

Inspection of a good school: The Oak View Academy

Whitby's Lane, Winsford, Cheshire CW7 2LZ

Inspection dates:

4 and 5 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Each morning, staff provide a warm welcome for pupils and children in the early years. Leaders ensure that a caring and nurturing ethos underpins all aspects of their work. They set high expectations for behaviour. Pupils explained that they must be ready, respectful and safe at all times in school.

Most pupils enjoy their learning. Staff and leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They ensure that pupils are well supported to learn to read. However, pupils, including those with SEND, do not learn as well in some subjects as they do in others. This means that pupils are not as well prepared as they should be for the next stage of their education when they leave Year 6.

Pupils enjoy the wide range of trips and visits that support their learning. For example, pupils experience residential visits to cities such as London and Edinburgh. Pupils appreciate the clubs on offer, including breakfast and after-school clubs.

Pupils and children are happy, safe and well looked after. They know who to talk to if they have concerns about bullying. They told the inspector that if ever they have to report bullying, staff deal with it effectively.

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

The quality of education has declined since the previous inspection. However, new leaders have developed a broad and balanced curriculum that matches the ambition of the national curriculum and the early years foundation stage.

Leaders have considered what they most want pupils to learn in each subject, including in the early years. For example, they have decided on the most important vocabulary that

they want pupils to know and remember. Leaders have organised the curriculum from the early years to Year 6 to build up this important knowledge in a logical order. This helps teachers to know what knowledge to teach pupils and the order in which to teach it.

In some subjects, leaders make sure that teachers deliver the curriculum well. This helps children and pupils to build securely on what they already know. Pupils, including those with SEND, learn well in these subjects. However, in other subjects, leaders are at an earlier stage in their work to check how well teachers deliver the curriculum, including in the early years. On occasions, in these subjects, the activities that teachers choose do not help pupils to learn all of the important knowledge from the curriculum. Pupils learn less well in these subjects.

Leaders have prioritised the teaching of reading. They ensure that teachers have regular training in phonics. As a result, teachers have strong subject knowledge. Leaders check to make sure that the phonics curriculum is being delivered in the way that they intend. Teachers introduce the youngest children to rhymes and sounds in the Nursery and to the sounds that letters make in the Reception class. Pupils' knowledge builds successfully as they move through key stage 1. Most pupils are fluent readers by the end of Year 2.

Staff support pupils in key stage 2 who are at an early stage of reading to catch up quickly. Leaders ensure that older pupils read widely and often. Pupils develop a love of reading.

Leaders provide a range of opportunities to support pupils' personal development. Through the curriculum, pupils learn about relationships in ways that are appropriate for their age. They also learn how to be healthy and understand the importance of exercise and a balanced diet. Pupils learn about a range of faiths. They value the responsibilities that they are given, including acting as anti-bullying ambassadors, play leaders and school councillors. Pupils said that leaders listen to, and act on, their views about the school.

Leaders have made recent improvements to how quickly they identify those pupils who may have SEND. Leaders work effectively with a range of agencies, for example speech and language therapists, to secure expert help for these pupils if they need it. This has enabled staff to improve the support that they provide for pupils with SEND. Nonetheless, on a few occasions, teachers do not adapt activities carefully enough. Pupils with SEND learn less well when this happens.

Pupils typically behave well. However, a small number of pupils find it difficult to manage their own behaviour. Staff are skilled in supporting these pupils to resolve any poor behaviour quickly and effectively. Pupils appreciate this support. Most pupils concentrate well in lessons. They learn without disruption. The youngest children learn to take turns and share with each other. They listen carefully to their teachers.

Staff are proud to work at the school. They welcome the support provided by the new leadership team. They said that leaders are mindful of their workloads.

Governors are highly supportive of leaders. However, they lack the knowledge needed to challenge leaders effectively about how well pupils are learning in some subjects.

Most parents and carers who spoke with the inspector are positive about the school. They appreciate the care and support provided for their children each day.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and trustees ensure that staff receive regular training so that they can recognise the signs that a child may be at risk of harm. Staff know how to report any concerns that they might have.

Staff know pupils and their families well. They understand the types of difficulties that pupils and their families may face. Leaders provide vulnerable children and their families with effective early support where this is needed.

Through the curriculum, pupils learn how to keep themselves safe. Pupils learn how to stay safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders do not have a clear overview of how well the curriculum is being implemented. This prevents them from making sure that pupils are acquiring the knowledge that they need in order to build up their learning securely. Leaders should ensure that in all subjects, teachers deliver the curriculum well.
- On occasions, in some subjects, teachers do not make suitable adaptations to their delivery of the curriculum for pupils with SEND. As a result, some pupils with SEND do not learn as well as they should. Leaders should ensure that in all subjects, teachers are well equipped to make appropriate adaptations to activities so that pupils with SEND achieve well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

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 information from Ofsted Parent View 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.

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	140664
Local authority	Cheshire West and Chester
Inspection number	10226140
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	Board of trustees
Chair of trust	Brendan Wignall
Headteacher	Phil Sharrock
Website	www.oak-view-academy.co.uk
Date of previous inspection	14 and 15 March 2017, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, an interim headteacher and deputy headteacher have been appointed.
- A new chair of the local school board was appointed in September 2022.
- Leaders do not make use of any alternative provision.
- The school has provision for two-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector spoke with representatives of the local trust board. The inspector also spoke with the headteacher, members of the leadership team and other staff.
- The inspector observed pupils' behaviour during lessons and when moving around the school. He spoke with pupils about behaviour and bullying.

- The inspector reviewed a range of documentation relating to the curriculum and safeguarding.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. The inspector met with subject leaders, visited lessons and spoke to staff. He also spoke to pupils about their learning and their experiences of the school.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. He also spoke with parents at the end of the school day. The inspector also considered the responses to Ofsted's online survey for staff.
- There were no responses to Ofsted's online survey for pupils.

Inspection team

Keith Pullen, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022