

Inspection of Oak Tree Primary School

Jubilee Way North, Mansfield, Nottinghamshire NG18 3PJ

Inspection dates: 13 and 14 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy to attend Oak Tree Primary School. They display positive attitudes to all aspects of school life. Teachers and other adults know the pupils well. They prioritise pupils' well-being. Pupils say that they feel safe and cared for. They trust their teachers to help them if they are worried about anything.

Teachers are ambitious about what all pupils can achieve. Pupils benefit from a well-planned curriculum. Pupils with special educational needs and/or disabilities (SEND) receive high-quality support to enjoy the same opportunities as the other pupils. All pupils have opportunities to take part in trips and experiences that enrich their learning.

The school is calm and orderly. Pupils behave well in lessons and around school. The school's 'Take Care' values guide them to be polite and try hard. At playtimes, pupils play together happily. They enjoy a range of activities that are on offer in the outdoor space.

The school prepares pupils well for their lives in modern Britain. Pupils talk confidently about British values and protected characteristics. They understand equality and diversity. Pupils say that everybody feels welcome in the school.

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

Leaders have planned an ambitious curriculum. Subject leaders are passionate about their subjects. In most subjects, they have identified what pupils should learn, and when, to build their knowledge over time. In a small number of subjects, the knowledge is not defined as clearly as it needs to be. In those subjects, teachers do not always provide pupils with the knowledge they need to learn as well as they might.

Teachers have strong subject knowledge. Subject leaders provide them with valuable support. In lessons, teachers ask questions that provide pupils with opportunities to recall what they have been taught in the past. This helps pupils to remember what they have learned. Teachers plan interesting activities to help pupils learn new knowledge. In some lessons, teachers do not provide pupils with opportunities to deepen their understanding when they are ready.

Pupils work hard in lessons. Teachers check their understanding routinely. In most lessons, teachers use these checks to adapt teaching to make sure pupils know and remember the important knowledge.

Leaders provide carefully planned support for vulnerable pupils, including pupils with SEND. This helps teachers make sure that pupils with SEND benefit from the same learning opportunities as other pupils. Leaders check on pupils' mental health and well-being. They provide support when pupils need it.

In the early years, children learn routines that prepare them well for key stage 1. Teachers provide activities that build children's knowledge and confidence. Children learn how to communicate and work together. They gain the reading and mathematics knowledge they need.

Leaders have prioritised reading in the curriculum. In the early years and key stage 1, teachers and other adults teach phonics well. Most pupils quickly learn to read. Pupils that struggle to learn to read get extra support. Leaders have chosen texts for pupils to read and study that include fiction, non-fiction and poetry. They choose texts that help pupils learn new vocabulary and understand the world they live in. Pupils practise reading from books that are well matched to their knowledge of phonics. They enjoy reading.

Teachers use clear routines to support pupils to behave well. Pupils say that teachers deal with any poor behaviour fairly. Pupils enjoy the rewards they can earn for good behaviour such as access to the 'VIP Lounge' where they enjoy activities and treats.

Leaders provide strong support for parents and carers to encourage all pupils to attend school well. However, a significant minority of pupils are absent from school too often. This includes vulnerable pupils and pupils with SEND. They miss too many lessons where they could learn the knowledge they need to achieve well.

The school has faced significant changes to leadership and staffing recently. Leaders from the multi-academy trust have supported school leaders well to make sure that the impact of these changes has not negatively affected pupils at the school. Staff morale is high. Teachers and other members of staff say that they enjoy working at the school. Trust leaders know the school well. They support the school to build strong relationships with parents and the community.

Safeguarding

The arrangements for safeguarding are effective.

The school has robust systems in place to make sure that all pupils get support when they need it. Teachers and other adults know how to identify when pupils need help. Leaders work closely with families and other agencies. They keep detailed records, which they monitor carefully to make sure all pupils are safe and well.

Pupils learn how to keep themselves safe and healthy. Teachers make sure they have the knowledge they need to identify risks and deal with risky situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum plans do not identify the important knowledge that pupils should

learn. In some lessons, teachers do not focus learning activities on the important knowledge sharply enough. Leaders need to ensure that curriculum plans identify key knowledge and that lessons support pupils to know and remember that knowledge.

- Too many pupils, including vulnerable pupils and pupils with SEND, do not attend school well. They do not benefit from the ambitious curriculum that the school offers. Leaders need to ensure that all pupils attend school regularly.

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	146537
Local authority	Nottinghamshire County Council
Inspection number	10267757
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	Board of trustees
Chair of trust	Peter Golightly
Headteacher	Marie Gash (Interim Headteacher)
Website	www.oaktreeschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Oak Tree Primary School converted to become an academy school in December 2019. When its predecessor school, Oak Tree Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is part of the Aspire Multi-Academy Trust.
- The interim headteacher was appointed in February 2023.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- Inspectors met with the interim headteacher, the assistant headteacher, the special educational needs coordinator and other school leaders.

- The lead inspector met with the chief executive officer of the Aspire Multi-Academy Trust, the chair of the board of trustees and representatives of the interim executive board.
- Inspectors carried out deep dives in reading, mathematics, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to their teacher.
- The lead inspector looked at curriculum plans and pupils' work from some other subjects.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks, reviewing other records and holding discussions with leaders, staff and pupils.
- Inspectors looked at behaviour and attendance records and discussed these with leaders.
- Inspectors considered the responses to parent and staff surveys.
- Inspectors spoke with pupils and parents to hear their experiences and views of the school.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Moira Dales

Ofsted Inspector

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