

# Oakfield Church of England Aided Primary School, Ryde

## Inspection report

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<b>Unique Reference Number</b>	118193
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	358284
<b>Inspection dates</b>	29–30 September 2010
<b>Reporting inspector</b>	Peter Thrussell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Prior
<b>Headteacher</b>	Laura Fairhurst
<b>Date of previous school inspection</b>	3 March 2008
<b>School address</b>	Gassiot Green Ryde PO33 1DR
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## Introduction

This inspection was carried out by three additional inspectors. Eight teachers were seen and 12 lessons observed. Meetings were held with the headteacher, governors, staff, parents, carers and a group of pupils. Inspectors spoke with pupils, parents and carers on the playground. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by staff, pupils and 34 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Pupils' attainment and whether the school's data show good progress, particularly across Key Stage 2.
  - How well teaching contributes to pupils' learning, especially those with special educational needs and/or disabilities and those who are more able.
  - The effectiveness and use of assessment in improving the quality of teaching and learning.
  - Whether the role of leaders and managers at all levels has improved since the last inspection.
- ◆ Why children in the Early Years Foundation Stage only seem to be making satisfactory progress.

## Information about the school

This is a small school situated on the edge of Ryde. It is evolving to become an all-through primary school and currently has pupils up to Year 5. Next year it is due to be relocated to a new site. It is federated with another school in a contrasting location, sharing a governing body and developing leadership roles across the two schools. Most pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is high. More pupils than is expected nationally join or leave the school part-way through the year. The proportion of pupils identified as having special educational needs and/or disabilities is just above average. Their needs include speech, language and communication, and social, emotional and behavioural difficulties. An on-site pre-school, after-school club and a holiday club are run independently of the school. The school has a number of awards including Healthy Schools and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It wants the very best for its pupils and the community that it serves. The many staff who returned inspection questionnaires show that they are all proud to work at the school. All aspects of its work reflect a commitment to the principle that every child matters, demonstrated through its good care, guidance and support for all pupils, extremely effective safeguarding procedures, and excellent engagement with parents and carers. The school's outreach to its parents and carers ensures that every opportunity is taken to support them and to involve them in their children's learning and development. For example, one parent commented that, 'the school has helped me with my children with family learning'. As a result of these links, parents and carers increasingly appreciate the importance of sending their children to school regularly, so that attendance has improved to broadly average levels. The headteacher and senior leaders work closely together and have ensured that the school has continued to improve since its last inspection. Through accurate and rigorous self-evaluation, the school has a clear vision for its future and growth, enhanced through its federation with another primary school. The quality of teaching and the curriculum has improved so that pupils now achieve well and clearly enjoy their time at school. The success of these different factors shows the school's good capacity for further improvement.

Staff assess and track pupils' progress carefully, using day-to-day assessments to identify and plan the next steps in pupils' learning. However, there is some variability. This means that, occasionally, pupils are not sufficiently challenged in their learning and progress slows. Out-of-class support for pupils with special educational needs and/or disabilities, and for those identified as not making sufficient progress, is well focused and effective. However, within lessons, teaching assistants, while checking the work pupils are doing, do not always provide enough support to help pupils to settle and gain a fuller understanding of what they are learning.

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

- Raise attainment and progress by improving the quality and consistency of teaching and learning, ensuring that:
  - the fullest use is made of assessment to plan the next steps in pupils' learning
  - teaching assistants develop their supporting role in lessons
  - pupils fully understand what they are expected to achieve in lessons so that they can assess for themselves how well they are doing.
- Improve provision and outcomes in the Early Years Foundation Stage by:

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- training and developing staff in their different roles
- ensuring that adults talk to children about what they are doing, especially when children are working independently at their chosen activities
- using assessment to identify the next steps in children's learning and to identify and address weaker areas of learning and development.

## **Outcomes for individuals and groups of pupils**

**2**

Achievement is good for all groups of pupils, including those with special educational needs and/or disabilities. Inspectors observed no difference in the learning of boys and girls. Opportunities to work cooperatively and independently make an effective contribution to pupils learning and progress. In a good science lesson in Key Stage 2, the effective use of talking partners helped pupils to share thoughts and develop ideas. Good questioning by the teacher helped to assess pupils' understanding, and showed that pupils were able to explain clearly what they were doing, even though a few opportunities were missed by the teacher to move learning on. In a less effective lesson the activity was too complex for some and better adult support would have enabled pupils to gain fuller understanding and make better progress.

Pupils say they feel safe in school and know that they can talk to adults about any concerns they might have. They know the importance of physical activity and having a sensible diet, recognised in national awards. Pupils gain experience in using their different skills in real life situations, for example through working with a national company to devise a board game, and when, with the help of a local college, planning, costing, preparing and serving a meal to parents and carers. The school's very caring ethos and high expectations of pupils, and its very strong community and church links, add to pupils' good spiritual, moral, social and cultural development. Pupils' good progress in acquiring personal and basic academic skills prepares them well for their future life and learning.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Good relationships ensure that pupils are generally well behaved and quickly settle to work. Lessons are well planned and prepared. Although teachers generally use assessment well to plan what pupils need to learn next, this is not yet a consistent feature in all lessons. Teachers are clear about what they expect pupils to achieve in lessons but this is not always shared well enough with pupils for them to keep a check on how well they are doing. This was evident at the conclusion of a few lessons when pupils found it difficult to talk about their learning and to assess how well they had done. Teachers use interactive whiteboards well to enliven introductions and demonstrate learning. They mostly use questioning and discussion well to check pupils' knowledge and understanding. However, teaching assistants are not always effective, for instance when talking with pupils and checking that they understand. Marking is of a good quality and provides comments that show pupils both how well they have done and how they could improve their work.

