

Inspection of Oakthorpe Primary School

School Street, Oakthorpe, Swadlincote, Derbyshire DE12 7RE

Inspection dates: 5–6 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

This is a caring school. Staff know pupils well. Pupils say that, 'Staff care more about us than anything else.' Pupils respect their teachers. They appreciate that they help them to learn a lot. This makes pupils want to do their best.

Leaders want pupils to have strong personal skills. Pupils say that teachers help them to reflect on their 'ideal selves' so they can stick at challenges. Leaders want pupils to learn from experiences. Pupils told us about body boarding and abseiling on a residential trip. They enjoy visiting theatres and the National Gallery.

Leaders want pupils to know and understand more. Pupils talk about reliable sources of evidence in history. They connect what they learn about Chinese dynasties to what they know about royal families in other countries.

Pupils behave well. They say they are treated fairly. They trust adults to listen to them and keep them safe. Pupils say that bullying rarely happens. They say adults are quick to sort out any issues. Pupils enjoy receiving awards for work. They enjoy nominating each other for showing determination and effort.

What does the school do well and what does it need to do better?

Leaders want all pupils to achieve highly. They have created a sense of teamwork across the school. They provide training and support, so that staff share their high ambitions for pupils. Leaders make sure that pupils get a good quality of education.

Leaders make sure that the mathematics curriculum is well planned so that pupils build up their knowledge year by year. Teachers know what pupils can already do and what they need to do next. Pupils gain the knowledge that they need so that they can take on even more demanding work. Pupils achieve well in this subject.

Leaders make sure that phonics is taught well. They have introduced new ways of teaching in order to improve pupils' reading. Teachers show pupils how to use key words and phrases to answer questions about what they have read. Teachers read a range of age-appropriate books to pupils. These include story books and information books. They introduce and explain new vocabulary to pupils well. Pupils are enthusiastic readers. They enjoy using the school library. Most pupils read fluently and with understanding. Some pupils who find reading difficult need more help so that they can read as well as others.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). They consider carefully the help these pupils need. They put support in place, so that these pupils achieve well. Pupils who are at risk of falling behind are helped to catch up and keep up.

Trust leaders make sure that school leaders receive training from curriculum experts. They use this to help them improve the quality of the curriculum further. Pupils

enjoy learning about interesting topics in a range of subjects. Subject leaders help teachers improve how they teach different subjects. Together, they plan learning in a logical order. They have begun to identify the important knowledge they want pupils to remember. This planning is well on the way in some subjects, for example in history and physical education, but it is not fully in place in some others.

Staff make sure that children are safe and happy in early years. Children settle quickly and learn the routines of school life. They enjoy the range of interesting activities on offer. For example, they enjoyed working together to make a model of the Houses of Parliament. They could then explain about Guy Fawkes and 'conspirators' trying to blow up King James. Teachers build up children's knowledge and understanding ready for Year 1.

Pupils behave well and respect each other. Pupils have many opportunities to develop as happy, healthy and thoughtful individuals. They take part in visits and welcome visitors to support their learning. Pupils recently interviewed a local miner to help them understand more about history. Older pupils think about what they need to do to be ready for secondary school. They are looking forward to this. Pupils are proud to represent their school at many sporting events. They also take part in public performances. For example, a group of pupils played the ukulele at a local theatre.

Many parents and carers said they appreciate staff's commitment to go the extra mile. Staff feel valued. They appreciate that leaders care about their well-being. Staff value the training they receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff give the highest priority to pupils' welfare. Leaders provide staff with regular safeguarding updates and training. Staff know how to report and record safeguarding concerns. Leaders act quickly to make sure that vulnerable pupils receive help as soon as possible. They work well with other agencies to get this help.

Leaders check staff's suitability to work with children before they start to work at the school.

Pupils understand how to stay safe when online. They learn about fire and road safety. They know who to talk to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have put in place a reading curriculum which ensures that most children secure the skills and knowledge necessary to be confident and fluent readers. They need to adapt the curriculum to ensure that those pupils who find reading

difficult get the help they need to be able to read as well as others.

- Leaders have made a good start to developing a coherently planned and well-sequenced curriculum which ensures that most pupils learn well and complete their programmes of study across a broad range of subjects. In history and physical education, leaders have considered the important knowledge they want pupils to know and remember. Subject leaders have supported colleagues to improve their teaching of these subjects. Leaders should now ensure that this is completed for all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143611
Local authority	Leicestershire
Inspection number	10110102
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	Board of trustees
Chair of trust	Suzanne Uprichard
Headteacher	Keith Ellis
Website	www.oakthorpeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school has been part of the Oval Learning Trust since 1 January 2017.
- The predecessor school was judged to be good at the previous section 8 inspection in November 2015.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and senior teachers. They spoke to the trust's chief executive officer. They met with a trustee and the chair of the local governing body.
- Inspectors examined the quality of education pupils receive in reading, mathematics, history and physical education. This included discussions with subject leaders, teachers and pupils, visits to lessons with leaders and scrutiny of pupils' work.
- Inspectors checked the school's approach to safeguarding. They met with the designated safeguarding lead and school administrative staff. They scrutinised documentation, including school policies and records of recruitment and vetting checks. Inspectors spoke to a range of staff about safeguarding, including

breakfast club supervisors, lunchtime supervisors, office staff and classroom staff.

- Inspectors spoke to pupils about their school. They observed pupils during the school day, including at lunchtime and breaktime. They spoke to parents at the end of the school day and considered the 11 responses to Parent View, Ofsted's online questionnaire. They considered the 11 responses to the online questionnaire for staff. There were no responses to the online pupils' questionnaire.
- Inspectors examined a range of documentation, including published information about the school's performance in national assessments, the school's self-evaluation, the school improvement plan, information related to behaviour and attendance, and the information published on the school's website.

Inspection team

Mandy Wilding, lead inspector

Ofsted Inspector

Damien Turrell

Ofsted Inspector

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