



**Supporting evidence portfolios are available,
under the following headings:**

Attainment & achievement profiles

Historical & current, by class, year group
Achievement & teaching
Curriculum
Leadership & CPD
Governance
Parental impact on achievement
Relevant School policies
SSER

Quality of teaching

Triangulated evidence & observation schedules &
outcomes
Leadership of teaching
Relevant School policies
SSER

Behaviour & safety

Progress & Behaviour data
Curriculum
Leadership
Governance
Parental engagement
Relevant school policies
SSER

Achievement Grade 2 with outstanding features	Teaching Grade 1	Leadership Grade 1				
		Curriculum	Leadership of Teaching	Governance	Parents	Self-evaluation
		<p>Pupils make good progress in relation to their prior attainment. Most pupils enter Reception broadly at age related expectations from their many settings.</p> <p>The three year trend shows by the end of Year 6 attainment rises to above the national average overall. SLT have identified where a dip has occurred in attainment and have put in measures to remedy this. Systematic tracking allows SLT to identify and support appropriately to enhance achievement.</p> <p>By the end of Year 2 attainment is consistently above average in reading and maths at level 2b+, although lower at level 3. 19 out of 60 children did not attain a good level of development at the end of the EYFS, 10 went on to achieve better than expected progress in Reading, 8 in Writing and 15 in Maths. SLT and class teachers have a sound knowledge of the children's strengths and areas for development. Provision and intervention is strategically planned at half termly strategic meetings which involve SLT, middle managers and governors.</p> <p>The systematic introduction of Read, Write Inc is leading to improved outcomes after an initial dip in standards last year which is a common pattern when this scheme is initially introduced.</p> <p>In 2014 attainment in Year 6 was above the national averages for level 4b+ and level 5 for maths, reading and EGPS, and level 6 for maths and EGPS. In writing, attainment was the same as the national average for level 4+ and above at level 5+. 88% made 2 levels progress in Maths and 86% in writing and 92% in reading. Our</p>	<p>Progress shows teaching in the EYFS, KS1 & KS2 lessons is at least good with many aspects outstanding.</p> <p>In the majority of lessons:</p> <ul style="list-style-type: none"> pupils show a high level of productivity and make strong visible progress assessment is carefully used to plan to meet individual needs teachers check pupils' understanding throughout lessons, the best reshaping effectively, where needed, with high impact teachers are enthusiastic and have strong subject knowledge teachers use effective and imaginative teaching techniques which actively engage children teachers take every opportunity to use and apply basic skills across subjects. pupils are encouraged to take risks, not give up, to work hard and to support each other <p>In most lessons:</p> <ul style="list-style-type: none"> marking is effective in helping pupils know how to improve, and sets further challenge. <p>We are piloting a 'hot marking' system with a partner school in order that children can improve their work at the point of learning.</p> <p>Seven teachers across the year groups have attended training and attained Outstanding Teacher Programme status, with a further teacher attending this summer term. Two teachers have Maths Masters qualifications with one teacher currently studying for this qualification.</p> <p>The school hosts School Direct trainees through the Two Mile Ash partnership. Many of our staff</p>	<p>Our curriculum is exciting, relevant, broad and balanced. It has been reshaped to embrace the revised national curriculum.</p> <p>It reflects the ethos and values of the school. It is driven by SMSC and promotes British values and as a result pupils thrive. As well as teaching the core NC subjects we include some additional subjects to enhance our children's learning experience these are often embedded without topics but are also utilised in supporting children who have additional needs or learn in very practical ways or to enhance their well-being and mental health at challenging times.</p> <p>-film and media -engineering -enterprise -wacky woods school</p> <p>We also engage in action research. Currently we are exploring Bi-lateral Integration; and Better Movers and Thinkers programme.</p> <p>Subject knowledge, skills & understanding are well planned and assessed.</p> <p>Pupils show high level of interest and enthusiasm. They tell us they love school and enjoy lessons.</p> <p>Through strategic analysis key</p>	<p>Performance Management drives improvement in the quality of teaching very effectively and therefore raises achievement.</p> <p>All leaders share responsibility and accountability for the quality of teaching and learning across the school. As a result achievement is consistently good and often outstanding.</p> <p>Provision of excellent CPD, identified at the strategic meetings and through appraisal, improves subject knowledge, pedagogy and spreads effective practice. (applies for teaching and support staff)</p> <p>Creative use of staff strengths across the school enables the modelling of best practice.</p>	<p>Governors have appointed strong and effective new Assistant Head Teachers (acting in Deputy roles) and an interim AHT who knows the school well and has been here from day 1 to build on school strengths. This reflects effective succession planning.</p> <p>Governors have a deep understanding of the quality of teaching and make staffing deployment and pay decisions with deep insight.</p> <p>Governors are fully involved in leadership decisions through participation in the half termly strategic meetings, OCEAN (OFSTED Criteria Evidence and Action Notification) briefings and Strategic Action Plans</p> <p>Ambition for pupils from governors and staff is exceptional</p>