The curriculum provides rich, memorable learning experiences that are relevant and purposeful, and relate well to pupils' different needs, interests and experiences. The school recognises that this now needs to take account of its growth into an all-through primary school. A good range of visits and visitors, including residentials, provide first-hand learning experiences, such as the visit to London, when pupils stayed on HMS Belfast. All benefit from very good specialist modern language and music teaching, which

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contributes to the good creative links forged between subjects. In a Years 4/5 lesson, Chinese opera and language teaching were combined with design and technology and mathematics as pupils made masks to show the different characters. A range of lunchtime and after-school clubs, some of which are suggested by pupils, provides further enrichment. Partnerships with other schools and colleges make further effective provision, for example for gifted and talented pupils.

Vulnerable pupils and their families are very well supported through excellent links with parents and carers and strong partnerships with outside specialists. Support staff are well trained to support pupils with particular difficulties. Out-of-class support is especially effective, for example the time pupils spend in the nurture room, set up to provide a warm, welcoming and secure haven. Pupils value the shared time with their parents and carers which boosts pupils' self-esteem as they proudly work together. Those who join the school beyond the normal starting times are very well supported and quickly settle, making similar progress to others.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

With considerable drive and fortitude, the headteacher, well supported by staff and governors, has ensured that the school has continued to improve. All are clear about the actions needed to drive school improvement. Good support for teachers, their accountability for pupils' progress, and sharing good practice within the federation have helped to develop good quality teaching, although some inconsistency remains. Governors ensure that safeguarding procedures are extremely effective. They are well aware of the school's performance and ask pertinent questions, but rightly recognise that their own monitoring role in checking on school improvements could be further developed. The school promotes equality of opportunity well. Pupils are very closely involved in the local community, and links are being established with schools in the United Kingdom and worldwide, including its partner school and schools in Birmingham, Africa and China. As a result, pupils have a good understanding and respect of different communities.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge and skills below those expected at this age, especially in communication and language and personal, social and emotional development. They make satisfactory progress and when they leave to join Year 1, attainment overall is below average. Very strong links with parents, carers and the on-site pre-school, and good induction arrangements, ensure that children are happy and quickly settle into school. Their health, safety and well-being are generally well promoted, aided by good relationships with staff. Children learn to work and play well together, helping each other and taking turns. There is a good balance of teacher-led and child-initiated activities, although child-initiated activities at times lack purpose. Children are keen to be active and make good use of the outside area, although this is not yet fully reflecting all of the areas of learning. Children's progress is at times restricted as adults do not sufficiently engage them in conversation about what they are doing, especially during play, in order to develop their vocabulary, ideas and understanding further. As a result, some children do not persevere well enough with activities and are slow to take responsibility, for example for tidying away. Observations and assessments of children's learning and development are good, but are only just starting to be used to inform future planning, and to clearly identify those areas of learning that require additional focus and support.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Quite a small number of parents and carers returned questionnaires. Their views of the school are very positive. They are happy with their children's experience of school, knowing that they are happy and safe. They confirm that the school is well led and managed, and that it takes account of their suggestions and concerns. A few individual comments were discussed confidentially with the school, but in no way reflected any general pattern of concern.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oakfield Church of England Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	38	20	59	1	3	0	0
The school keeps my child safe	14	41	20	59	0	0	0	0
My school informs me about my child's progress	13	38	20	59	1	3	0	0
My child is making enough progress at this school	9	26	20	59	3	9	0	0
The teaching is good at this school	12	35	19	56	0	0	0	0
The school helps me to support my child's learning	13	38	18	53	0	0	0	0
The school helps my child to have a healthy lifestyle	9	26	24	71	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	29	17	50	0	0	0	0
The school meets my child's particular needs	10	29	22	65	1	3	0	0
The school deals effectively with unacceptable behaviour	7	21	24	71	2	6	0	0
The school takes account of my suggestions and concerns	10	26	20	59	1	3	0	0
The school is led and managed effectively	14	41	17	50	1	3	0	0
Overall, I am happy with my child's experience at this school	17	50	17	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 October 2010

Dear Pupils

**Inspection of Oakfield Church of England Aided Primary School, Ryde, PO33 1DR**

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, very polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. We agree with you and find that Oakfield is a good school.

These are some of the things that the school does well.

- You work hard in lessons. Teachers mark your books well and you use their comments and the targets they set you to help you improve your work.
- The school looks after you extremely well and ensures that you all have good opportunities to learn and develop. The nurture room seems very inviting.
- You are keen to eat healthily and to keep physically fit.
- You make an excellent contribution to the life of your school and community.
- The school fully encourages your parents and carers to support you in your learning.
- Your headteacher, staff and governors are doing a good job.

We have asked the school to work on the following things.

- Some of you could do even better in your learning. We have asked the school to plan your work more carefully so that it is neither too easy nor too hard. For teaching assistants to talk with you more in lessons, so that you fully understand what you are learning about. For teachers to share with you fully what they expect each of you to achieve in lessons so that you can check for yourselves how well you are doing.
- Children in the Reception class could also be making better progress. The staff here are going to get extra support to help them, particularly in planning work for children and also talking with them more about what they are doing.

Thank you again for your help. You can do your bit to help by continuing to work hard in lessons and enjoying all that you do in school.

Yours sincerely

Peter Thrussell Lead inspector

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