

Inspection of a good school: Yew Tree Community School

Alcester Street, Chadderton, Oldham, Greater Manchester OL9 8LD

Inspection dates:

2 and 3 February 2023

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?

Pupils, and children in the early years, feel safe and happy at Yew Tree Community School. Leaders want the best for pupils. However, they have not ensured that behaviour systems are used consistently well by staff. Some pupils do not attend school regularly and some do not behave well.

Leaders and teachers have built positive relationships with pupils. Pupils appreciate the weekly rewards given for their efforts in class. Pupils learn about how to treat others, and they are encouraged to be kind. Bullying and name-calling are dealt with swiftly and effectively.

Pupils are provided with a well-designed curriculum. However, leaders are at an early stage of ensuring that teachers have the appropriate training to deliver this curriculum well. This has a negative impact on how well pupils achieve.

Pupils, including those with special educational needs and/or disabilities (SEND), enjoy taking on responsibilities in school. They like to make a positive difference through their roles as reading buddies, school councillors and sports leaders. Pupils also appreciate the wide range of opportunities on offer that are aimed at developing their talents and meeting their interests, such as chess, art, dance, martial arts, jujitsu, sign language and sports clubs.

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

Leaders have made improvements to the curriculum to ensure that it is broad and balanced across the school, including in the early years. For example, leaders have deliberately strengthened the opportunities to develop pupils' writing because they have spotted that this is an area that pupils find difficult. Leaders have identified the essential

knowledge that pupils should learn in each subject. This knowledge is ordered logically and meets the ambition of the national curriculum.

Although leaders have developed an appropriate curriculum, it is not having enough impact on pupils' achievement. This is because teachers are not equipped well enough to make sure that pupils learn all that they should. At times, teachers' choice of teaching methods does not enable pupils to understand and apply the content that they study. This means that some pupils do not remember what they have been taught. While teachers check pupils' understanding, some teachers do not use this information well enough to address errors or to reshape their teaching. As such, pupils do not learn as well as they should.

Leaders have made sure that reading is prioritised across the school. They ensure that children start to learn phonics as soon as they join the early years. Leaders have clearly mapped out the sounds and tricky words that pupils should know. They provide pupils with ample time to read a wide range of texts in school. Teachers carefully consider the books that pupils read to make sure that they match the sounds that pupils know.

Leaders are quick to identify pupils who struggle to read. However, the support that these pupils receive is not effective enough. Pupils do not make up the gaps in their phonic knowledge. This impedes some pupils from becoming fluent and confident readers. These pupils do not catch up with their peers as quickly as they could.

Leaders are effective in identifying pupils with additional needs. They work closely with other professionals and agencies to ensure that pupils with SEND receive the timely support that they need. Leaders ensure that teachers are well informed of the support that pupils need. However, like other pupils in the school, the weaknesses in the delivery of the curriculum prevents these pupils from achieving as well as they should.

Most pupils behave well during social times. Children in the Reception class play together nicely and take turns. However, some older pupils do not behave as well as they should. This disrupts the learning of others.

Some pupils are persistently absent. Leaders are proactively addressing this issue. For example, they are working closely with families and external agencies to encourage pupils to attend school more frequently. However, it is still early days, and this work has not made enough difference to pupils staying away from school.

Leaders place a high importance on pupils' wider development. Children from the Reception class learn about the world beyond school. Pupils in other year groups benefit from leaders' carefully considered range of visits that enrich their understanding of the world. For instance, pupils visit a range of places of worship, the theatre, the beach, forests, garden centres and zoos. Pupils also learn the importance of respecting others, regardless of the differences between people. Pupils learn about and celebrate a range of religious festivals. This helps pupils to be prepared for life in modern Britain.

Staff feel well supported by leaders and they are proud to work at the school. Leaders listen to staff and value their contributions. Governors use their skills and experience to

challenge leaders effectively. Leaders use the expertise across the federation to tackle issues arising in school. They are keen to do all that they can to ensure that pupils achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular, up-to-date safeguarding training for staff and governors. Staff know how to identify pupils at risk from harm, and they report concerns quickly. Leaders respond to and manage safeguarding concerns swiftly and appropriately. They liaise with external agencies to ensure families are provided with specialist support where needed.

Pupils learn how to keep themselves safe. They are aware of the dangers they could face, such as when online and unhealthy relationships. Pupils have a trusted person in school whom they can go to if they are feeling upset, and also use the classroom 'worry monster' to report concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The support for pupils who need extra help with reading is not effective enough. As a result, some pupils are not catching up. They do not read as accurately or fluently as they should. Leaders should ensure that teachers are better equipped with the strategies required to support pupils who find reading difficult.
- At times, teachers do not select the most suitable approaches to help pupils learn the curriculum. Some teachers do not use assessment information to address pupils' misconceptions. This hinders pupils' learning. Leaders should ensure that teachers are well equipped to deliver the ambitious curriculum so that pupils know and remember more over time.
- Staff do not manage incidents of weaker behaviour well enough. This means that some lessons and activities are interrupted by poor behaviour. This hinders some pupils' learning. Leaders should ensure that effective systems are in place to encourage staff to manage pupils' behaviour and ensure learning is not disrupted.

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 second ungraded inspection since we judged the school to be good in June 2013.

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	133712
Local authority	Oldham
Inspection number	10256162
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	645
Appropriate authority	The governing body
Chair of governing body	Samantha Gibson
Headteacher	Martine Buckley (Executive Headteacher)
Website	www.yewtree.oldham.sch.uk
Date of previous inspection	8 November 2017, under section 8 of the Education Act 2005

Information about this school

- The current headteacher was appointed in September 2019.
- The school is part of the MY Schools Together hard federation.
- Leaders provide a before- and after-school club for pupils.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team spoke with the headteacher, other leaders and members of staff. They also spoke with members of the governing body, including the chair of governors, and a representative of the local authority.
- The inspection team carried out deep dives in early reading, mathematics and art and design. They met curriculum leaders, visited lessons, looked at examples of children's

and pupils' work, held discussions with teachers and spoke to children and pupils. The inspection team also observed some pupils reading to trusted staff.

- The inspectors observed children's and pupils' behaviour in class and as they moved around school. They also observed pupils playing at lunchtime.
- The inspection team spoke with parents and carers at the beginning of the school day.
- The inspectors considered a range of documentation, including that relating to the curriculum, pupils' behaviour, school improvement plans and leaders' self-evaluation summary.
- The inspectors analysed safeguarding documentation, including the single central record. The inspectors spoke with a range of pupils, staff and leaders to evaluate the culture of safeguarding in the school.
- The inspection team spoke with the leaders responsible for pupils' wider development, and behaviour.
- The inspectors considered the responses of parents to Ofsted Parent View and the responses of staff to Ofsted's survey.
- There were no responses to Ofsted's online survey for pupils.

Inspection team

Amina Modan, lead inspector

His Majesty's Inspector

Saeeda Ishaq

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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