<p>aspirational targets for 2015 will return to our previously higher standards with the vast majority of children on track to achieve level 4+. Provision and intervention is strategically planned at half termly strategic meetings which involve SLT, middle managers and governors.</p> <p>Staff also meet weekly to ensure any slippage is identified and addressed immediately. Additional staff members or resources are allocated as appropriate.</p> <p>Work scrutiny shows good use of basic skills across the curriculum and a high standard of work in all subjects. A recent visit from Basic Skills Assessor highlighted the strong performance in this area.</p> <p>SLT analyse variances and action as appropriate to ensure gaps are closed. This is shared with the Governing Body through the head teachers termly OCEAN report. All staff are accountable for standards within school - Class Teachers, Year Leaders, Middle Managers, Senior Managers and Governors - quality assurance checks are rigorous.</p> <p>Triangulated evidence is used to ensure that we have a full picture of achievement at OPA using analysis of teaching and learning over time including work scrutiny, deployment of TAs, pupil progress, use of marking, assessment and testing to help pupils improve their learning.</p> <p>Our new creative curriculum has provided more opportunities for taught literacy and maths skills to be applied in context. Children's engagement is high and this has led to improvements in cross curricular outcomes.</p>	<p>currently employed came through this route. A further staff member who joined us as a nursery nurse is currently completing her Foundation Degree and will begin the School Direct programme in September.</p> <p>Support for new staff and those in need of support to improve their teaching, is in place through the rigorous triangulated evidence schedule utilising our Teachers to support Outstanding practice.</p> <p>Teaching Assistants received weekly dedicated CPD time to enhance their ability to support learning and the school are taking part in the MITA (Maximising the Impact of Teaching Assistants) programme.</p> <p>Support for staff through triangulated model utilising OTP teachers to coach has proved successful.</p> <p>Staff have become more creative in planning for pupils individual needs leading to less adult led interventions eg engaging parental support</p>	<p>priorities are identified for the whole school and individual year groups, resulting in enhanced performance and pleasure in learning.</p> <p>The Oxley Park Thematic Curriculum makes learning relevant, engaging, memorable and motivating.</p> <p>Intervention support is delivered by highly trained staff to ensure all pupils are fully included.</p> <p>Pupils show high levels of motivation, interest and continue this into their home learning.</p> <p>Memorable learning experiences lead to a love of learning and an understanding of British values, culture and diversity.</p> <p>Our curriculum enrichment opportunities are of the highest calibre. They are well attended and include a range of clubs that cover sport, art and music etc.</p>	<p>The school believes in 'no glass ceilings' and that potential is exponential.</p> <p>As a result, pupils have high expectations of themselves and achieve well.</p> <p>Deployment of support staff is extremely effective and targeted towards pupils' needs. As a result pupils make good progress</p> <p>Leaders have ensured Teaching Assistants have accessed high quality training to support delivery of support programmes and RWInc.</p>	<p>and encompassed in the school motto.</p> <p>Governors have developed a system of highly sought after awards which are presented termly and worn proudly by staff and pupils.</p>	<p>To support this further over the last three terms , the head teacher introduced three ongoing whole school challenges based on identified improvement needs these are</p> <ul style="list-style-type: none"> -RED (Read Every Day) -Times tables challenge -Handwriting <p>A parental working group worked with Network and Faculties Manager to improve the school website to make it more accessible to stakeholders</p>	<p>As a result, pupils achieve well and any gaps are identified early and addressed.</p>
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WHAT NEEDS TO IMPROVE?	WHAT WILL IMPROVE ACHIEVEMENT?					
<p>Continue to use the strategies and systematic approaches which are leading to improved performance in teaching and learning.</p>	<p>The outcomes of our pilot programme on marking should lead to more improvements in children's work at the point of learning whilst also ensuring the staff have a better work/life balance</p> <p>Continue to develop the roles of middle leaders to further support their teams and to enhance their teaching.</p>	<p>To continue to develop staff confidence our understanding of describing standards using Milestones instead of NC level descriptors</p> <p>Monitor the impact of new OPA curriculum in preparation for 2015/16 academic year.</p>	<p>Continue to develop the roles of middle leaders to further support their teams and to enhance their teaching.</p> <p>5 year succession plan to be developed.</p>	<p>Continue to formalise reporting of Governor visits</p>	<p>Continue the development of 'WTFC' to include other stakeholders</p> <p>AHT role with responsibility for Parental engagement & promoting the differences between engagement & involvement</p>	<p>Ensure new staff in our growing school understand the concept of our accountability lift.</p>

