

# Oakfield Junior School

## Inspection report

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<b>Unique Reference Number</b>	125019
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	354191
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Samantha Morgan-Price HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Graham Hill
<b>Headteacher</b>	Mr Robert Hart
<b>Date of previous school inspection</b>	7 October 2010
<b>School address</b>	Bell Lane Fetcham Surrey KT22 9ND
<b>Telephone number</b>	01372 374781
<b>Fax number</b>	01372 361049
<b>Email address</b>	head@oakfield.surrey.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors. The number of lessons observed was seven; which equalled the number of teachers seen. The inspector held meetings with groups of pupils, governors and staff. The inspector observed the school's work, and looked at the school's development plan, pupil assessment data, governing body and local authority minutes of meetings and safeguarding documentation. No parental questionnaires were scrutinised.

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

The achievement and attainment in writing and mathematics.

Teachers' use of assessment information to plan pupils' learning.

The actions of leadership and managers to raise standards and drive improvement.

## Information about the school

Oakfield is an average-size junior school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is average, although the proportion of pupils with a statement of special educational needs is significantly above the national average. These pupils have varying needs which include speech, language and communication difficulties. The school has a designated learning difficulties centre which supports 15 pupils with special educational needs.

**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?**

**3**

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

**3**

## Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Attainment is improving at Oakfield; the overall effectiveness of the school is satisfactory. The commitment to raising pupils' achievement is shared by all. Staff in the school want pupils to do their best. The headteacher, with the support of a committed leadership team, is removing the barriers to learning for many pupils. Much improved assessment methods are enabling leaders to accurately predict pupils' attainment and progress. The good pupil progress tracking systems are being used well by teachers and this has brought about much improved attainment especially in mathematics. The school also demonstrated significantly better results in reading and writing, although pupils' attainment in writing is still falling behind other subjects, especially for boys. Pupils enjoy lessons and in some lessons they make good contributions to their learning. They work well with their peers by participating in group and paired work. Overall, teaching and assessment are satisfactory, although many lessons observed were good. Teachers use information and communication technology well to support pupils' learning. Lessons are generally planned well to address the differing needs of pupils. Pupils, especially those in Year 6, know their National Curriculum attainment targets and in some cases what they need to do to improve. Teachers give written feedback on pupils' work; however, the quality of feedback is variable. Where marking is undertaken well there are next steps clearly identified to improve pupils' attainment. In one good example, pupils expressed their views by writing a response to the comments made by the teacher. Not all marked work is of this standard. The support provided by teaching assistants in lessons is of variable quality, although effective directed support was seen in some lessons. The good curriculum enables pupils to become engaged in their learning. In English, 'Terrific Tuesdays' are raising the profile of writing in school especially for boys. Mathematics involves good elements of pupils' actively learning by using shapes. Topic work used contemporary ideas based on the 'Apprentice' theme which heightened pupils' enthusiasm of the Second World War.

Pupils' levels of attendance are high and pupils behave well in lessons and around the school. They make a good contribution to the school's community by offering suggestions to improve the school through the school council. The majority of Year 6 pupils are mentors to pupils just starting the school. The school's theme of 'Value of the Month' is making a good impact on pupils as they apply particular values to their lives in school and at home. The level of care, guidance and support pupils are given is good, including those in the learning difficulties centre. Pupils feel safe and well supported by staff. One pupil said, 'Teachers encourage you to move up to higher groups in mathematics and English.'

Sheer hard work and determination by the leadership team have allowed the school to put the necessary structures in place to enable pupils to start to achieve well. This is evident

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in the much improved progress pupils are making in their learning, especially in Years 4 and 5. The school has received good external support to enable them to make improvements. The effective scrutiny by core subject leaders and swift actions to provide good interventions have proved successful in raising standards. The improvement in the quality of teaching is yet to be fully realised. There has been some good whole-school continual professional development training for teachers that has resulted from sound analysis of pupils' areas of weakness. However, leaders are aware that the impact of actions taken to improve teaching quality is not monitored closely enough. Action plans and the school's broadly accurate self-evaluation identify what leaders and managers need to do next to build on the good improvement in attainment. Therefore, the school demonstrates satisfactory capacity to improve. The governing body is improving its level of challenge to the school and it has a sound understanding of pupils' achievement data. However, members of the governing body recognise more work needs to be done to enable them to critically appraise the work of school leaders.

