

Oakfield Primary Academy

Address: Oakfield Road, Rugby, Warwickshire, CV22 6AU

Unique reference number (URN): 138915

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders' focus on the importance of regular attendance is relentless. High expectations, positive relationships with parents and visible staff presence all contribute to the gains made over time. Leaders' actions have had a demonstrable impact. Attendance has increased year on year and persistent absence has reduced significantly.

The whole-school approach to attendance is inclusive and responsive to pupils' needs, particularly the most vulnerable. Leaders carefully analyse attendance data. They identify barriers early and put in place tailored strategies before issues escalate. Positive relationships and incentives further motivate pupils and families. This creates a culture where pupils feel valued and want to attend.

Behaviour across the school is highly positive and underpinned by clear, consistent routines. Leaders ensure that staff have the expertise to deliver tailored support for pupils who need it. They make adaptations for pupils who struggle to manage their behaviour. Strategies used are successful. This is shown in the significant reduction in suspensions issued and behaviour incidents logged.

Pupils demonstrate respect and cooperation during lessons. During social time, pupils play happily with others. Bullying and discriminatory behaviour are not tolerated, and staff deal with concerns promptly.

Inclusion

Strong standard ●

Leaders have built an inclusive culture that focuses on all pupils. This is especially true for those who are disadvantaged, pupils with special educational needs and/or disabilities, or pupils who receive help from social care. Robust systems for early identification and assessment help leaders to recognise individual needs quickly. These needs are then met with effective, tailored support. This quick intervention allows pupils to access the same curriculum as their peers and progress well from their starting points.

Staff benefit from high-quality training that equips them with the expertise to understand pupils' needs. This enables them to adapt learning and remove barriers. There is extra adult support and specialist resources where needed. These include Braille typewriters and sensory aids. This ensures that all pupils, including those with physical disabilities, can fully participate in lessons.

Leaders monitor the impact of adaptations and interventions through regular reviews, pupil voice and staff discussions. They use this information to refine provision and sustain pupils' progress. Effective partnerships with families and external agencies further strengthen the support for vulnerable pupils.

Pupil premium funding is used effectively to enhance learning and personal development, for example, by subsidising trips and providing effective targeted support. Collaboration with

other professionals ensures there is additional help for children known to social care. This improves pupils' achievement and their wellbeing.

Leadership and governance

Strong standard ●

Leaders have a firm grasp of the school's strengths and areas for development. Rigorous analysis and accurate evaluation inform all priorities identified. There is a demonstrable impact of leaders' actions. This can be seen in improved attendance, behaviour, achievement and inclusion of pupils.

Leaders work effectively with families to ensure timely support for all pupils. Constructive relationships with parents and carers foster trust, and concerns are addressed promptly.

Leaders prioritise high-quality, research-based training. A comprehensive training calendar supports all staff, from those early in their career to senior leaders. Leaders' checks on teaching and learning ensure that curriculum implementation and impact are regularly evaluated. Findings inform adjustments and further support.

Governance is robust and effective. Governors are committed to securing high-quality education for pupils, particularly the most vulnerable. They validate information provided by leaders through school visits. Meeting records evidence challenge and support. Decisions made are always in pupils' best interests. Governors fulfil their statutory duties, including safeguarding. They actively promote staff wellbeing and a manageable staff workload.

The trust has robust oversight of the school's effectiveness. Leaders benefit from the network support and core training provided. Trustees scrutinise school performance information thoroughly. They rightly have full confidence in the school's leadership.

Personal development and wellbeing

Strong standard ●

Leaders have designed a highly engaging personal development programme. They have sequenced learning so that pupils build detailed knowledge across the personal, social, health and economic curriculum. This results in pupils who are reflective, confident and mature.

Leaders work tirelessly to provide meaningful opportunities and experiences tailored to the context of the school. In addition to a full calendar of trips and events, leaders have adopted the trust's initiative of '11 Before 11' as an entitlement for all pupils. This culminates in Year 6 pupils visiting France to practise the French they learn at school. These events build pupils' character, aspirations and social skills.

The school ensures that pupils make a positive impact in the local community. This includes work with care homes and the local hospice. Leaders' work to nurture and develop talents is effective. They work with local organisations to promote music, sports and the arts. Leaders ensure that there are no barriers to access for these experiences. Disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care are well represented in clubs, competitions and pupil leadership roles.

The relationships curriculum is well designed and fulfils statutory requirements. As a result, pupils are responsible and know how to stay safe, both online and offline. They maintain healthy relationships, cooperate well and display impeccable manners.

Leaders ensure that pupils demonstrate a positive understanding of cultural diversity and world faiths. Pupils treat one another with respect. Those with a protected characteristic, and those from different backgrounds, speak about how happy they are at the school. As a result, pupils work and play together happily in a highly inclusive environment. Fundamental British values are understood, and pupils are well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard 

Leaders ensure that pupils learn the important knowledge of reading, writing and mathematics they need to build on. Staff focus on developing pupils' communication skills. This supports pupils' learning well.

Pupils in each key stage, including those who are disadvantaged, progress appropriately across a range of subjects. This prepares them well for the next stage of their education, particularly in reading and mathematics. Many Year 1 pupils achieve well in the phonics check and Year 4 pupils succeed in the multiplication check. By the end of Year 6, the proportion of pupils reaching the expected standards in reading, writing and mathematics is similar to the national average.

