

The Oak View Academy

Whitby's Lane, Over, Winsford, Cheshire CW7 2LZ

Inspection dates

14–15 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are good. The principal, senior leaders and governors have secured improvement. They have been well supported by the trust. They have also created a caring school community where pupils can learn.
- Middle leaders carry out their responsibilities with confidence and enthusiasm. They provide useful support to senior leaders.
- Teaching is good. Lessons are well prepared. Sometimes activities do not always extend pupils' learning.
- Governors vigorously scrutinise the school's work and are proud of its achievements. They know what it does well and what it needs to do to improve further. They very carefully make sure that pupils are kept safe.
- Progress is good, especially in reading. Progress in writing and mathematics is improving and is now good. Attainment has improved with higher proportions of pupils reaching expected and higher than expected standards.
- Disadvantaged pupils make good progress. Effective strategies have enabled them to make progress in line with, or better than, other pupils.
- From their starting points, pupils who have special educational needs and/or disabilities make good progress. Their learning needs are carefully identified and they receive very focused support to help them improve. Funding for this group of pupils is well used to support their learning.
- The provision for children in the early years is good. The new early years leader has addressed previous weaknesses with determination. As a result, children's progress has improved and is now good.
- The school provides a wide range of experiences to promote pupils' spiritual, moral, social and cultural development, including the fostering of British values. The understanding of the beliefs and values of other cultures is a priority. The school prepares pupils well for the diversity of British life.
- Pupils are kept safe. They are made aware of possible dangers and how to avoid them. Behaviour is good. Pupils mix well together, respect each other's views and are friendly and polite.
- Attendance is steadily improving. It is a major school priority and is now just below average.

Full report

What does the school need to do to improve further?

- Make sure that pupils extend their knowledge and make greater progress by supplying them with work that challenges them.
- Sustain the current improvement in attendance so that pupils' absence is at least similar to the national average.

Inspection judgements

Effectiveness of leadership and management

Good

- The school's vision of 'Believe, expect, succeed' and 'On the road to outstanding', are vigorously pursued by senior leaders, governors and staff. Well supported by the academy trust, senior leaders and governors have developed and implemented robust systems to secure continued improvement. As a result, the quality of teaching and pupils' progress are now good. They have also created a supportive, safe environment where pupils can succeed.
- Middle leaders display understanding and confidence in carrying out their responsibilities. They support school improvement by delivering staff training and evaluating progress in their areas of responsibility. Middle leaders appreciate the training opportunities provided to develop their roles. Newly qualified and recently qualified teachers receive effective, appropriate support.
- The curriculum is broad and balanced. Pupils' learning and enjoyment is enriched by the creative use of topic work across the school. Topics combine subjects, such as history, geography, and design and technology, and all include opportunities for using pupils' writing, reading and mathematical skills. Older pupils explore the time of the Vikings by building a Viking ship and dressing up and simulating a Viking raid. Younger pupils investigate toys throughout history, including the construction of a class mascot and a visit from a toymaker.
- Opportunities are provided to enable pupils to gain experiences beyond their local community, through trips to London, a local farm and the theatre. Pupils' independence is strengthened by learning how to use public transport. Pupils' musical skills are developed through participation in a brass band and recording a Christmas song. Increasing success in sports competitions raises pupils' self-esteem and fitness.
- The pupil premium funding is well used. The school employs effective strategies to overcome disadvantaged pupils' barriers to learning and improve their progress. Current outcomes information demonstrates their success. It shows that the difference between achievement of disadvantaged pupils and that of others has either been fully eliminated or continues to diminish across the school.
- The use of the primary physical education (PE) and sport funding is a considerable strength. The funding supports a wide variety of sports clubs, which are very well attended by pupils. These help pupils to widen their experiences by learning new sports, such as tennis, taekwondo, handball and yoga. Pupils have more opportunities to learn to swim in all year groups. The PE curriculum is strengthened by using specialist coaches to help teach games, gymnastics and dance.
- Funding provided for pupils who have special educational needs and/or disabilities is used effectively. For example, the school purchased a specialist computer program to strengthen pupils' communication skills.
- The North West Academies Trust provided very extensive support to the school immediately after it became an academy. This has decreased over time as the

school improved. While maintaining close involvement, such as representation on the governing body, the trust currently provides a largely monitoring role.

