



# Oak Wood Primary School

## Inspection Report

**Unique Reference Number** 134110  
**Local Authority** Warwickshire  
**Inspection number** 294108  
**Inspection dates** 13–14 March 2007  
**Reporting inspector** Liz Bull

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Special	<b>School address</b>	Morris Drive
<b>School category</b>	Community special		Nuneaton
<b>Age range of pupils</b>	2–11		CV11 4QH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02476 740907
<b>Number on roll (school)</b>	89	<b>Fax number</b>	02476 740 921
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Bob Gilbert
		<b>Headteacher</b>	Rose Marie Scott
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b> 2–11	<b>Inspection dates</b> 13–14 March 2007	<b>Inspection number</b> 294108
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## Introduction

The inspection was carried out by one Additional Inspector. The federated secondary school was inspected by one of Her Majesty's Inspectors at the same time and a separate report is available.

## Description of the school

Following the closure of two all age-special schools, Oak Wood Primary and Oak Wood Secondary School opened in September 2005. The two schools have the same headteacher and a federated governing body and share the same site. Both schools cater for pupils with a wide range of learning difficulties and disabilities. Most pupils come from the Bedworth and Nuneaton area. Approximately one third of pupils have free school meals and a small proportion come from minority ethnic backgrounds. The nature of the pupils' disabilities means they are working below national expectations. Many of the pupils in the primary school have severe learning disabilities, with around a third having moderate learning difficulties. A few pupils have profound and multiple learning disabilities. Many pupils have additional disabilities, for example, autistic spectrum disorders or social and emotional difficulties. All pupils have a statement of special educational need except children on assessment in the Nursery.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Oak Wood Primary School provides a satisfactory standard of education and is in a good position to improve further. Considerable hard work by the headteacher and leadership team has enabled the school to develop at pace since it opened. Most pupils, including those in the Foundation Stage, make good progress in their personal development and satisfactory progress in their work. The nature of the pupils' disabilities means they are working below national expectations. The school has established effective links with parents, health professionals and social services which promote the well-being of pupils. Because of the good care, support and guidance, parents have confidence in the school and know their child will be safe and well looked after. Parents are overwhelmingly positive about the school. One parent commented, 'Oak Wood school has dedicated, experienced staff who care very much about their pupils. They do a brilliant job.' Pupils told the inspector that they enjoy school and that they feel safe and secure because they know staff will look after them and deal with any difficulties quickly and effectively. Good relationships are evident and are a strong feature of the school. Pupils behave well, are tolerant of each other's difficulties and show respect towards one another and adults. On occasions when behaviour is challenging, it is managed effectively and pupils stay safe.

The curriculum is satisfactory. There is an interesting and wide range of learning activities on offer but further work is needed in adapting the curriculum to successfully take account of all pupils' learning needs. For example, there is a need to ensure pupils with more complex needs have access to the breadth of curriculum available to others. A variety of extra activities takes pupils out into the community and encourages their independence and self-confidence in unfamiliar surroundings. Visits to garden centres, shops, nature trails, parks and museums are a few examples of the range of planned experiences available.

Teaching ranges from outstanding to satisfactory and is satisfactory overall, but work is not always matched closely enough to what the pupils need to learn. Whilst senior leaders have regularly monitored teaching, they have not been systematic or rigorous enough in evaluating the impact of their actions on raising standards. The school has begun to collate information about pupils' achievements and good steps have already been taken to improve the procedures for assessing the progress pupils are making. Senior staff recognise the need to use this information more effectively to make improvements that will help all pupils to achieve more. In particular, the school needs a clearer understanding of how well all pupils are benefiting from what is provided and how much progress is made, as a basis for setting out the priorities for improvement. The headteacher provides good leadership and is well supported by her senior team; together they provide satisfactory leadership. They have established a happy, purposeful environment where adults and children thrive. They are keen to build on the progress made since the school opened and the school has good capacity to improve further.

## **What the school should do to improve further**

- Improve the quality and consistency of teaching and the curriculum by ensuring work is consistently well matched to pupils' needs and abilities.
- Refine the use of data so the school has a clearer picture of progress in general and of different groups of pupils.
- Use information from monitoring more rigorously to measure improvement and to prioritise actions for school development.

