

Oakwood Primary School

117 Tennyson Road, Luton, Bedfordshire LU1 3RR

Inspection dates

6 November 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(b), 2(1)(b)(i)

- The standard was not met at the full inspection in March 2019 because the school's assessment system was not being used effectively to identify what pupils know, can do and understand across a range of subjects. Some teachers did not use this information to plan to meet pupils' various needs, including for the most able pupils.
- In the school's action plan, leaders proposed to:
 - review and revise the assessment policy
 - check that assessment systems in school are used effectively to ensure that all teaching staff have high expectations of what pupils can achieve
 - make sure that assessment activities are planned carefully to meet pupils' individual needs, ensuring that the most able pupils make consistently strong progress.
- Leaders' expectations and curriculum intentions to ensure that all pupils achieve well are clear. The curriculum policy is published on the school's website and is supported by appropriate schemes of work.
- More time is given for pupils to access a wider range of subjects, including, for example, extra time for history and geography. Teachers' planning now places a stronger focus on meeting pupils' different learning needs, including pupils with special educational needs and/or disabilities (SEND).
- Teachers have a better understanding of how to use assessment information to ensure that pupils achieve their potential. Effective professional development is ensuring that teachers are well supported to continue to make the changes needed.
- This standard is now met.

Paragraph 3, 3(a), 3(c), 3(d)

- This standard was not met at the full inspection because adults did not have suitably high expectations of what pupils can achieve. Weaknesses in assessment and planning were most evident in the most able pupils' achievement. The early years outdoor provision did not give children enough opportunities to practise the skills they were

learning.

- In the school's action plan, leaders proposed to:
 - make sure that assessment systems help pupils to reach their potential
 - check pupils' progress regularly using the assessment systems in place
 - provide further staff training
 - improve the quality of teaching, teachers' planning and teachers' understanding of what pupils know and can do
 - keep accurate records of pupils' progress and check regularly how well pupils are doing.
- The school's assessment model has been streamlined. Teachers are beginning to use assessment more effectively. They have a better understanding of what pupils already know and the things that they need to improve. Pupils told inspectors that they are expected to work harder in lessons this year. Leaders are checking teachers' plans to make sure that subject content is taught in the most logical order.
- Access to a wide range of professional development helps to raise teachers' expectations of what pupils can achieve. Teachers are beginning to match activities more closely to pupils' abilities. Work is under way to ensure that this approach is applied effectively across subjects and year groups.
- Staff appreciate leaders' strong focus now on professional development. Curriculum leaders have time allocated to check the quality of pupils' learning in their areas of responsibility. They do this through lesson visits and reviews of pupils' work. A programme of progress monitoring meetings has been scheduled for this year. This is so that staff can discuss together how well pupils are doing and what else needs to improve.
- Pupils enjoy their learning. In lessons, they are confident about reading aloud. In Islamic studies, Year 6 pupils could explain what they had learned in the last lesson and link it to current work. In mathematics, inspectors saw pupils working on the same activities using decimals but at varying levels of difficulty. Teachers are still developing their skills in using information about pupils' progress effectively to make sure that pupils are consistently well supported to achieve their best.
- In the early years, children are spending more time reading and practising writing words accurately. The positive impact of this work is evident in their books. Teachers' planning now focuses appropriately on outdoor, as well as indoor, learning. The outdoor area has new resources and is a brighter, more inviting place to learn but the space available is limited.
- Improvements in teachers' planning in the early years are still at an early stage of implementation. Some children who are capable of achieving more are not routinely challenged by the activities set. Leaders have plans to continue to improve this aspect of provision, including using professional development support from the local authority. A trustee with responsibility for oversight of the provision works closely with the early years team on a weekly basis. The team benefits from a planned programme of additional training.
- This standard remains unmet.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

Paragraph 32(1), 32(1)(c)

- At the inspection in March 2019, these standards were met.
- The school's safeguarding procedures remain effective. The safeguarding policy reflects the updated guidance published by the Department for Education (DfE) and is available on the school's website.
- Trustees and the acting headteacher have ensured that safeguarding is given the highest priority. They have taken steps to ensure that safeguarding requirements are covered in the absence of the headteacher.
- The acting headteacher, as the current designated safeguarding lead, and the deputy lead person have completed relevant training. Staff training is up to date. A new programme of ongoing training is in place, using external expertise, including the local authority.
- Staff are very clear about their safeguarding responsibilities. They know what they need to do if they have a concern and follow up appropriately with external agencies when required. Suitable child protection records are maintained. Communication links with the local authority have been strengthened. The designated safeguarding lead now attends local safeguarding network meetings.
- These standards continue to be met.

