

# Oakfield Primary and Moderate Learning Difficulties Resource Base

Inspection report

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<b>Unique Reference Number</b>	106180
<b>Local authority</b>	Tameside
<b>Inspection number</b>	377369
<b>Inspection dates</b>	08–09 September 2011
<b>Reporting inspector</b>	Declan McCarthy

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Chadderton
<b>Headteacher</b>	Heather Farrell
<b>Date of previous school inspection</b>	05 March 2007
<b>School address</b>	St Mary's Road Hyde SK14 4EZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine lessons taught by eight teachers. They held meetings with a small group of pupils representing the school council, two members of the governing body, and staff. They also had informal discussions with a small number of parents. Inspectors observed the school's work, and looked at pupils' books, whole school data for tracking progress, safeguarding documentation, the school development plan, and a case study of a pupil from vulnerable circumstances. Inspectors analysed the responses to questionnaires returned from staff, pupils and 42 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which different groups of pupils, including those in the resource base, are making progress.
- How well teaching enthuses and motivates pupils' learning and how consistently marking is used to inform pupils of the next step in learning.
- The impact of partnerships within the curriculum and care, guidance and support on pupils' learning and well-being in the school and the resource base.
- The impact of the provision for cultural development and community cohesion on pupils' personal development.
- The features of the Early Years Foundation Stage provision which lead to progress, particularly in communication, language and literacy and personal, social and emotional development.

## Information about the school

Oakfield is an average-sized primary school. Most pupils are of White British heritage. A few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils identified with special educational needs and/or disabilities is broadly average, and the proportion of those with a statement of special educational needs is above average. A few pupils join or leave the school other than at the usual time of admission. There are very few looked after children. The school incorporates a resource base for up to nine pupils who have moderate learning difficulties, all of whom have a statement of special educational needs and many of whom have additional speech, language and/or communication difficulties. Since the last inspection, the school has made significant changes in senior management. The deputy headteacher has been appointed to the post of headteacher and a new deputy headteacher and Early Years Foundation Stage co-ordinator have been appointed.

**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

Oakfield is a good school, which is popular with parents and carers. It meets the needs of all pupils well, including those in the resource base. Outstanding care, guidance and support are reflected in the excellent links with parents and carers, in the promotion of pupils' well-being, and particularly in their attendance, good achievement and smooth transition to the next stage of their education. Parents' and carers' support for the work of the school is reflected in such views as, 'My children have made good progress throughout their time in school because staff always have their best interests at heart and are very approachable'.

All groups of pupils, including those with special educational needs and/or disabilities, make equally good progress. Children enter the Early Years Foundation Stage with attainment which is below the expectations for their ages and make good progress so they are well prepared for Year 1. Pupils' achievement throughout the school is good so that by the end of Year 6 they attain broadly average standards. Pupils' good behaviour has a positive impact on their learning. Good teaching, reflected in high expectations for learning and behaviour, and the ability to enthuse learning through a rich variety of activities ensure good learning and progress. Teachers' good use of assessment in matching tasks to pupils' different abilities and in their marking to inform pupils of the next stages of their learning is not always reflected in the setting of clear targets for pupils in literacy and numeracy. Although there are strengths in pupils' spiritual, moral and social development, the school has rightly identified the need to improve their cultural development by providing more planned opportunities, within its recently revised curriculum, for pupils to learn about international communities and the wider world.

Governance is good. Members of the governing body hold the school to account for its work and ensure all legal requirements are met, especially those for safeguarding. Leaders, under the excellent direction of the headteacher and deputy head teacher, monitor teaching and its impact on learning well. They accurately evaluate the work of the school and set clear priorities for improvement. As a result, there has been good improvement in the quality of marking and in raising attainment at Key Stage 1, both identified as issues at the last inspection. This, together with further developments to the curriculum and the quality of teaching, demonstrates a good capacity for sustained improvement.

