

# Oakfield Primary Academy

Oakfield Road, Rugby, Warwickshire CV22 6AU

<b>Inspection dates</b>	14–15 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Since the last inspection, the headteacher, newly appointed deputy headteacher and REAch2 Academy Trust have worked in close partnership to improve behaviour and teaching and accelerate outcomes for pupils.
- As a result, standards across the whole school are rising. In Year 6 in 2015, pupils made good progress; standards were broadly in line with the national averages and the progress they made in reading and mathematics was higher than the national average.
- This good progress is due to good teaching. The headteacher has introduced robust systems to check that teaching is effective; leaders and managers use these systems well to monitor pupils' progress. Consequently, teachers use assessment information to set work which is at the right level for pupils' different needs and their progress is accelerated as a result.
- Teachers know pupils as individuals and manage their behaviour well according to their needs. As a result, pupils' behaviour in lessons, and in and around the school grounds, is now good.
- Governors from within the school's local governing body are kept well informed by the headteacher. They visit the school regularly, are aware of the progress that is being made by pupils and know what needs to be done next in order to improve.
- Children in the early years get off to a good start as a result of good management and teaching. They make rapid gains from their typically lower than expected starting points.
- Safeguarding training is kept up to date and arrangements for keeping pupils safe in school are effective.

### It is not yet an outstanding school because

- Although outcomes in English are improving, the proportion of pupils making expected, and better than expected, progress in writing is not as good as it is in reading and mathematics. This is because there has not yet been sufficient time for the changes introduced to the teaching of writing to accelerate pupils' learning and impact fully on their outcomes.
- In some lessons, teachers do not move pupils on to the next stage of their learning quickly enough; when this happens, progress is not as accelerated as it could be.

## **Full report**

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

- Improve the progress pupils make in writing by ensuring that teachers and teaching assistants make consistent use of the newly introduced writing programmes in order to impact fully on pupils' outcomes.
- Ensure that teachers provide opportunities for pupils to access the next stage in their learning quickly in order to maximise the progress that they make during lessons.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher is a highly effective leader with a clear understanding of what needs to be done to secure better outcomes for pupils. With strong support from within the REAch2 Academy Trust, she has worked closely with her newly appointed deputy headteacher to introduce robust systems to check the quality of teaching; this has brought about rapid school improvement.
- The deputy headteacher, and the teachers in charge of English and the early years, are all newly appointed. They have benefited from high-quality professional development, provided by the REAch2 Academy Trust, and are clear about how to use these new school systems. They are successfully impacting on the quality of teaching and outcomes for pupils.
- As a result of careful checks by senior leaders, teaching seen across the school, in all year groups, is now consistently good and is contributing effectively to good progress.
- Leaders and managers regularly check pupils' work. They carry out learning walks, systematically review pupils' behaviour and listen carefully to the views of pupils and parents.
- The newly appointed English lead has introduced programmes of work designed to accelerate pupils' progress in reading and writing. As a result, the progress being made by pupils at the end of Year 6 in reading is higher than the national averages. However, pupils are not making as much progress in writing as they are in reading; this is because there has not yet been sufficient time for the changes introduced to the way in which writing is taught to impact fully on pupil outcomes.
- The curriculum is a real strength of the school; it has been revised by the deputy headteacher and the teacher in charge of the curriculum, in consultation with staff and pupils.
- Each topic includes inspiration days and trips to places of interest, which are bringing learning to life. For example, a study of Howard Carter in Year 5 leads to a visit to Birmingham Museum where pupils spend the day dressed as Egyptians and learn about the Egyptian way of life. In addition, pupils speak with real enthusiasm about their recent trip to Belgium, which forms part of their topic on the Second World War; they are able to describe how they feel about soldiers from different countries being buried next to each other, many in unmarked graves.
- Planned into the curriculum also are opportunities for pupils to learn about different faiths and religions; evidence seen in the school clearly shows that pupils are regularly involved in discussion and debate and that they consider democracy; pupils know about ISIS and what this means for people living in this country. As a result, pupils have a good appreciation of radicalisation and are being prepared well for life in modern Britain.
- The funding provided to the school to support the development of sport has been used effectively to provide staff training to improve teachers' skills. Funding has also been used to improve the provision for after-school clubs, such as football, athletics and boxing. In addition, the school has its own indoor swimming pool; some of the funding is used to provide professional swim coaching to ensure that pupils get the very best start possible in the water.
- Funding provided to the school to support disadvantaged pupils is used effectively. The progress that disadvantaged pupils make is better than that made by their peers and nationally.
- The money provided to the school to support pupils who have special educational needs or disability is also used effectively. Pupils are supported by additional adults alongside their peers in the classroom and in smaller groups. Specific work is set to help them access more quickly the same lesson material as their peers. As a result, the progress that these pupils make from their starting points is good.
- The majority of parents who met with inspectors at the start of the school day, and all of those who responded to the free text part of the online questionnaire, are extremely positive about the school. They can see the improvements that have been made in the school since the last inspection and say that their children enjoy coming to school and that they feel safe.
- **The governance of the school**
  - Members of the school's local governing body are knowledgeable about the school; they know about the impact of funding received by the school to support the development of sport and they know that the way in which pupil premium funding is used is having a positive impact on improving the achievement of disadvantaged pupils.
  - They regularly visit the school to meet with pupils and staff, and their contribution to the school is welcomed by the headteacher.