Paragraph 12

- This standard was not met at the previous inspection because leaders and governors had not ensured that all necessary health and safety checks were made in the school building. The fire signage did not meet with legal requirements. It did not ensure that all staff and pupils were aware of the location of the nearest fire exit.
- In the school's action plan, the provider proposed to:
 - carry out all the required fire-risk assessments
 - seek specialist advice and provide further guidance to staff and pupils
 - ensure that fire-escape routes are clearly signed.
- All the required fire signage is in place. Records of checks, fire drills and risk assessments are suitably maintained. Pupils can explain where their nearest fire escape is, what to do in the event of an evacuation and describe how the bell sounds.
- This standard is now met.

Part 4. Suitability of staff, supply staff and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3)

Paragraph 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3)

Paragraph 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The standards in this part were met at the March 2019 inspection.
- All the necessary pre-employment checks are completed effectively and meet statutory requirements. Records are suitably maintained.
- These standards continue to be met.

Part 5. Premises of and accommodation at schools

Paragraph 24(1), 24(1)(b)

- This standard was not met at the March 2019 inspection because the school's medical room did not have suitable access to hot water.
- In the school's action plan, the provider proposed to install a new sink with hot and cold running water.
- At the time of the progress monitoring inspection, the new facilities were already in place.
- This standard is now met.

Paragraph 25

- This standard was not met in the March 2019 inspection because senior leaders had not ensured that all the required checks were completed. Some senior staff had multiple roles. This resulted in a lack of rigour in the frequency and detail of the checks they made.
- In the school's action plan, the provider proposed to:
 - make sure that the school premises and the facilities are maintained to the required standard so that the health and safety of pupils and staff are ensured
 - undertake regular risk assessments to identify potential hazards and ensure safe means of escape
 - ensure that procedures are in place to reduce the likelihood of fire
 - familiarise staff and pupils with emergency evacuation procedures.
- A school caretaker has been appointed to support leaders in completing routine health and safety checks. These checks are currently up to date. Leaders have acted to ensure that the building is appropriately maintained and that emergency escape routes are clear.
- Staff and pupils are familiar with the procedures to follow if they need to evacuate the

premises. A new electronic visitor sign-in installation requests details of any visitors requiring support to leave the building in the event of an emergency.

- This standard is now met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(3), 32(3)(e), 32(3)(f)

- This standard was not met at the full inspection in March 2019 because information for parents and carers was not easily accessible. The school's website was out of date. Information about pupils' achievement was not readily available.
- In the school's action plan, the provider proposed to:
 - ensure that parents have access to appropriate information, including details about pupils' academic performance and how to make a complaint
 - make sure that information is available to parents on the website or, as appropriate, on request
 - develop and launch a new website with up-to-date information about the school.
- A new website has been launched. Relevant policies, such as safeguarding, and the complaints policy are available to view or download. Other policies are available to parents on request. Information about pupils' achievement is recorded and published. Further refinements to the website are planned to ensure that information is regularly updated.
- A recent meeting with senior leaders gave parents an update on key changes, including to the school's organisational structure, safeguarding arrangements and improvements to the curriculum.
- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- At the previous inspection, leaders and trustees had not ensured that all the independent school standards were met. They did not have a secure understanding of their roles and responsibilities, or of the independent school standards they were required to meet.
- Trustees' checks on the quality of the school's work were not effective because they were too reliant on the headteacher's expertise. It was not clear who was responsible for holding school leaders to account for the school's performance. Leaders had not ensured that staff had access to appropriate professional development to improve the quality of education.
- In the school's action plan, the provider proposed to:
 - recruit new trustees and governors
 - provide new trustees and governors with suitable training