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

- Raise the levels of pupils' attainment especially for boys in writing by:
  - improving the quality of written feedback up to the standard of the best in order that pupils know what to do to improve their work
  - better use of teaching assistants to support learning in lessons
  - leaders closely monitoring the impact of actions identified to improve individual teachers' practice.
- Increase the governing body's level of challenge to school leaders in all areas of their work.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils make satisfactory progress in their learning. In lessons where good progress was observed pupils took charge of their own learning, supporting each other in pairs or well-structured group work to achieve challenging objectives. Pupils enter the school with levels of attainment which are broadly average at Key Stage 1; they make satisfactory progress at the end of Year 6 to attain standards that are in line with national expectations. In mathematics the proportion of pupils who achieved high grades in 2010 is significantly above the national average. Boys do not make as much progress as girls in their writing. Pupils with special educational needs and/or disabilities, including those in the learning difficulties centre, achieve as well as their peers.

Pupils are encouraged to adopt a healthy lifestyle and they demonstrate a good awareness of how to keep fit and healthy, including what they understand to be a healthy diet. The work they do to support the school community as members of the school council, buddies and mentors is more developed than the work they undertake in the wider community. Pupils develop good social, moral and spiritual skills. However, their appreciation of living in a multi-cultural society is less developed.

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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>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<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?

Work undertaken following the school's own review of teaching, learning and assessment has resulted in a reduction of inadequate lessons. Where teaching is good, teachers have positive relationships with pupils and are successful in creating a motivating atmosphere in which learning is enjoyable and the pace of learning is swift. Staff use a variety of teaching styles and well-adapted activities that enable most pupils in these lessons to make good progress in their learning. In a few weaker lessons, there is little evidence that pupils who are more able are effectively challenged by the learning activities set. The impact of the school setting pupils in mathematics and English further enables pupils to build on good attainment.

The good curriculum in English adds to pupils' enjoyment. Key topics are covered imaginatively and there are themed days to promote writing. Drama is used well to support many areas of the English curriculum and good lessons were observed where pupils were analysing the feelings and emotions of key characters from *Midsummer Night's Dream*.

There are good systems for monitoring pupils' levels of attendance; this has enabled the school to maintain high pupil attendance. The support given to pupils in the learning difficulties centre enables them to integrate into the main school well. Good, effective

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tracking and support systems are in place to enable the school to support the most vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?

The effective restructuring of the leadership team has resulted in clear responsibilities and accountability. Senior leaders recognise that a sharper focus on pupils' achievement will enable leaders to improve the speed to which some actions are taken to improve pupils' attainment. The data analysis systems enable leaders to have a sound understanding of individual and groups of pupils' achievement within the school. Good measures are implemented when pupils are at risk of underachieving; the school promotes equality of opportunity satisfactorily. The school is a harmonious community where pupils work well together. However, the school's work in the wider community is limited.

Sound procedures, implemented by the school, ensure the school's premises are safe; the school meets all requirements for the safeguarding of children. The governing body is improving the level of scrutiny it provides to the school and governors have received appropriate training to provide them with a better knowledge of how to challenge leaders in their work.

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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>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

- Parents and carers' questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.



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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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.**



Dear Pupils

**Inspection of Oakfield Junior School, Fetcham KT22 9ND**

Thank you for the help you gave me when I visited the school. I enjoyed talking to you in lessons, around the school and in my meeting.

You have excellent attendance at school and your behaviour is good. You told me that the support your teachers offer you in lessons and at other times are good. It is clear that you value the care and support that teachers give you and your results at Key Stage 2 has improved this year especially in mathematics and reading. Your grades in writing are not as good. You understand how to keep healthy and you take up lots of sport and other physical activities. I know that Year 6 pupils work as 'buddies' to support pupils in the lower year groups. Under the leadership of your headteacher and senior teachers, faster actions have been taken to improve your grades and to help you achieve better.

Senior teachers are identifying what they need to do in order that you continue to improve your work. However, there are a few points that they still need to attend to.

Improve your grades especially in writing by:

- improving the quality of written feedback given to you so that you know what to do to improve your work.
- better use of teaching assistants to support your learning in lessons
- making sure that when those who lead the school advise the teachers, the advice is followed up consistently.

Increase the governing body's level of questioning to senior teachers in all areas of their work.

You can all help the school by behaving well at all times.

Yours sincerely

Samantha Morgan-Price  
Her Majesty's Inspector

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