

Inspection of Oakwood Avenue Community Primary School

Oakwood Avenue, Warrington, Cheshire WA1 3SZ

Inspection dates: 23 and 24 January 2024

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

The headteacher of this school is Joanne Reilly. This school is part of One Community Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Cunningham, and overseen by a board of trustees, chaired by Julie Bennion.

What is it like to attend this school?

Pupils, including those with special educational needs and/or disabilities (SEND), at Oakwood Avenue Primary School thrive in all aspects of their development. The 'Oaky values' run like a golden thread through all parts of school life. Pupils, and children in the early years, come into school with smiles on their faces, happy to see their friends and the staff.

Pupils typically behave well during lessons. Classrooms are calm and purposeful. Pupils trust that staff will help them with any worries or concerns they may have. Most pupils strive to be the best that they can be. They are polite, respectful and well mannered. Each specially resourced provision for pupils with SEND (specially resourced provision) is an oasis of serenity.

The school has high expectations for pupils' academic achievement and for their wider development. Most pupils, including those with SEND, achieve well and enjoy their learning. Each subject area includes pupil ambassadors, who work alongside staff to develop the curriculum and their own leadership skills.

Pupils relish the variety of opportunities that are on offer. Pupils talked highly of the trips and residential experiences in which they can take part. Clubs on offer include curriculum groups where pupils can learn about the topics they love.

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

The school has carefully organised the curriculum by using the local area as the inspiration for its pupils. The curriculum is aspirational and ambitious. It is well structured from the provision for the two-year-old children through to the end of key stage 2. In the main, the curriculum is well designed and enriches pupils' learning across subjects. Staff undertake regular training to develop their knowledge and skills of how to teach different subjects. This means that staff are proficient in delivering the curriculum across a range of subjects. Staff in the early years and specially resourced provisions are equally skilled. Staff have secure subject knowledge to deliver the curriculum well. This helps pupils to achieve well.

Teachers are adept at recognising and resolving pupils' misconceptions and misunderstandings through, for example, their questioning techniques. In many subjects, staff check that pupils have retained important knowledge over time. However, in some subjects, the school is refining its assessment strategies. This means that staff do not gain the information they require about how well pupils have secured earlier learning before moving on to new concepts.

The school prioritises the teaching of early reading. Children in the early years, including those in the provision for two-year-olds, enjoy a range of nursery rhymes and traditional tales. Older pupils read high-quality books. This helps them to broaden their vocabulary and develop a love of reading. The school ensures that pupils access a broad range of books, including poetry and non-fiction. From the

Reception Year, children benefit from a carefully constructed phonics programme, which is delivered by well-trained staff. Staff ably support children and pupils in key stage 1 who need extra help in learning phonics.

The school is a haven for all pupils. Everyone is included and welcomed. Staff identify pupils' additional needs well. They make suitable adaptations to ensure that pupils with SEND, including those within the specially resourced provisions, access the same curriculum as their peers. Staff successfully work in partnership with outside agencies to make sure that pupils with SEND get the help that they need. Carefully considered support and resources ensure that these pupils have the best possible chance to succeed.

The care that pupils receive is a notable strength of the school's work. For many pupils, this school is a safe sanctuary. The school ensures that vulnerable families receive the care and help that they need. The school café, which is open daily for parents and carers, provides a supportive community for those who attend.

Children in the early years settle into school quickly. They form secure relationships with adults and with their friends. Pupils in key stages 1 and 2 build on this positive start. On the rare occasion that a pupil forgets to follow the school rules, staff quickly and sensitively remind them how to behave. Staff work through effective partnerships with families to make sure that pupils attend school regularly.

Pupils learn to become responsible young people. They value the many differences between themselves and others. There is a breadth of clubs on offer, such as science and chess clubs. These are carefully tailored to meet pupils' needs.

Staff appreciate the efforts that the school takes to consider their workload and well-being. For example, when there are new changes, staff said that they are introduced slowly and over time. Most staff are proud to work at the school and feel well supported by leaders.

The school, trustees and members of the local governing body perform their roles well. They are committed to the whole-school community and are ambitious for pupils. There is a strong sense of purpose and passion to bring about the best possible outcomes for the pupils, parents and staff of the school. The school is generous in sharing its areas of expertise with other schools across the local authority.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the school's work to establish effective assessment strategies is in the early stages of implementation. This means that, in some areas, checks on what pupils know are not as effective as they could be. The school should refine its assessment strategies to ensure that teachers gain the information they need to secure and build on pupils' learning.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144241
Local authority	Warrington
Inspection number	10294403
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	695
Appropriate authority	Board of trustees
Chair of trust	Julie Bennion
CEO of the trust	Gary Cunningham
Headteacher	Joanne Reilly
Website	www.oakwoodavenue.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Oakwood Avenue Community Primary School converted to become an academy school in September 2019. When its predecessor school, Oakwood Avenue Community Primary School, was last inspected by Ofsted, it was judged to be good overall.
- This school is part of the One Community Trust.
- The school does not use any alternative provision.
- The school has three specially resourced provisions. One is designated for up to 10 pupils aged between seven and 11 with cognitive and learning difficulties. There are currently 10 pupils who access this provision. All pupils have an educational, health and care (EHC) plan.
- The other two specially resourced provisions are designed for up to 18 pupils aged between four and 11 with social, emotional and mental health difficulties. There are currently 21 pupils who access this provision. All pupils have an EHC plan.
- A new headteacher has been appointed since the last inspection.

- The school provides early education for two-year-old children.
- The school runs a before- and after-school club for pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in early reading, mathematics, history, music, art and design and computing. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector observed pupils reading to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- The lead inspector spoke with members of the trustee board and local governing committee. She spoke with the CEO and also with a representative of the local authority.
- Inspectors talked to staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

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