- Governors understand the links between performance management and teachers' pay and are able to hold school leaders fully to account for the progress that pupils make.
- The arrangements for safeguarding are effective. Staff receive regular training and there is a clear system in place to report concerns. The staff responsible for keeping pupils safe from harm are extremely diligent and respond quickly and effectively to the needs of pupils and their families.

## **Quality of teaching, learning and assessment is good**

- Teachers have benefited from the professional support provided by the headteacher through the REAch2 Academy Trust. As a result, the quality of teaching seen during the inspection is now consistently good in all year groups in the school.
- Teachers are making effective use of the new assessment system; they are aware of the stage of learning that the pupils are at and plan precise activities which deepen pupils' understanding and move their learning forward. Consequently, the progress that pupils make is accelerating rapidly.
- Links between subject areas, other than English and mathematics, are being made successfully as a result of the impact of the new curriculum and the changes introduced to the way in which writing is taught. For example, in a mathematics lesson in Year 1, pupils were working on creating their own block graph which represented the proportion of pupils in their class who would vote yes to allowing women to vote. This was drawn from the history topic based around the suffragettes. Later, in an English lesson, pupils linked their learning in mathematics and history to writing by engaging in a written account to explain why women should have been allowed to vote. This cross-curricular approach meant that pupils were writing for a real purpose; the work seen in books as a result of this approach was of a very high standard for pupils of their age.
- Teaching assistants have been very well trained and are deployed effectively to work alongside pupils in lessons and with small groups. Their training has equipped them with the understanding and skills required to teach programmes of work designed around specific learning needs.
- At the time of the last inspection, changes to the way in which phonics was being taught were only just being introduced. These changes have now been fully embedded in the work of the school and are impacting positively on pupil outcomes.
- For example, in one phonics lesson seen by inspectors, pupils' outcomes were outstanding; this is because the teaching assistant's phonics knowledge was strong; she linked letters and sounds to animation which fully engaged the children in their learning. The impact of this high-quality teaching is that pupils then learn to read well. The proportion of pupils identified by the school as being on track to achieve the standard required in the Year 1 phonics screening check this year is higher than in previous years and higher than the national average last year.
- Teachers insist that pupils use appropriate mathematical language and are skilled at anticipating the errors that the pupils are most likely to make. This means that no time is wasted and the good progress that pupils make is accelerated.
- Teachers plan well to provide opportunities which challenge pupils in their learning. Pupils' work shows that the rate of progress being made by the most able pupils as a result of this challenge is at least good, and sometimes outstanding.
- Pupils are focused during lessons and respond well to the teachers' use of the school's behavioural system. However, on occasion, some pupils have to wait too long for the teacher to direct them to their next activity; when this happens, the progress that pupils make is not as good as it could be.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The school's recently introduced curriculum encourages discussion and debate; pupils are learning how to construct a rational argument and to express opinion. This is helping them to have a better understanding of radicalisation and life in modern Britain.
- Pupils' confidence is building as a result of the opportunities they have to take part in after-school clubs and to learn to play a musical instrument.

