

Oakwood Primary School

117 Tennyson Road, Luton, Bedfordshire LU1 3RR

Inspection date

8 February 2022

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

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

- This standard was not met at the full inspection in March 2019. It continued not to be met at the first progress monitoring inspection in November 2019 because the new initiatives were at an early stage of implementation. Some pupils who could achieve more were not routinely challenged by the activities that teachers provided for them.
- In the school's action plan, leaders proposed an extensive range of activities with the overarching aim of:
 - fully revising the curriculum and assessment processes across the school, including the provision for pupils who exhibited an ability to achieve higher standards
 - providing detailed monitoring, training, feedback, coaching and professional development for staff to deliver the curriculum effectively
 - revising and using assessment systems to monitor and review the progress that pupils make, and to use updated marking processes to support this
 - revising lesson planning formats that staff use and, engaging with the local authority to support lesson planning and development
- In implementing the school's action plan, leaders have provided teachers with additional training in how to design and deliver effective lessons. The positive aspects of teaching identified at the previous monitoring inspection in November 2019 have been sustained and built upon. Leaders and teachers have clearer and higher expectations of what pupils can achieve. Leaders have ensured that staff have the knowledge and understanding necessary to implement the curriculum effectively for each subject. In addition, leaders have been working with other provisions to learn from good practice.
- Pupils undertake a range of assessments when they first join the school. Information from these assessments helps teachers to identify what pupils know and can do, and what they need to learn next. These assessments also help staff to identify pupils' social, emotional and mental health needs. Leaders and teachers have regular progress monitoring meetings to discuss how well pupils are doing and to ensure that they are appropriately challenged.

- Teachers have raised their expectations of what pupils can achieve. Teachers design and deliver sequences of lessons that take account of pupils' prior knowledge. Leaders have thought carefully about how teachers use assessment in lessons. Teachers use information from their regular checks on pupils' knowledge and understanding to design future learning. This helps pupils to understand new knowledge and to put right any misconceptions they may have.
- Teachers make good use of questions to challenge pupils further in their learning. Teachers ask pupils to explain the reasons for their answers. This helps pupils to develop and consolidate their understanding. Work in books demonstrates pupils' increased understanding of the curriculum and shows how they build on prior learning. Pupils know more and remember more.
- Leaders check the quality of provision on a frequent basis. Leaders' programme of monitoring includes lesson visits, learning walks, performance management and moderation sessions. Staff receive immediate feedback. So, the quality of teaching has improved.
- This standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)

- At the full inspection in March 2019 and the first progress monitoring inspection in November 2019, these standards were met.
- Safeguarding procedures remain effective. The headteacher and the proprietor have maintained a strong safeguarding culture in the school. The school's safeguarding policy was revised in September 2021 and reflects the latest statutory guidance published by the Department for Education (DfE). The policy is available on the school's website.
- The designated safeguarding lead (DSL) and the deputy designated safeguarding lead have received appropriate safeguarding training to carry out their roles. The DSL attends local safeguarding network meetings. Safeguarding leaders are knowledgeable about when and how to make referrals to the appropriate authorities when they are concerned about a pupil's well-being. Leaders make sure that safeguarding records are kept up to date.
- Appropriate training ensures that adults have up-to-date knowledge and understanding of their roles and responsibilities in safeguarding pupils. Staff have received training about county lines and also about the 'Prevent' duty to protect children from radicalisation. Leaders make sure that ongoing training takes place using external expertise, including that of the local authority.
- New staff have training for safeguarding on induction. So, staff are well trained to spot the signs and symptoms of abuse.
- Pupils are taught to understand a range of risks to their well-being and how they can manage these. Pupils understand how to stay safe online.
- These two standards continue to be met.

Paragraph 15

- At the full inspection in March 2019, this standard was met.

- Systems for recording admissions and attendance are appropriate and continue to be effective. Leaders know what information they need to keep in these registers when pupils are admitted to the school, and when they leave.
- Leaders have made suitable arrangements for registering each pupil's attendance at the beginning of each morning and afternoon session.
- Leaders know their responsibilities to report a pupil who is missing from education.
- This standard continues to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2)–18(3), 19(2)–19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)

- The standards in this part were met at the full inspection in March 2019 and the first progress monitoring inspection in November 2019.
- The proprietor body has established effective systems for the statutory checks for all adults to ensure that they are suitable to work with children.
- The single central record of employment checks is in place and includes all the required information. Leaders ensure that all necessary recruitment checks are completed before appointing new staff. This includes a check on a person's medical fitness.
- The school occasionally uses supply staff. Leaders are aware of the necessary safeguarding precautions and checks required, linked to agency staff.
- These standards continue to be met.