- Opportunities for pupils' spiritual, moral, social and cultural development are comprehensive. The school has prioritised the importance of diversity to promote pupils' understanding of the wider British society. Visits to a mosque help pupils appreciate different faiths. A visit from Masai warriors provides an example of a very different culture. Pupils are well prepared for life in modern Britain.
- British values and heritage are woven carefully across the curriculum and the life of the school. Topics on the Romans and the history of transport help to illustrate how the past has influenced modern Britain. Pupils' knowledge of democracy is fostered by numerous school elections, including for the school council, house captains and play leaders. A visit by the Winsford Mayor, during local democracy week, trips to the Houses of Parliament and a visit by the local Member of Parliament all provide active examples of how modern democracy works. Pupils' involvement in a range of internal and external competitions and a visit to a premier league football match helps to instil teamwork and fair play.
- The leaders carefully evaluate the quality of teaching, learning and assessment. This includes formal lesson observations, focused visits to lessons and the regular assessment of pupils' work. Staff receive feedback to help them improve. Leaders canvass pupils' views of lessons, especially about how much they are learning and what they enjoy. Visits by governors support the governing body's understanding of what is happening in classrooms. The leaders are aware that work in lessons does not always fully challenge pupils and that this can limit their progress.
- Parents have many opportunities to become involved in school life. The school's welcoming nature encourages their involvement. A typical parental comment is, 'Staff take time to talk and meet with parents.' Workshops in phonics, reading and e-safety help parents to support their children's learning and well-being. Consultation evenings are well attended and reports very clearly inform parents of their children's progress.

Governance of the school

- The governing body delivers vigorous challenge and provides useful support to school leaders. Governors fully share the school's determination to improve. They are aware of the strengths and challenges facing the school, such as improving attendance. They use their formal links to subject areas to gather first-hand information. The governing body is proud of the school's achievements, but are relentless in driving improvement further. Governors take the school's vision, 'On the road to outstanding', very seriously.
- Governors are aware of how pupils' outcomes are used to determine staff performance, and are involved in managing this process. They understand how the pupil premium and the primary PE funding are used and evaluate their impact.
- Governors help to make sure pupils are kept safe. The safeguarding governor rigorously monitors safeguarding documentation and processes, including e-safety, to ensure that they meet requirements. He has had appropriate training to support him in this role. Governors check risk assessments rigorously. In order to

maximise their effectiveness, they have received training in school finance, child protection, the 'Prevent' duty and in analysing pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils are kept very safe at school. Safeguarding policies and procedures are comprehensive and understood by all staff. Staff have received all required training. Although welcoming, the school site is very secure. The procedures to monitor staff recruitment meet requirements.
- Pupils receive help in identifying possible dangers and how to avoid them. These include lessons and assemblies on the safe use of the internet, and visits from the fire service, the police and Childline advisers. E-safety workshops for parents develop a safeguarding partnership between school and home.

Quality of teaching, learning and assessment

Good

- Lessons are consistently well organised and sustain pupils' interest.
- Teachers' questioning is used well to support learning. In Year 3, for example, the teacher's questions became increasingly more probing and complex, allowing pupils to deepen their knowledge of key mathematical concepts and to apply them to their work.
- Teaching assistants creatively enhance and consolidate learning. They understand pupils' needs well. In Year 2, a teaching assistant very imaginatively set the tone for a reading book by using illustrations and discussion to find out what pupils knew about pirates.
- Homework both reinforces and widens learning. The homework policy defines expectations and pupils understand its requirements. The homework club provides additional support. Homework is used to reinforce basic skills, such as spelling and reading, and also to promote independent learning skills, such as research in topic work.
- Teachers have high expectations and usually plan work to meet the needs of pupils. In Year 4, the teacher made clear pupils' next steps in learning. However, sometimes work lacks challenge for all abilities and does not fully extend learning.
- Phonics is well taught. Lessons have been restructured and the phonics programme is rigorously applied to enhance pupils' reading skills. Younger pupils use their knowledge of phonics to successfully decode new words and older pupils read challenging texts with clarity and expression. Reading is well taught, as indicated by the well above average results in key stage 2 and improving results in key stage 1, especially at the higher levels.
- The teaching of writing is well promoted into subjects across the curriculum. Teachers set topic work that involves extensive and imaginative writing tasks, for example, in Year 2, writing instructions on how to construct Blackpool Tower. Teachers expect pupils' written work in books to be well presented.
- Mathematics is well taught. Teachers promote pupils' numeracy skills in all

subjects. For example, they ask Year 1 pupils to draw Venn diagrams to illustrate what different animals eat, and Year 3 pupils use their measuring skills to determine the size of shapes used when they construct a Viking ship.