## **Achievement and standards**

### **Grade: 3**

All pupils, including those in the Foundation Stage, make satisfactory progress in their learning overall. Some pupils make good progress and a few pupils make progress that enables them to transfer to mainstream schools. The recent work to ensure individual education plan (IEP) targets are relevant, offer challenge and is already showing early signs of helping to improve the progress made by pupils. The school has introduced a new recording system to help identify levels of achievement across all subjects. Senior leaders have correctly identified the need for better moderation to ensure consistent assessment of work so that the school can build an accurate picture of pupils' achievements over time.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good. Pupils really enjoy school and this is reflected in their good attitudes and behaviour. Attendance is average overall. The positive reward systems in place help promote good behaviour and motivate pupils to try their best. Pupils' spiritual, moral, social and cultural development is good and is well supported by assemblies, personal, social and health education and religious education lessons. Visitors to the school and visits in the community further support pupils' personal development. Pupils are eager to help each other; they have a good sense of living in a community and appreciate the care and support provided for them. Pupils relish opportunities to be helpful and even the youngest pupils are encouraged to do 'jobs' such as delivering messages or putting equipment away. This helps them to develop a good sense of responsibility, supports cooperative working and provides opportunities for the satisfactory development of the skills the pupils need for their future economic well-being. Healthy eating is promoted and activities such as soft play, physical education, lunchtime and after-school clubs support the development of pupils' physical skills and their good knowledge of why it is important to keep fit.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching overall is satisfactory, with some instances of good and outstanding teaching. Learning is supported by the good relationships between staff and pupils and the positive reward systems in place, such as 'stars of the week' and 'golden time'. The best lessons are well planned and designed to meet individual needs, and pupils are engaged in active and collaborative tasks that capture their interest and attention. In these lessons teachers successfully maintain a calm and purposeful classroom atmosphere through their expertise in creating clearly structured learning activities. However, too much of the teaching is only adequate and not enough is good or better. Planning does not sufficiently match the needs of individual pupils and learning objectives are often too broad and sometimes confused with the pupils' tasks. The pace of lessons is variable and at times there is an over-reliance on whole-group teaching. The key stage managers are beginning to play a key role in monitoring effectiveness. For example, lesson observations are regular and thorough and have led to some improvements.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory, with some good features. Facilities such as a hydrotherapy pool, soft play area and music room greatly enhance provision. Children in the Foundation Stage benefit from an experiential and sensory curriculum that is mostly well matched to their needs. Pupils of all ages benefit from a wide range of activities and visits which support their personal and social development. There are links with organisations such as the police and fire services, which help pupils learn more about their local community. As a relatively new school, the curriculum is evolving. Classes have a wide spread of ability and ages. The senior team are aware that further work is needed to develop medium-term planning in order to ensure greater consistency and progression across the key stages and equality of access to a broad and balanced curriculum for all pupils.

### Care, guidance and support

#### Grade: 2

Good personal and academic care, guidance and support successfully ensure pupils' health, safety and well-being needs are met. Good relationships are a strong feature of the school and there is a strong commitment to knowing and supporting all the pupils. Positive relationships with home add greatly to this. Parents fully appreciate the high quality of care and support; they feel pupils are safe and well looked after. The recent improvements in individual education plans (IEPs) have helped many pupils know what they need to do next to improve their work. These are beginning to make a significant contribution to the pupils' good progress in personal, social and

independence skills. IEPs still do not have a strong profile in all lessons and do not sufficiently influence teachers' planning. Whilst much has been put in place with regard to tracking pupils' progress and recording achievement, there is a need for further refinement so that the school has a clearer picture of pupil progress in lessons and across the school and of the impact of any actions it has taken to raise standards. The school is diligent in keeping people safe both within school and when out in the community. Safeguarding procedures meet the regulations and current practice is good. The rigour of risk assessments has helped to reduce the number of incidents and ensures swift action if any potential risks are identified. The pupils also have a good understanding of how to keep safe, demonstrated by them when they independently put away the benches safely after singing in the hall.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Since the school opened considerable review and change have taken place. Consequently, many aspects of the school's systems are relatively new and are only just beginning to have an impact on pupils' achievement.

The headteacher and senior team have a good, clear vision for the direction of improvements, which is focused on raising achievement. As a result, the school has managed to make a good start. There is strong commitment to continuing the progress made demonstrated by rigorous performance management procedures.

Monitoring is good but evaluation is still too variable. This is partly due to a lack of evidence over time but also reflects inefficiencies in bringing information together. There are aspects where evaluation has been good, for example, identifying a core entitlement of staff training, but too frequently the subsequent benefits of actions taken are not clear at a whole-school level.

The governing body, in place for just under one year, have also made considerable progress. They have established clear terms of reference and suitable structures and have rightly concentrated on establishing policy and practice. They are aware that they need to develop their role in challenging and evaluating the effectiveness of the school and are well placed to do this.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

It was a real pleasure to visit your school recently. You made me very welcome. I enjoyed talking to you and finding out about your school.

You spoke highly of the school, the staff and all the activities you enjoy. Your staff are fully committed to helping you, and this encourages you to always try to do your best. You receive a satisfactory education in a school with a very nice atmosphere. Please thank your parents for the helpful comments they made on the questionnaires. Thank you and well done.

These are some of your schools strengths.

- The school is a happy place to be and you really enjoy being there.
- Your teaching and your progress are satisfactory.
- The school looks after you very well and you feel safe.
- You behave well and are very caring towards each other.

The headteacher, helped by the senior team, know how they want your school to be better. I have asked them and the governors to make sure they know how any changes are helping all of you to learn more and that information about how well you do is used so that everyone can see the progress you make in all the different activities and subjects.

I have also asked the teachers to try and make all lessons as good as the best ones and that you all get work at the right level to improve your learning.

Thank you again for being so helpful and friendly. I wish you every success in the future.