- clarify lines of accountability.
- Leaders have taken appropriate action, as outlined in the sections above, to address previous failings in the welfare, health and safety and premises and accommodation standards.
- The school's work to safeguard pupils remains effective. Leaders have addressed the gap in safeguarding arrangements caused by staff leaving and long-term absence. Safeguarding leaders are suitably trained. The required staff training is up to date so staff know what to do if they have a concern. Leaders work closely with the local authority to make sure that they continue to refresh their safeguarding practice. They have also acted to learn from good practice in other schools.
- The trust board has been restructured, with a new chair and new trustees appointed. Lines of accountability are now clear. Roles and responsibilities are well understood. The trust board has a wide range of skills. Trust board members make a significant contribution to the improvement work under way in the school. Together with the acting headteacher, the board is taking effective action to address the areas for improvement identified at the previous inspection.
- Senior leaders are highly ambitious for their pupils and for the quality of education that the school provides. A school improvement partner (SIP) has been appointed. The school's action plan sets out a range of appropriate strategies to ensure that the independent school standards are met. The acting headteacher works closely with the SIP to ensure that new strategies are implemented effectively.
- More frequent checking of pupils' learning, through lesson visits and looking at the work in pupils' books, means that school leaders have a much clearer understanding of the quality of provision. Staff have access to a much wider range of professional development opportunities to help them to improve their practice, including work with the local authority.
- Subject leaders say they feel well supported. The assessment system has been revised. Further changes are planned, in line with the curriculum development under way. Pupil progress meetings are in place. Teachers' planning for learning is more securely focused on ensuring that pupils achieve their potential from their different starting points. However, these new initiatives are at an early stage of implementation. It is too soon to see the full impact of leaders' work.
- The trustees and the acting headteacher are committed to meeting pupils' needs and to making sure that all of the independent school standards are met. The action taken so far has ensured that some of the previously unmet standards are now met, for example the standards relating to pupils' welfare, health and safety and the provision of information for parents. However, the initiatives to ensure that pupils achieve as well as they should are at an early stage of implementation.
- This standard remains unmet.

Paragraph 34(1)(c)

- This standard was not met at the previous inspection because leaders had not ensured that the requirements in part 3 of the independent school standards, relating to pupils' welfare, health and safety and in part 5, relating to the premises of and accommodation at the school, were met.

- Leaders have taken appropriate action, as outlined in the sections above, to address previous failings in the welfare, health and safety and premises and accommodation standards.
- The school's work to safeguard pupils remains effective. Leaders have addressed the gap in safeguarding arrangements caused by staff leaving and long-term absence. Safeguarding leaders are suitably trained. The required staff training is up to date, so staff know what to do if they have a concern. Leaders work closely with the local authority to make sure they continue to refresh their safeguarding practice. They have also acted to learn from good practice in other schools.
- This standard is now met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	135539
DfE registration number	821/6011
Inspection number	10124030

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Primary
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Number of part-time pupils	10
Proprietor	Oakwood Education Trust
Chair	Nadeem Butt
Headteacher	Faisal Khan (acting headteacher)
Annual fees (day pupils)	£3,695
Telephone number	01582 518 800
Website	www.oakwoodprimary.co.uk
Email address	admin@oakwoodprimary.co.uk
Date of previous standard inspection	12–14 March 2019

Information about this school

- Oakwood Primary School is an independent Muslim primary day school that opened in 2008. The school is situated in a quiet residential part of central Luton. The school is registered to admit up to 150 boys and girls aged from three to 11 years, of any religious background.
- The proportion of pupils with SEND is low.
- The school does not make use of any alternative off-site provision.
- The school is managed by a board of trustees. Leaders seek to help the school's pupils achieve an understanding of the role of Islam in their lives.

- A small number of pupils attend part-time provision in the school's nursery.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- At the standard inspection in March 2019, the school was judged as requires improvement and five of the independent school standards were not met.
- This is the school's first progress monitoring inspection since the standard inspection in March 2019. The DfE commissioned Ofsted to conduct this progress monitoring inspection at no notice.
- The DfE rejected the school's first action plan, in July 2019.
- Inspectors met with the headteacher, other senior leaders, including the chair of the proprietorial body, trustees and school staff.
- Inspectors visited lessons in all year groups and looked at the work in pupils' books. They checked a range of documents, including the school's safeguarding policy, child protection records, the single central register of employment checks, improvement plans and teachers' planning for pupils' learning.
- The inspectors spoke informally with pupils throughout the day about their experiences at the school.

Inspection team

Christine Dick, lead inspector	Her Majesty's Inspector
Mary Rayner	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time; and
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 8. Quality of leadership in and management at schools

- 34(1) The standard in this paragraph is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their roles so that the independent school standards are met consistently; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(b) the written policy, plans and schemes of work
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan.

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Part 3. Welfare, health and safety of pupils

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(b) the information specified in subparagraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
- 32(3) The information specified in this subparagraph is-
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations; and
 - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

Part 8. Quality of leadership in and management of schools

- The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(c) actively promote the well-being of pupils.

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