- Parents are invited into the school to work alongside their children in their classrooms and to cook with them. The number of parents who now attend the Friday celebration assembly is increasing rapidly. This parental involvement is helping to build strong relationships with the school and raise pupils' confidence.
- Leaders and managers involve pupils in making decisions, such as redesigning the school's curriculum, and pupils feel that their voice is listened to.
- Pupils told inspectors that there is sometimes bullying in school and that, if it does happen, it is dealt with quickly. The school's work is helping them to have a better understanding of the behaviour of other people and to show compassion for their needs.

### Behaviour

- In the past, the behaviour of the pupils has required improvement. Behaviour of pupils is now good. This is as a result of the introduction, since the last inspection, of a behavioural policy which is understood by pupils and used effectively by teachers.
- Consequently, pupils behave well in lessons; they listen carefully to the teacher and focus on their work. They are keen to talk with visitors and hold doors open for guests and each other.
- In addition, in the past, attendance has been much lower than the national average. However, school information indicates that there has been a significant improvement in attendance this year, that it is now closer to the national average than it has ever been and that it is continuing to improve. This is because parents are more engaged in the life of the school and pupils are enjoying coming to school more than they used to as a result of the exciting range of learning opportunities that are on offer.

### Outcomes for pupils

are good

- Since the previous inspection, inconsistencies in the quality of teaching have been tackled and teaching is now consistently good across the whole school. As a result, pupils in all year groups are making good progress in reading, writing and mathematics and standards are rising.
- Pupils enter the school at levels which are typically below those expected for their age. By the time they leave Year 6, the standard that pupils have reached in reading, writing and mathematics is broadly in line with the national average.
- Meanwhile, again at the end of Year 6, the proportion of pupils making expected progress in reading is higher than the national average, while the proportion of pupils making better than expected progress in mathematics is much higher than the national average.
- Last year, the proportion of pupils who successfully met the standard in the phonics screening test was lower than the national average. However, swift action from school leaders has resulted in current assessments showing that the proportion of pupils on track to reach the required standards will be higher than average this year. This represents good progress from their previously low starting points.
- The school's own rigorous teacher assessment information shows that pupils in other year groups are making accelerated progress from their starting points. In key stage 1, the proportion of pupils on track to reach age-related expectations in reading, writing and mathematics is improving rapidly. A larger proportion than in previous years is on track to reach age-related expectations by the end of the year. This progress is as a result of improvements in teaching and leadership at all levels.
- Nonetheless, although pupils are reaching standards which are broadly in line with the national average in writing, they are not making the same rate of progress from their starting points as they are in reading and mathematics. This is because there has not yet been enough time for the changes introduced by the newly appointed teacher responsible for English to impact fully on their outcomes.
- Disadvantaged pupils are making accelerated progress and the gap between their outcomes in comparison with their school peers has closed. Assessments in reading, writing and mathematics show that these pupils are working at a level which is better than that of their school peers and other pupils nationally. This improvement in outcomes is as a result of using the funding judiciously in the appointment and training of staff which is enabling them to lead intervention programmes designed to support pupils' varying needs.
- Pupils who have special educational needs or disability are making good progress. The school's special educational needs coordinator works effectively to identify staff training needs; as a result, they deliver intervention materials which are having a high impact on outcomes. Assessment information shows that pupils are making huge gains over a short period of time as a result of this focused pupil work.
- The most able pupils are given work which is at the right level of challenge. They are now making better than expected progress and are all on track to reach or exceed the age-related expectations within the new curriculum.
- As a result of these good outcomes, pupils are ready for the next stage of their education.