Part 8. Quality of leadership in and management of schools

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

- The full inspection in March 2019 found that leaders had not ensured that all the independent school standards were met. At the first progress monitoring inspection in November 2019, two of the independent school standards remained not met. The inspection highlighted that leaders' initiatives to ensure that pupils achieve as well as they should were at an early stage of implementation. It was too soon to see the full impact of leaders' work.
- In the school's action plan, the proprietor body proposed to:
 - conduct a full audit of the school's evidence and level of compliance with the independent school standards
 - establish a systemic monitoring and evaluation system for all areas of school improvement
 - have an external audit on all of the independent school standards, the outcomes for pupils and how effectively the school safeguards pupils and staff
 - update the school action plan
 - have the headteacher attend training, to meet the independent school standards effectively
 - ensure that the headteacher and trustees complete the compliance document

- organise an audit which holds leaders to account for their analysis of assessment information and by assessing to what extent leaders provide teachers with high-quality support, advice and guidance
 - make links with leaders of outstanding schools, to develop leadership skills
 - hold consultations with staff so that teachers' needs are met in order to ensure that pupils' outcomes improve
 - ensure that a performance management policy is in place and to introduce a new performance management system for all staff, including the headteacher.
- The proprietor body has brought about the necessary improvements. It has acted decisively to implement its approved second action plan. The proprietor body has secured appropriate staffing to support this plan. Leaders have taken actions, as outlined in the sections above, to address previous failings in the quality of education provided.
 - The proprietor body's appointment of the new headteacher has considerably strengthened the leadership and management of the school. Her expertise, determination and ambition have brought about much improvement. The headteacher has shared her high expectations with staff and trustees. As a result, teachers know what is expected of them. Expectations of what pupils can achieve have risen.
 - Staff's morale is high and there is a constant focus on providing a high quality of education and on positive relationships with pupils.
 - Leaders are familiar with the independent school standards and continue to take advice on meeting standards from other schools, the local authority and external advisers.
 - Leaders have put in place an effective curriculum. They have high expectations for pupils' success. Staff routinely take into account pupils' starting points when designing sequences of learning.
 - Leaders have made sure that school policies are more consistently implemented. Leaders carefully focus on the impact that teaching has on pupils' learning. This helped to improve the quality of education that pupils receive.
 - Leaders place the highest priority on safeguarding. Their work to safeguard pupils remains effective. Leaders liaise effectively with other agencies, including the local authority. Leaders ensure that the admissions and attendance register contains the relevant information for pupils.
 - This standard is now met.

Compliance with regulatory requirements

The school meets 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. 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.

The school now meets the following independent school standards

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
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

School details

Unique reference number	135539
DfE registration number	821/6011
Inspection number	10213752

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	133
Number of part-time pupils	21
Proprietor	Oakwood Education Trust
Chair	Nadeem Butt
Headteacher	Fatemah Salihi
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 to 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 residential area in central Luton. The school is registered to admit up to 150 boys and girls aged from three to 11 years, of any religious background.
- A very small proportion of pupils with special educational needs and/or disabilities attend the school.
- 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 children 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.
- The DfE rejected the school's first action plan in July 2019.
- At the first progress monitoring inspection in November 2019, two of the independent school standards continued not to be met.
- The DfE accepted the school's second action plan in March 2020.
- This is the school's second progress monitoring inspection since the standard inspection in March 2019. The DfE commissioned Ofsted to conduct this progress monitoring inspection at no notice.
- The inspector met with the headteacher, other leaders, including the designated safeguarding lead, a trustee and school staff.
- The inspector visited lessons in all year groups and looked at the work in pupils' books.
- The inspector checked a range of documents, including the school's safeguarding policy, the single central record of employment checks, improvement plans and teachers' planning for pupils' learning.
- The inspector spoke informally with pupils about their experiences at the school.

Inspection team

Stefanie Lipinski-Barltrop, lead inspector

Her Majesty's Inspector

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