Behaviour and safety

Description of behaviour and safety Grade 2 with outstanding features	WHY BEHAVIOUR AND SAFETY IS AS IT IS?					
	Teaching Grade 2 with outstanding features	Leadership Grade 1				
		Curriculum	Leadership of teaching	Governance	Parents	Self-evaluation
<p>Governors and staff work tirelessly to ensure pupils are safe and all requirements are met. Pupil behaviour in lessons, during play and around school is outstanding. They have an excellent attitude to learning and their active, stimulating curriculum enables them to remain enthusiastic, hard working individuals. Pupils tell us they feel safe in school and have excellent relationships with all adults in the school.</p> <p>Pupils always tell an adult if they feel they are being bullied, and although rare, this is investigated fully.</p> <p>Pupils and staff are very aware of unsafe situations and how to keep themselves and others safe. Documentation is clear, concise, easy to follow and in line with school policies. Clearly defined procedures ensure the safety of all children, staff, governors and visitors to school.</p> <p>Attendance has improved over the last five years and is higher than the national average A middle manager works with the data and assessment manager to monitor attendance and follow up any concerns on a weekly basis.</p> <p>Visitors are supported on entry to be safe and are aware of school systems and procedures to stay safe and keep others safe.</p> <p>Staff member for SMSC allocated – mental health, assembly, end of day reflection, values education, Rights Respecting schools</p> <p>Relaunch of 5 Cs and what they look like for all adults (staff, parents, governors) and children at</p>	<p>Pupils are supported by highly systematic, consistently applied techniques to behaviour management.</p> <p>Lesson observations indicate that all teachers actively promote excellent behaviour within lessons.</p> <p>Pupils show very high levels of engagement, courtesy, collaboration and cooperation both in and out of lessons.</p> <p>Exemplary behaviour is rewarded</p> <p>Any low-level disruption is quickly controlled and any persistent behaviour issues addressed in partnership with parents.</p>	<p>Educational visits and activities are risk assessed and documented carefully.</p> <p>Because children are so motivated and excited by the curriculum, attendance is high and behaviour and attitudes are excellent.</p> <p>School activities promote a team building culture and an ethos of friendship and family.</p> <p>Spiritual, Moral, Social and Cultural elements run throughout the curriculum and there is an emphasis on developing the whole and healthy child.</p> <p>Healthy Schools Award means children are healthy and safe.</p> <p>Our outstanding curriculum enrichment opportunities provide children with opportunities to "have a go" at things they may well never have encountered as well as promoting key SMSC skills and attitudes.</p> <p>Further development of the curriculum to include more ambitious experiences for</p>	<p>Staff recruitment fully meets Safer Recruitment requirements</p> <p>Staff are trained in First Aid (designated and EYFS in paediatric) and Fire Safety</p> <p>All staff trained to deal with emergency anaphylactic reactions (annually)</p> <p>A designated staff member takes responsibility for the overview & monitoring of accidents at school/first aid</p> <p>Weekly inspections and daily visual inspections are done of all school playground areas.</p> <p>Health Care plans – with photos for easy identification - are on display in a staff accessible office.</p> <p>Classes have First aid advice on the back of class cupboard doors for supply/cover staff awareness.</p>	<p>Health and Safety Regulations adhered to and annual check by designated governors.</p> <p>Exceptionally strong ethos of care and ambition at all levels.</p> <p>Representative Governors have had safer recruitment and safeguarding training.</p> <p>Governors receive termly reports from HT through O.C.E.A.N briefing of data and analysis of these aspects.</p>	<p>Almost all pupils are consistently punctual in arriving at school and lessons and the school work hard to support and assist parents whose children are late.</p> <p>Excellent parental partnerships for pupils with any behavioural problems.</p> <p>Parents, staff and pupils are generally highly positive about behaviour & safety.</p> <p>To encourage all parents to value excellent attendance we award certificates for termly 100% attendance.</p> <p>At the end of year prize giving assembly, public recognition is given to children who have 100% attendance.</p> <p>A new attendance section on the website shows each class' percentage attendance that week.</p>	<p>Active and highly effective early identification and tackling of possible bullying.</p> <p>Promotion of and support for pupil voice throughout the school.</p> <p>Behaviour & safety are discussed regularly at Year group, SMT & SLT meetings</p>

