

Cambridge Education  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01223 578500  
Direct F 01223 578501  
risp.inspections@camb-ed.com



11 November 2008

Ms T Caputa  
Headteacher  
Oak Tree Primary School  
Jubilee Way North  
Mansfield  
Nottinghamshire  
NG18 3PJ

Dear Mrs Caputa

Special measures: monitoring inspection of Oak Tree Primary School

Following my visit with Sheila Ann Boyle and Ian Naylor, Additional Inspectors, to your school on 14-15 October 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in December 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Education for Nottinghamshire.

Yours sincerely

Roy Bowers  
Her Majesty's Inspector

Special measures: monitoring of Oak Tree Primary School

Report from the second monitoring inspection on 14-15 October 2008

## Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, members of the senior leadership team and team leaders, groups of pupils, the chair of governors and representatives from the local authority (LA).

## Context

The school staffing has remained stable since the last monitoring visit.

## Achievement and standards

Since the previous monitoring visit, the school has received the results of the 2008 end of Key Stage 2 tests. The end of Key Stage 1 2008 teacher assessments have also been carried out and moderated by the local authority. The results of these tests and assessments have not yet been published and no national comparisons are available.

The 2008 test results and teacher assessments indicate that standards at the end of both Key Stage 1 and Key Stage 2 were considerably higher than in 2007. At the end of Key Stage 1 in 2008, almost two-thirds of pupils attained at least level 2 in reading and writing, compared to only one-third in 2007. In mathematics, the 2008 end of Key Stage 1 assessment data was also higher than in 2007. At the end of Key Stage 2 in 2008, two thirds of pupils reached the expected level 4 in English and mathematics and an even higher proportion of pupils reached this level in science. However, at the end of both key stages in 2008, the proportion of pupils who reached the higher levels remained exceptionally low, especially in literacy and numeracy.

Inspection evidence shows that standards and achievement are rising throughout the school, but standards in all year groups are still too low. This is because pupils' skills on entry to the school are lower than those of the majority of pupils of a similar age, and the legacy of underachievement has not yet been countered. Only around half of the pupils in the current Year 6 are on course to meet the expected levels by the time of the tests at the end of the year. Although teaching and learning has improved, there are still too many lessons where achievement is only satisfactory and some pupils, especially the more able, are not being challenged well enough.

Progress since the last visit on the areas for improvement:

- Raise achievement across Key Stage 1 and 2 so that more pupils are able to reach nationally expected levels by the time they leave school – satisfactory.

## Personal development and well-being

Pupils are happy at school and this is reflected in their positive attitudes to work and their good behaviour. Although older pupils are beginning to evaluate their own work in lessons, opportunities to develop decision-making and independent learning are underdeveloped. The pupils' ability to work cooperatively and sensibly with others is helping raise standards and achievement. Attendance continues to rise but is still below average.

## Quality of provision

Since the last inspection, there has been sustained improvement in the quality of teaching and learning. Although there are still too many lessons where teaching and learning are only satisfactory, there is an increasing proportion which is good and outstanding. Through the school's improved monitoring and evaluation systems, weaker teaching has been identified and effective support given.

Most teachers have increasingly higher expectations of pupils' work and effort. Good relationships between teachers and pupils help to ensure that lessons are calm and orderly. Lessons are more lively and interesting as teachers become competent in using information and communication technology. Although the use of assessment information is improving, it is not used carefully enough in many lessons to match the work appropriately to pupils of different abilities. Where this occurs, the degree of challenge is not high enough, especially for the more able pupils. In most lessons, teaching assistants continue to be used effectively to support pupils and gather information which helps the teachers plan the next steps in learning.

Changes to enrich the curriculum and make it more responsive to the needs of all pupils through a thematic approach are continuing. However, the changes are not yet fully embedded and it is too early to judge their impact on raising standards and achievement

The quality of marking continues to improve. At its best, marking is informative and gives pupils clear guidance on how to improve. The school is aware that in some classes, especially where there are younger pupils, many of the pupils do not understand, or cannot read, the advice given. The school has worked hard to improve upon pupils' achievement through developing the process of individual target setting. However, the links between lesson objectives, pupils' short term targets and marking are still not sufficiently clear to ensure all pupils achieve as well as they could.

Progress since the last visit on the areas for improvement:

- Ensure teachers make better use of assessment to plan steps in pupils' learning more effectively and thus better support their progress – satisfactory.
- Develop academic guidance so that pupils have a better understanding of how to improve their work – satisfactory.

## Leadership and management

The headteacher's determination to raise standards and achievement has been sustained. There is a growing sense of direction and purpose as teachers increasingly focus on the progress made by pupils. Since the last monitoring visit, the senior leadership team has been reorganised and the self-evaluation and improvement processes have been strengthened. All leaders are much more aware of their roles in school improvement. Lines of accountability have been clearly defined and senior leaders are regularly held to account by the headteacher for the progress of pupils. However, although teachers are now more aware of their responsibility to raise standards and achievement, systems to hold all teachers to account for the progress made by pupils have yet to be embedded. Governors receive an increasing amount of information from the headteacher about pupils' progress and continue to develop their skills of data analysis.

Progress since the last visit on the areas for improvement:

- Carry out rigorous and thorough checks on the school's performance to bring about school improvement at all levels – satisfactory

## External support

The local authority has maintained a high level of input through the advisers, consultants and links with a local school. Support for the headteacher in changing the culture of the school, implementing systems for improvement and developing teaching is proving to be effective. Joint monitoring between school leaders and local authority staff has helped establish a consistent standard for judging quality of teaching.

## Priorities for further improvement

- Develop academic guidance by making clear the links between pupils' short term targets, lesson objectives and marking.