## Early years provision

is good

- Children enter the school with levels of skills, knowledge and understanding which are at a level that is typically below that expected for their age. Historically, by the end of the Reception Year, the proportion achieving a good level of development has been below the national average. The school's own internal assessment information indicates that good progress is being made by the children this year and that the proportion achieving a good level of development will be broadly average.
- This improvement is as a result of the changes introduced by the recently appointed leader for the early years which are impacting positively on the progress that children are making. For example, parents join their children in Nursery to take part in activities, such as reading; they add comments to their children's learning journals. Strong relationships are being built between the home and the school as a result.
- Parents are also invited into the school to learn more about how to support their children at home. Phonics and early language acquisition sessions for parents are building their capacity to support their children's learning.
- Training for teachers and teaching assistants has been identified by the early years leader. Teaching assistants are used effectively to support learning, with a specific focus on language development.
- Teachers and teaching assistants use information about the progress that the children are making effectively to provide activities based on their needs. They ensure that the learning environment is bright and welcoming and that there is a balance between teacher-led and child-initiated activities.
- As a result of these changes, the progress that the children are making is now good. A check by the visiting inspectors on children assessed by teachers as already working at a good level of development validated teachers' assessments as being accurate. These children were able to use their phonics knowledge to read and spell words expected at this age and are, therefore, well prepared to move into Year 1.
- Children who join the school from settings other than the school's own Nursery are visited at their Nursery and at their home. Early relationships are established with the children and their families and induction into the Reception year is smooth; this is a strong contributing factor in ensuring that progress for these children is accelerated.
- Funding provided to support disadvantaged children is used effectively and they make progress which is sometimes better than that made by their peers.
- Children are kept safe by staff and all safeguarding requirements are met.

## School details

<b>Unique reference number</b>	138915
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10012430

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	The REAch2 Academy Trust
<b>Chair</b>	Mike Newton
<b>Headteacher</b>	Gerry Crofts
<b>Telephone number</b>	01788 565021
<b>Website</b>	<a href="http://www.oakfieldprimaryacademy.com">www.oakfieldprimaryacademy.com</a>
<b>Email address</b>	<a href="mailto:admin2419@welearn365.com">admin2419@welearn365.com</a>
<b>Date of previous inspection</b>	4–5 June 2014

## Information about this school

- Oakfield Primary Academy is a sponsor-led academy within the REAch2 Academy Trust.
- It is larger in size than most primary schools.
- The current headteacher was appointed just before the last inspection. Since then, the school has appointed a new deputy headteacher and five new teachers.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is higher than the national average.
- The proportion of pupils whose first language is not believed to be English is double that of the national average.
- The proportion of pupils who have special educational needs or disability is slightly higher than in most other schools.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed 20 lessons, two of which were joint observations with the headteacher. They carried out a number of walks around the school. Inspectors observed pupils on entry to the school, at breaktime, lunchtime and around the school building and heard some pupils read.
- Inspectors considered a range of school documentation with the headteacher, deputy headteacher and teacher in charge of the curriculum. This included the school's self-evaluation, the school development plan, a range of the school's internal assessments of pupils' attainment and progress, safeguarding policies and procedures and information about pupils' attendance. In addition, the inspectors reviewed samples of pupils' work in English and mathematics, together with a range of other subjects, from each of the year groups.
- Meetings were held with the regional executive headteacher, the chair and a governor of the local governing body, senior members of staff and a group of pupils.
- Inspectors took account of the 16 free text responses to the online Ofsted survey, Parent View, and met with parents at the start of the school day.

## Inspection team

Graeme Burgess, lead inspector	Ofsted Inspector
Patrick Amieli	Ofsted Inspector
Paul Whitcombe	Ofsted Inspector

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