<p>OPA</p> <p>We have expanded our Safeguarding Team to ensure all SLT have designated teacher training and safer recruitment training. Weekly SLT meeting include Safeguarding as an agenda item. One Vice principal has undertaken Train the Trainer to deliver safeguarding in school. training for all staff including cleaners and administrative staff has included basic safeguarding training, child sexual exploitation awareness, and Female Genital Mutilation.</p>		<p>pupils to develop even better independence, indoors and out. eg ice hockey with MK Lightning and Caldecotte Experience (including rock climbing canoeing, high wires, caving resulting in a national qualification)</p>	<p>A designated member of SMT is responsible for monitoring and promoting good attendance and any dips in attendance or trends of lateness are addressed quickly.</p> <p>Behaviour logs are kept by staff and monitored by a designated member of SLT</p> <p>Some pupils with poor behavioural trends have personalised records to ensure triggers and patterns are identified for that child and provision is therefore matched to need.</p> <p>Our four Designated Fire Wardens have been adequately trained.</p> <p>Food hygiene certification is held by appropriate staff members.</p> <p>Policy review was undertaken in Autumn term to merge the Positive Behaviour and Rewards and Sanctions policies to ensure consistency of approach.</p>			
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What needs to improve?	WHAT WILL IMPROVE BEHAVIOUR AND SAFETY?				
<p>Continue to monitor the impact of the lunchtime experience with the new catering provider starting after Easter</p> <p>Continue to monitor the incidents of any low-level disruption.</p> <p>Protective Behaviours training for staff needs repeating due to new staff members (April 2015)</p> <p>SLT are producing a schedule of training with MKSCB to ensure all members of the safeguarding team have attended every 'recommended' workshop to exceed further than the statutory requirement.</p>	<p>Low-level disruption to be improved through observation of & support from outstanding teachers and SLT</p>		<p>Develop procedures for first aid, special needs and behaviour (good and bad).</p>	<p>expand the number of governors who had safeguarding and safer recruitment training</p>	<p>Continue to monitor lateness & attendance and target improvement.</p> <p>Monitor impact of zero tolerance for holidays in termtime.</p>

Key improvements made since the last inspection:

From - What does the school need to do to improve further? Ofsted 2-3 March 2010

Improvements needed	Actions	Evidence
<p>"Raise attainment in mathematics for higher-ability pupils, so that the school reaches its challenging targets for level 5, by incorporating a higher level of challenge into practical investigations and problem solving tasks."</p>	<ul style="list-style-type: none"> • Whole school maths focus from MAST on talk in mathematics with an emphasis on reasoning and questioning. • Maths weeks providing opportunities on problem solving – puzzle week and my money week. • Whole school setting for Mathematics • Saeeda Wilson-Andoh, Jules Phillips and Emilie Harbottle have attended level 6 maths training to deepen subject knowledge and challenge more able pupils. • 2 Maths Masters teachers completed training in school • New NC for maths training for maths leaders 	<ul style="list-style-type: none"> • Data- attainment and achievement • Observations of teaching • Maths specialist assignment • CPD log
<p>"Increase the pace of learning during the first part of the lessons when the whole class is taught by the teacher by: -Reducing the amount of time teacher's talk to the class as a whole. - Improving the opportunities for discussion between pupils and their partners. - Ensuring that teachers plan activities and pose questions that challenge the range of abilities within the class, especially the higher attainers."</p>	<ul style="list-style-type: none"> * Chris Quigley training focussing on lesson hooks to get children engaged at the start of lessons. * Creative curriculum planning focussed on steps to progression to ensure progression and pace. * Chris Quigley training on roles and responsibilities of children within the lesson. * Lesson planning formats altered with an emphasis on learning checks & hooks to learning. * MMS & RWInc introduced with more emphasis on children as active learners throughout the lesson. (pacey) * Trialled different classroom environments to limit carpet time * Planning now indicates levels to ensure lessons cater for ranging abilities. * Whole school setting to ensure appropriate challenge. * Whole school maths focus on Talk. 	<ul style="list-style-type: none"> • Lesson observations • Planning • CPD log

further comment Feb 2015

maths – further commitment to MAST training for staff setting where appropriate to meet need

PACE – development of RWI from the bottom up, MMS no longer appropriate for new NC except conceptually