

# Inspection of Oxley Park Academy

Redgrave Drive, Oxley Park, Milton Keynes, Buckinghamshire MK4 4TA

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Inspection dates: 5 and 6 April 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils simply love their school. They really look forward to their lessons and live up to leaders' high expectations. At the end of each term, pupils proudly share their learning with their parents through the school's 'Fab Finale' celebration.

Pupils, including the very youngest, conduct themselves maturely and responsibly. They are excellent role models for others and wear the coveted 'Golden Thread Award' with the greatest joy. Pupils are happy and feel extremely safe. They know what to do if they are worried about something. Pupils confirm that the very rare incidents of bullying are dealt with efficiently.

Pupils thoroughly enjoy the after-school clubs because they have a strong voice in deciding what's on offer. Their all-time favourites are rock steady, healthy eating, gymnastics and quidditch clubs. Pupils are especially delighted with the playground which they have designed themselves. They look forward to joining in with their friends' games on the magnificent pirate ship or using the theatre, disco and the beach areas. Pupils know how to look after their health and well-being. They practise mindfulness and are inherently alert to the impact of their actions in school and beyond.

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

Leaders' work to bring about significant improvement at this school has been highly successful. They have high ambition and are adamant that every pupil, including those with special education and/or disabilities (SEND), should leave school with the confidence to 'dream, believe and achieve'. Leaders have designed an aspirational curriculum. The curriculum gives teachers clear information on the essential knowledge pupils and children in early years need to learn and the order in which it should be taught. Leaders also enrich the school's curriculum offer through visits to museums, galleries, the theatre and local places of interest.

Staff receive regular, high-quality training to enable them to confidently teach the school's curriculum. Teachers routinely check what pupils know already. They help pupils to make links in their learning. Staff are adept at identifying pupils with SEND and providing them with the help and resources they need to enable them to learn well. Across most subjects and areas of learning, staff help pupils to understand how previous learning is relevant to what they are learning now. However, in a few subjects, this is not as consistent. As a result, pupils do not learn as well as they could. Leaders are providing further training for staff to address this.

Leaders are clear that reading 'unlocks opportunities for future success'. Pupils know that reading happens anytime and anywhere. Every corner and corridor at Oxley Park are brimming with exciting and enticing reading areas, such as the beach and café spaces, that encourage pupils to dive into a good book. Pupils talk knowledgeably about different books and their favourite authors. Staff deliver the school's phonics programme well, and pupils look forward to their lessons. The

books children read are matched well to the sounds taught in lessons. Staff make sure that pupils who find reading difficult receive the help that they need to catch up quickly. One pupil said, 'Our teachers just keep making us practise our phonics till we become really good at reading.'

Pupils behave exceptionally well in class and around school. They are highly motivated in lessons and demonstrate positive attitudes to their work. There is rarely any disruption in learning. When moving around the school and in the playground, pupils consistently show great self-discipline.

The school's work to develop pupils' character and prepare pupils for life in modern Britain is exemplary. Pupils take on leadership roles as the 'fab' ambassadors, library monitors, play rangers and language ambassadors. They also regularly work with a range of professionals and experts to learn about the careers open to them. Pupils use their democratic voice to influence change in the local community and beyond. For example, while studying climate change, pupils organised a campaign to stop the use of plastic straws in local restaurants and within their town. Pupils offer reasoned, respectful contributions when discussing topical issues such as homelessness, food poverty and individual liberty. They understand that all people should be treated equally. One pupil said, 'We are the generation who will put a stop to inequality.'

Governors are very ambitious for pupils' academic and social success. They visit the school regularly and provide challenge and support in equal measure. Staff are proud to work at the school. They feel greatly supported by leaders and governors in managing their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed a culture in which everyone is responsible for safeguarding pupils. Staff receive regular training and understand the process for reporting the slightest concerns that they may have. Leaders work effectively with a range of outside agencies to provide pupils and their families with any additional support that they may require. Leaders ensure that appropriate checks are completed for new members of staff.

Pupils learn how to keep themselves safe through the school curriculum. They know how to stay safe online and when out in the local area.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a handful of foundation subjects and some areas of learning in early years, teachers move learning on too quickly. They do not carefully check and help pupils embed the essential knowledge. This means that, at times, pupils do not

always learn as well as they could. Leaders should continue to provide training to develop teachers' expertise to deliver the curriculum effectively.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	136853
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10227337
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	669
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tracy Billingsley
<b>Headteacher</b>	Noel Springett-McHugh (Executive Headteacher)
<b>Website</b>	<a href="http://www.oxleyparkacademy.com/">www.oxleyparkacademy.com/</a>
<b>Date of previous inspection</b>	19 and 20 June 2018, under section 5 of the Education Act 2005

## Information about this school

- The school does currently not use any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. The lead inspector also heard a selection of pupils read.
- The lead inspector met with four governors, including the chair of governors who is also the chair of trustees.

- Inspectors considered responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of responses to the Ofsted Parent View questionnaire and additional free-text responses.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils.
- Inspectors considered responses to the pupil survey. They met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation, including the school's self-evaluation, school development plan and pupil premium and catch-up funding plans.

### **Inspection team**

Shazia Akram, lead inspector	Her Majesty's Inspector
Alan Derry	Her Majesty's Inspector
Ian Elkington	Ofsted Inspector
Lucy English	Her Majesty's Inspector

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