

Inspection of The Oakwood Academy

Bewcastle Road, Warren Hill, Nottingham Nottinghamshire NG5 9PJ

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and safe at this inclusive school. They value the school's focus on equality and treating people with respect. They feel cared for by adults who know them well and notice when they are not themselves.

The school has high expectations. All pupils understand what it means to be an 'Oakwood student'. They know that they must be kind, on time and organised. They must work hard and make the most of opportunities, so that they achieve highly. Staff teach pupils exactly what these expectations mean. The vast majority of pupils do their best to meet these expectations. The school celebrates when they do.

Pupils appreciate how teachers encourage them to be independent and resilient learners. Most take pride in their work and try hard in lessons. The school makes sure that pupils understand how important reading is for learning and for life. Staff guide pupils to make sure they make ambitious choices for their next steps in education, training or employment.

The school provides a rich variety of clubs and experiences that enhance learning and support pupils' wider development. Pupils celebrate and learn about diversity in lessons, assemblies and events like Pride and Black History Month. They said everyone can be themselves.

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

Leaders have worked with clear moral purpose to bring about significant improvement at this school. They have set a clear vision. They aim to give pupils 'the curriculum they deserve', so that they are ready to confidently take their next steps in education and in life. With considerable support from the trust, leaders have reviewed and improved the curriculum. They have set clear expectations about what pupils should learn. This means teachers know what to teach and when to teach it. Pupils' learning builds step by step. In 2022, pupils' progress and attainment at the end of key stage 4 did not yet reflect the impact of the improvements leaders have made to the curriculum.

Most teachers consistently apply the school's recently introduced 'teaching and learning fundamentals'. These help pupils to remember what they have learned before. Teachers model how pupils should apply their learning. They give them plenty of useful opportunities to practise. Most teachers check pupils' learning effectively and give pupils feedback that helps them to improve. On occasion, this is not effective. Sometimes, teachers do not identify and address pupils' misconceptions. Leaders know that some aspects of the curriculum need further development. They have clear plans to ensure this happens.

The school makes sure that teachers receive clear advice about how to meet the needs of pupils with special educational needs and/or disabilities (SEND). Teachers adapt their teaching, so that all pupils get the support they need to successfully

access the curriculum. Teaching assistants support pupils to work independently in lessons.

Reading has a high profile in this school. Key stage 3 pupils read every day. In English, leaders have thought carefully about what pupils will study. As a result, all pupils read texts with themes, characters and settings that enhance pupils' academic and personal development. Leaders provide high-quality support for pupils who need help to read more accurately and confidently.

Pupils behave well. The time pupils spend away from lessons due to suspension or removal from lessons has reduced. Pupils' attendance declined after the pandemic. Leaders have made changes to address this. They support pupils and their families to remove any barriers to pupils attending well. Still, some pupils do not attend as often as they should. Leaders remain committed to working with pupils to ensure that they are in school, safe and learning.

Pupils benefit from well-planned provision for their personal development. This includes an effective programme of careers education and guidance. Pupils in Year 10 value work experience and mock interviews that prepare them for the world of work. The school's personal development periods, assemblies and tutor-time activities all help pupils to prepare well for life in modern Britain. Leaders make sure that all pupils, including those with SEND, learn the important knowledge about relationships and sex education and health education. Pupils understand the protected characteristics. They know what they mean for them in their lives. By contrast, their understanding of fundamental British values is not as well developed.

Staff are proud to be part of the team at this school. They highly value the opportunities that the school and trust provide for them to develop their teaching and leadership expertise. Those responsible for governance provide effective oversight of the school's work to continue to improve provision for the pupils of Oakwood.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. Leaders are knowledgeable and committed. They work closely with local safeguarding partners and parents to protect pupils from harm. They respond very promptly to any concerns about a pupil's welfare. They are tenacious in getting pupils the help they need. They ensure that staff receive effective safeguarding training. As a result, staff are vigilant and take their duties seriously.

The school teaches pupils to keep themselves and others safe, including when online. Pupils learn about the effects of drugs and alcohol. They learn the importance of consent in relationships and the impact of bullying.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not always make effective checks on pupils' learning. Pupils, sometimes, develop misconceptions. Leaders should continue with their plans to develop teaching in these areas, so that pupils learn well across all areas of the curriculum.
- Some pupils do not attend school as well as they should. They miss out on learning. Leaders should continue to implement their strategy to work with pupils and their families to ensure that all pupils attend well and benefit from the improved provision the school offers.

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	141363
Local authority	Nottingham
Inspection number	10268226
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	740
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
Headteacher	Andrew Gilbert
Website	www.oakwoodacademy.org.uk
Date of previous inspection	9 and 10 July 2019 under section 5 of the Education Act 2005.

Information about this school

- The school is part of Redhill Academy Trust.
- The headteacher took up his post in January 2021.
- Students from The Redhill Academy's sixth form studying BTEC Level 3 National Extended Diploma in sport and in health and social care are based at this school in the sixth-form centre.
- The school uses four registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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 headteacher, other school and trust leaders, staff and pupils. The lead inspector met with a trustee and a member of the interim academy board.
- Inspectors carried out deep dives in these subjects: English, history, languages, 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 a sample of pupils' work.
- Inspectors visited lessons and looked at pupils' work in other subjects. They visited 'the zone' and the 'student support centre'.
- Inspectors observed pupils' behaviour at various times of the school day. They visited 'time out', the 'remove room' and the trust's 're-integration centre', parts of the school's behaviour support provision. Inspectors spoke to a representative of one of the alternative provisions used by the school.
- To evaluate the arrangements for safeguarding, inspectors met with the designated safeguarding lead, examined safeguarding policies and records, and spoke to a range of staff and pupils.
- Inspectors scrutinised a range of documents relating to the curriculum, the provision for pupils with SEND, behaviour, bullying and attendance.
- Inspectors considered the views of parents, pupils and staff through the Ofsted surveys. They spoke with a range of staff and pupils during the inspection.

Inspection team

Aoife Galletly, lead inspector	His Majesty's Inspector
Chris Davies	His Majesty's Inspector
Anne Maingay	His Majesty's Inspector
Peter Stonier	His Majesty's 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 2023