From their starting points, pupils of different abilities make stronger progress in reading and mathematics than in writing. A small proportion of pupils, including some who are disadvantaged, do not consistently achieve the higher standard in writing. In contrast, the proportion attaining higher standards in mathematics is above the national average.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of curriculum and teaching. They review this regularly and act quickly to bring about improvement. Leaders ensure that the curriculum is well sequenced in each subject. There is an appropriate focus on building pupils' language and vocabulary, both written and spoken.

Generally, the curriculum is taught well. Staff know the needs of their pupils and adapt teaching based on their checks. However, on occasion, pupils wait too long for staff to move their learning on. This can limit their progression through the curriculum.

Leaders prioritise the development of the early skills in reading, writing and mathematics. This is visible across the school and high profile in every classroom. However, sometimes teachers provide limited opportunities for pupils to develop their writing in other subjects. This affects pupils' ability to write independently and consolidate the skills learned.

Reading, including phonics, and mathematics are taught well. Teaching and targeted support for those pupils who fall behind are generally effective. As a result, barriers to achievement are reduced. Leaders have designed the curriculum with pupils who have additional barriers in mind. They ensure that staff have the expertise to adapt the curriculum effectively. This ensures that all pupils access a full curriculum.

Early years

Expected standard 

Children in the Nursery and Reception classes enjoy learning and playing together. They learn to be independent, curious and confident in this nurturing environment. Staff work closely with parents and carers. They involve them fully in their child's learning.

Children are well prepared for the next stage of their learning. Most children develop well by the time they start Year 1. Staff have an accurate understanding of children's individual learning and developmental needs. They make sure that the curriculum, across all areas of learning, builds effectively on what children know, understand and can do. Activities for children with special educational needs and/or disabilities are carefully adapted. This enables them to achieve well.

From the outset, staff prioritise early reading, writing and number. Phonics teaching begins in the Reception Year, and many children gain the skills to read and write well. Stories and rhymes capture children's interest and imagination. A key focus is developing language and vocabulary. However, some staff-child interactions do not extend learning as much as they could. As a result, a few children do not make the language gains expected.

What it's like to be a pupil at this school

Pupils enjoy school and feel safe, valued and cared for. They know that they can speak to an adult on their 'network hand' if they are worried about anything. Pupils have positive attitudes to learning and are keen to talk about their work.

Leaders prioritise reading, writing and mathematics from the outset. Effective teaching and well-planned activities help children learn their early sounds, letters and numbers successfully. The well-structured curriculum enables all pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND), to achieve well and meet expected standards by the end of each key stage. Consequently, pupils are well prepared for the next stage of their education.

Staff know pupils well and foster positive relationships. They adapt teaching to reduce barriers for vulnerable pupils. This includes those who need extra help, pupils with SEND and those who speak English as an additional language. These adjustments are effective, ensuring that pupils succeed and take part fully in lessons and school life.

Pupils behave well. They respect each other and trust staff to deal quickly with any bullying or misconduct. When pupils struggle, leaders use effective strategies to help them manage their behaviour. The school is calm and orderly, so pupils learn without distraction.

Attendance has improved and is in line with the national averages, including for disadvantaged pupils and those with SEND. Leaders work successfully with families to support regular attendance.

The school offers many wider opportunities to promote pupils' development. Interesting clubs, events and visitors enrich pupils' enjoyment of school. They learn about, and show, tolerance and respect for those with different beliefs and backgrounds. They contribute positively to the community through charity fundraising events. For example, baking for neighbours and electing pupil parliament representatives. These experiences help prepare pupils well for life in modern Britain.

Next steps

- Leaders should ensure that pupils are given opportunities to apply their writing skills more broadly across the curriculum to enhance and deepen their learning.
 - Leaders should ensure that staff in the early years further develop children's communication and language skills through consistent high-quality interactions.
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About this inspection

The school is part of Reach2 Academy Trust, which means that other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

Inspectors carried out this full inspection under section 5 of the Education Act 2025.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and senior leaders. The lead inspector also had meetings with 5 members of the local governing body, including the chair of governors. She also met with the chair of the education trust committee and the interim deputy director of education from Reach2 Academy Trust.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

The school has undergone a significant change to its senior leadership since the last inspection. A new headteacher was appointed in September 2023 and a new deputy headteacher was appointed in January 2024.

Headteacher: Mrs Natasha Samra

Lead inspector:

Heather Simpson, His Majesty's Inspector

Team inspectors:

James Dean, His Majesty's Inspector

Matthew Seex, His Majesty's Inspector

Usha Devi, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

429

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

33.33%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.86%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.68%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above
2024/25 (revised)	74%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	83%	74%	Above
2022/23 (final)	71%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (revised)	81%	72%	Above
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25 (revised)	58%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	65%	46%	Above
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average
2024/25 (revised)	65%	63%	Close to average
2023/24 (final)	85%	62%	Above
2022/23 (final)	56%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (revised)	69%	59%	Close to average
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	75%	59%	Above
2022/23 (final)	56%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-15 pp
2024/25 (revised)	58%	69%	-12 pp
2023/24 (final)	65%	67%	-2 pp
2022/23 (final)	41%	66%	-25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-13 pp
2024/25 (revised)	65%	81%	-15 pp
2023/24 (final)	85%	80%	5 pp
2022/23 (final)	56%	78%	-22 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (revised)	69%	78%	-9 pp
2023/24 (final)	65%	78%	-13 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-18 pp
2024/25 (revised)	58%	81%	-23 pp
2023/24 (final)	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	56%	79%	-23 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	5.7%	5.1%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	17.1%	14.3%	Close to average
2023/24 (3 term)	17.3%	14.6%	Close to average
2022/23 (3 term)	18.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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