

Inspection of a school judged good for overall effectiveness before September 2024: Oldfield School

Kelston Road, Bath, Somerset BA1 9AB

Inspection dates:

21 and 22 January 2025

Outcome

Oldfield School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Andy Greenhough. This school is the only school in the Oldfield School single academy trust. The trust is overseen by a board of trustees, chaired by Tahir Darr.

What is it like to attend this school?

The school community has recently re-set the school values. 'Kindness' has been a particular focus. As a result, pupils rightly describe a culture of care and compassion in their school. Pupils appreciate the ways in which staff listen to and support them. They are confident that if they have a concern, staff help them.

The school has high expectations for pupils to achieve well. For example, the 'super curriculum' helps pupils to build on their learning. The school has further raised their expectations of pupil conduct. This led to an increase in sanctions for a few pupils, but this is now reducing. Pupils behave well. They are polite and courteous.

The number of students in the sixth form has grown. They actively contribute to being part of the wider school community. For example, many students learn to teach English as an additional language. They support and mentor younger pupils who have English as an additional language. This high-quality scheme builds strong relationships between students and pupils.

Many pupils attend the school council. They contribute to decisions that improve the experience of school for all. Pupils know the school listens to and values their views.

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

The curriculum is broad and ambitious. Across the curriculum, pupils and students deepen their knowledge through extended reading and resources. At key stage 4, fewer pupils study the English Baccalaureate suite of subjects. This is developing as more pupils study a modern foreign language for longer. In the sixth form, students study subjects that help them to follow their chosen career path.

The school curriculum is carefully designed so that new learning builds upon what pupils have previously learned. The school evaluates this to make sure the knowledge they want pupils to know well is clearly identified. Teachers check how well pupils understand their learning. In a few parts of the curriculum, this is not done as effectively. When teachers do not identify misconceptions, pupils are not clear on what they need to do next to improve.

Some pupils start the school with gaps in their literacy skills. The school acts promptly to improve literacy standards. This is comprehensive so pupils have the specific learning they need. However, in a few subjects, the strategies to improve literacy are not well implemented. This means, some pupils do not develop their subject spelling or reading in those areas as well as they could.

The school is ambitious in its expectations for pupils to read widely. Pupils in the early stages of reading learn through a closely checked reading programme. Pupils progress well through this. The school has recently put in place more precise phonics learning to help pupils develop as fluent readers.

A higher-than-average number of pupils with special educational needs and/or disabilities (SEND) attend the school. The school also has a specialist resource base to support pupils with autism spectrum disorder. The school provides support and adaptation to help pupils with SEND achieve exceptionally well. It is effective in identifying the needs of pupils and ensuring the right actions meet their needs. Pupils and parents enthuse about the provision. Many pupils with SEND successfully continue their studies in the Sixth Form.

Robust support and tracking are in place for checking how well pupils attend school. The school identifies when there are issues and works with those pupils and their families to increase their attendance to school. As a result, pupils attend more regularly.

The programme for personal development means pupils and students are well prepared as they grow to become responsible and active citizens. The school celebrates inclusivity. The school ensures pupils can join a wide range of enrichment activities. For example, many pupils from across the school are preparing for the school musical. When it identifies an opportunity, the school provides activities for specific groups of pupils. Pupils are respectful and thoughtful of others. They plan and lead fundraising events to help others. The school ensures pupils and students experience a full and broad careers programme. From Year 7 to Year 13, pupils and students have many ways in which they engage with employers, learn about future pathways for study and consider a range of careers.

The school takes decisions to effectively plan for the continued and sustained improvement of the school. It communicates its vision clearly with the whole school community. The school is highly regarded by parents and carers, especially for the care it has for its pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers do not sufficiently check on how well pupils understand their learning. When this happens, misconceptions are not identified, and pupils do not know what they need to do next to progress. The school should ensure that strategies for checking what pupils know, helps pupils to progress in their learning.
- The school's actions to improve literacy through the curriculum is not implemented well in a few subjects. This means some pupils do not learn their vocabulary, spelling or develop their reading of texts as well as the school intends. The school should ensure the expectations for teaching literacy through the curriculum are in place.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136483
Local authority	Bath and North East Somerset Council
Inspection number	10344596
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1280
Of which, number on roll in the sixth form	166
Appropriate authority	Board of trustees
Chair of trust	Tahir Darr
Headteacher	Andy Greenhough
Website	http://oldfieldschool.com
Dates of previous inspection	21 and 22 January 2020

Information about this school

- In the last 18 months there have been some changes to the leadership team, including a new headteacher who commenced their post in September 2023.
- The school is a single academy trust.
- The school hosts a specialist provision for pupils with autistic spectrum disorder (ASD).
- The school uses 17 alternative provisions. Four are registered and 13 are unregistered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors visited a sample of lessons, spoke to teachers, spoke to curriculum leaders, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held discussions with the headteacher, members of the senior leadership team, the special educational needs coordinator, subject leaders and teachers.
- The lead inspector met with five members of the board of trustees.
- Inspectors met with several groups of pupils. They also spoke with pupils during break and lunch times.
- Inspectors viewed a range of key school documentation, such as the school development plan, governance reporting and documentation for behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted Parent View, including parents' free-text comments. The inspectors also considered responses to Ofsted's staff survey and responses to Ofsted's survey for pupils

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Helen Kerr

Ofsted Inspector

Tom Hill

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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

© Crown copyright 2025