pupils is good**

- The vast majority of children begin Nursery with skills and knowledge that are much lower than is typical for their age. They make good progress from Nursery to the end of Key Stage 2 to reach standards broadly in line with other pupils nationally.
- Attainment at the end of Year 2 in 2014 was well below in mathematics and writing and just below in reading compared with nationally expected standards because pupils were still trying to catch up from their very low starting points. However, inspection evidence, including work in pupils' books and school data, indicates that pupils make good progress.
- By the time pupils reach Year 6 they have caught up with their peers in reading and mathematics but are still behind in writing. Attainment dipped slightly in 2014, because a number of pupils with complex and particular needs joined Year 6 mid-year and this impacted on the school's results for that year.
- The school is aware that standards in writing are not as high as in reading and mathematics and so a strong focus has been placed on writing. Pupils are given ample opportunity to write at length in different subjects and in a variety of styles. As a result, standards are rising and in 2014 half the pupils made better than expected progress in writing from Years 2 to 6 which is well above other schools nationally.
- Pupils achieve well in reading. An above average percentage of pupils in Year 1 reach the required standard in phonics (relationship between letters and sounds). Phonics skills are strengthened further as pupils go up the school. Pupils display real interest and enjoyment of reading.
- Pupils' calculation skills are developing well in mathematics and pupils' ability to apply these skills is also improving. Increased challenge in lessons especially in Key Stage 2 enabled five pupils to reach Level 6 in 2014.
- Disabled pupils and those with special educational needs make good progress because staff have accurate and detailed knowledge of each individual pupil's specific needs which is used to provide effective support in class and in small group sessions. Pupils from a range of different minority ethnic backgrounds and pupils who speak English as an additional language also make good and sometimes better progress.
- Additional support and challenging work in lessons are provided for the more-able pupils to ensure that they make good progress and reach levels they are capable of. As a result, more pupils are reaching the higher levels at the end of Year 6 in reading, writing and mathematics.
- In 2014 gaps between disadvantaged and other pupils in Year 6 increased: they were nearly two terms behind their classmates in reading, two and a half terms behind in writing and a term behind in mathematics. This was because their starting points were much lower than the others and a few pupils had very significant needs. However, disadvantaged pupils made good progress, with proportions making more than expected progress being well above those for other pupils nationally in English and mathematics.

**The early years provision is good**

- Almost all children join the school with skills well below those that are typical for their age. Although, children make good progress in the early years, many are still not well prepared for Year 1. A wide range of skilfully planned activities based on children's interests ensure they are interested and purposefully engaged in their learning.
- The quality of teaching in early years is good and sometimes outstanding. Teachers' planning is based on children's needs. Teachers systematically record and check pupils' understanding and adapt their teaching to enable children to make rapid progress.
- Children's behaviour is good because their personal and social skills are well developed by the teachers. For example, children counting spoonfuls of sand into cups described clearly how they cooperated, shared and helped each other.
- Leadership of early years is good. Leaders have an accurate picture of children's performance, the provision and what needs to be done to improve the outcomes for the children in their care. Safety is high priority and all due care is taken to keep children safe.
- The parents are well informed about their child's progress. The learning journals, which are completed by the parents as well as teachers, include parents' views of their child's learning.

## 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

<b>Unique reference number</b>	132064
<b>Local authority</b>	Swindon
<b>Inspection number</b>	448586

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

<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>	349
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Erica Milsom
<b>Headteacher</b>	Sue Rees
<b>Date of previous school inspection</b>	7–8 July 2010
<b>Telephone number</b>	01793 521903
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