- Pupils who have special educational needs and/or disabilities are well taught.
- Most-able pupils have chances to further develop their skills in problem solving and reasoning. Extra sessions are provided, especially for most-able Year 6 boys to help them achieve greater depth.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe at school as part of a caring environment. Visits from the police and the fire service promote understanding of personal safety and the potential dangers of bonfire night. 'Bikeability' courses supplement pupils' knowledge of road safety. E-safety is a strength in the curriculum. Parents overwhelmingly believe the school manages safety well.
- Pupils enjoy many opportunities to develop healthy lifestyles. 'Healthy Lifestyle Week' provides extra PE lessons, sessions on healthy eating and lifestyles, and assemblies about exercise and keeping active. The primary school PE and sport funding enables pupils to engage in external competitions with increasing success. The funding also provides specialist equipment to enhance the diverse and popular range of sports clubs.
- Pupils have leadership roles. The elected house captains play an active role in monitoring behaviour and in supporting sports teams. Playground buddies support younger pupils during social times. Years 5 and 6 play leaders receive training to help younger pupils to organise playground games, and to teach sharing and being good losers.
- The promotion of diversity is a major school priority. Staff work successfully to help pupils understand the varied make-up of British society, which is quite different from their local community. Displays, supplemented by written work and pupils' research, highlight sports personalities and political leaders from different ethnic backgrounds and cultures. In Year 1, pupils explore gender and racial stereotypes. They listen respectfully to each other's opinions and very maturely evaluate the negative aspects of stereotyping.
- Pupils understand what bullying is and the forms it can take. They are particularly knowledgeable about cyber bullying. Pupils say there has been some bullying, but feel it is effectively dealt with by staff. School records endorse that bullying is rare and incidents are declining. For example, there are no recorded incidents this year. The school has worked with parents and pupils to define bullying and distinguish it from more limited disagreements. Displays, assemblies and a workshop performance promote anti-bullying, equality and positive relationships.

Behaviour

- The behaviour of pupils is good. They move around the school in a calm and orderly manner and are quick to follow instructions. Pupils mix well during social times and are friendly and polite.
- Behaviour in lessons is good. Pupils arrive on time and are keen to work. Their attitudes to learning are usually positive and they work together well when required. Pupils are tolerant of each other's mistakes and do not make inappropriate comments if someone gives the wrong answer. However, on occasion, when work is not appropriately simulating or lacks clarity, pupils lose concentration.
- Attendance is improving. Monitoring and support systems are comprehensive and implemented with rigour. The free breakfast club and the popularity of after-school clubs encourage pupils to come to school. Good attendance is also thoroughly celebrated and rewarded. Current school information, including a range of case studies, indicates that strategies to promote pupils' attendance are successful. During the inspection, attendance was just below the national average, an improvement over previous years. Attendance is improving for all groups, including disadvantaged pupils and those with special educational needs and/or disabilities. However, continuing to improve attendance remains a major school priority.
- The school manages behaviour well. Good behaviour is celebrated and rewarded with incentives for pupils to want to behave well. Parents, staff and pupils all believe behaviour has improved over time and is now good.
- There have been no permanent exclusions currently or over time. Fixed-term exclusions have significantly diminished because staff have a more accurate assessment of pupils' behaviour needs and implement appropriate behaviour support.

Outcomes for pupils

Good

- Year 6 pupils' attainment at the end of 2016 was above average in reading and mathematics, and slightly below average in writing. It was below average in English, grammar, spelling and punctuation. A greater proportion of pupils is now attaining at greater depth in writing and mathematics.
- At the end of Year 2 in 2016, outcomes were broadly average in reading and below average in writing and mathematics. The school's information and inspection evidence show attainment is improving in writing and mathematics. The proportion of Year 2 pupils attaining at a greater depth in writing and reading, previously small, is currently increasing. The gap in attainment between boys and girls is closing in all subjects, and is particularly noticeable in mathematics.
- Pupils enjoy reading and appreciate the many opportunities the school provides. Pupils of all ages read fluently and with confidence. In 2016, Year 6 pupils' progress in reading was well above average. Inspection evidence indicates that strong progress in reading is being sustained. Their progress in writing and mathematics was average. Currently, pupils' achievement in writing and

mathematics is improving and is now good.

- Pupils' attainment in the Year 1 phonics screening check has been below average over time, albeit with incremental improvement. Current pupils entered Year 1 with starting points well below expectations for their age. As a result, very intensive support has been implemented and phonics teaching has been carefully structured to meet these pupils' needs. The school's outcome information and first-hand evidence indicate that outcomes in phonics are already above those achieved in 2016, representing good progress from pupils' starting points. Attainment in phonics in Year 2 in 2016 was also below the expected standard for age. Well-focused strategies have been put in place to help pupils pass the Year 2 screening test this year. The school's outcomes information indicates that most are on track to meet the expected standard.
- Pupils who have special educational needs and/or disabilities make good progress in line with their needs. Their often severe requirements are very carefully assessed and their learning is closely monitored. Well-tailored support, including the use of external specialists, is put in place.
- Disadvantaged pupils are well supported by the pupil premium funding. Disadvantaged pupils, including those who are the most able, make good progress. They are well supported and any barriers to learning are carefully addressed. Evidence shows that in several year groups the difference in achievement between disadvantaged pupils and others has completely diminished. In writing and mathematics, their progress is above that of non-disadvantaged pupils and in line with others in reading.
- Less-able pupils receive well-targeted support, particularly by teaching assistants. The most able pupils receive carefully tailored support, including extra lessons and workshops, especially in mathematics. However, work does not always provide challenge to deepen their understanding.
- The school constructs individual plans for all Year 6 pupils to support their progression to secondary school. They are well prepared for their next steps in education.

Early years provision

Good

- The leadership and management of the early years are now good. The new leader has taken dramatic action to address recent very low outcomes. Previous children have underachieved in the early years. Children enter both the Nursery and Reception Years with starting points well below those typical for their age. Teachers assess the wide range of learning needs and support is promptly implemented. Ongoing monitoring, including the involvement of parents, ensures that children are kept on track to make better progress than in previous years.
- Children who have special educational needs and/or disabilities are particularly well supported. Funding provided is effectively used to enhance their learning, including the use of external specialists. The pupil premium funding is now also well used to support the learning of disadvantaged children. They receive helpful support and are currently making good progress. Children have not been well prepared for key stage 1 in the past but the current pupils' preparation is better.

- Teaching is good. Both the indoor and outdoor learning areas are well designed and resourced to promote learning. Teachers support children's independence by using picture guides so they can choose their next activity. Questions such as 'What do you need to make it cooler?' and 'What number comes next?' help children think more deeply.
- Behaviour is good. Expectations of good behaviour are reinforced and singing is used to clarify routines, such as the lining up song. In a courteous, respectful environment, children work well together and activities encourage their independence and social skills. For example, they can choose their own learning resources. Questions, such as 'Why do you think you feel down?' help children evaluate their own behaviour.
- Assessment is rigorous. Children's work is carefully monitored and underachievement is quickly identified. The early years intervention plans define and coordinate support, including the use of external support. These plans are shared with parents. Assessment information is externally moderated, by both the trust and local authority, to verify its accuracy.
- The early years curriculum is imaginatively designed and engages children in their learning. Its development also considers children's own interests. Developing children's oral and written skills are a priority. A topic on army helicopters provided an exciting way for children to learn and use new words. The curriculum is enhanced by a range of visits, for example to a local farm where children saw farm animals and brought back crops to make soup. These visits extend children's experiences beyond their local community.
- Children's skills in phonics are consistently promoted. For example, in the Nursery class, children use their own names to recognise sounds. In the Reception class, phonics is taught together with oracy and written skills.
- Children are well cared for and kept safe. Staff teach children how to use resources safely, such as using building blocks, and all areas are well supervised. Whole-school safeguarding policies and procedures are consistently followed and all staff have received appropriate training.
- The involvement of parents is actively encouraged. Workshops on phonics and writing skills help them to support their children's learning. 'Share a story' and participation in trips allow them to be directly involved in school activities. Parents appreciate the welcoming and supportive ethos.

School details

Unique reference number	140664
Local authority	Cheshire West and Chester
Inspection number	10022806

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The academy trust
Chair	Vicki Ratchford
Principal	Fiona Rimmer
Telephone number	01606 288118
Website	www.oak-view-academy.co.uk/
Email address	head@oakviewacademy.cheshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school complies with DfE guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- The school converted to academy status in April 2014 and is part of the North West Academies Trust. This is the first inspection as an academy.
- This school is a smaller than the average-size primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have special education needs and/or disabilities is above average.
- The Nursery provides separate morning and afternoon sessions, with some children attending all day.

- The school meets the government's current floor targets, which are the minimum expectations for attainment and progress at the end of Year 6.
- The trust initially provided a wide range of support to the school but, based on the school's improvement over time, has adapted a more monitoring role.
- The school provides a breakfast club and a wide range of after-school and lunchtime clubs.
- Pupil mobility is high, resulting in many admissions during the course of the school year.
- At the time of the conversion to academy status, the governing body was completely reconstituted, a new senior leadership team was put in place and many new staff were subsequently appointed. The principal and vice-principal have been in post since September 2014. The early years leader has been in post since April 2016.

Information about this inspection

- Inspectors observed lessons, some carried out jointly with the principal. They also observed the start and end of school, lunchtime, an assembly, two after-school clubs and the breakfast club.
- Meetings were held with staff and four representatives of the governing body, including one representative from the academy trust. Inspectors also met with the chief executive of the trust. They had formal and informal discussions with pupils and informal discussions with parents.
- Inspectors looked at work in pupils' books and listened to a range of pupils read from different year groups.
- Inspectors examined school documentation, including leaders' evaluation of the school's performance, development planning and information about pupils' outcomes. They also scrutinised minutes of the governing body meetings, monitoring reports completed by the trust, and information about safeguarding, behaviour and attendance.
- Inspectors took account of 17 responses to Ofsted's online survey, Parent View, and 16 comments received through its free-text facility. Inspectors also considered 16 responses to the pupil questionnaire and 17 responses to the staff questionnaire.

Inspection team

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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