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

- Ensure greater consistency in the setting of literacy and numeracy targets throughout the school, including the resource base, so that pupils always know how well they are doing and what they are expected to achieve.
- Develop more opportunities within the curriculum for pupils to learn about international communities and the wider world.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well throughout the school and greatly enjoy their learning. They learn well in lessons because tasks and resources are matched well to their different abilities, and expectations for learning are always high. For example, in an English lesson, pupils used a variety of texts from *Oliver Twist* which were matched to their reading levels and enabled them to succeed and make good progress in reading. In the resource base, pupils used a variety of stimulating computer games to consolidate their number skills. Pupils in the resource base make good progress towards their individual targets because tasks are broken down into smaller stages to ensure that pupils' knowledge skills and understanding are built up securely and systematically by teachers and support assistants. By the end of Year 6 pupils meet and often exceed their challenging targets and sustain broadly average attainment. This has been consistent since the last inspection, although some staffing turbulence this year led to a slight dip in the school's national test results. Current, reliable tracking data indicates that pupils at present in Year 6 are on course to meet or exceed their challenging targets and reach broadly average standards. There are no significant differences in the achievement of any groups of pupils.

Pupils' excellent enjoyment of school is reflected in their above average attendance and their high participation in after-school activities. They have a good understanding of how to stay healthy, make healthy food choices and take plenty of exercise. Pupils make a good contribution to their local and the wider community. They show responsibility and initiative, through for example, assisting staff in awarding stickers to pupils who are doing well, and as playground helpers. Pupils say they feel safe and can go to any staff if they need help. Pupils' good overall spiritual, moral, social and cultural development is demonstrated in their high self-esteem, respect for others and consistently good and sometimes excellent behaviour. Although pupils have opportunities to develop their understanding and appreciation of diversity, their cultural development is not fully promoted within the new curriculum. Given their good achievement, their good personal development and above average attendance, pupils are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

**Pupils' achievement and the extent to which they enjoy their learning**

Taking into account:

2

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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good teaching ensures that all pupils make good progress. Outstanding features of teaching include teachers' excellent subject knowledge, which enables pupils to gain new skills quickly, excellent relationships and consistent management of behaviour, so that pupils always remain focused on learning, listen carefully and follow instructions. Strong support by teaching assistants throughout the school, including in the resource base, enables pupils to make good progress. Lessons are always brisk and lively, and good use of well-chosen resources and activities greatly enthuse and motivate pupils. For example, role play was used well by a teacher as 'lord of the manor' to stimulate pupils to question him effectively about their forthcoming visit. Assessment is used particularly well in matching learning tasks and resources to different needs so that all pupils, including the more able, make equally good progress. Although good marking informs pupils on how to improve their work, target setting for literacy and numeracy is not always consistent in informing pupils of what they are expected to achieve.

The school has recently implemented an exciting and innovative curriculum which is leading to greater engagement and enjoyment for pupils. The strong emphasis on literacy, numeracy and information and communication technology (ICT) skills is leading to good achievement in these areas. The curriculum for pupils in the resource base is tailored well to their specific needs. A particular strength of the curriculum is the vast array of trips and visits, which contribute significantly to pupils' enjoyment of school and enriches their learning experiences. Although the curriculum promotes personal development effectively, opportunities for pupils to learn about international communities and the wider world are not fully developed.

Care, guidance and support are outstanding. High quality guidance for parents and carers has enabled them to support their children's personal development well. The impressive improvement in pupil attendance and the eradication of persistent absence is further testament to the school's success in engaging the support of parents and carers. Staff provide excellent role models to promote good behaviour and consideration for others. A real sense of community exists in the school, which is evident in the very positive relationships apparent at every level. Highly effective

<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

engagement of parents, carers and pupils in reviews of progress within the resource base ensures very smooth transition and re-integration into the mainstream. The guidance provided by speech and language therapists is used well by staff to ensure pupils in the resource base make good progress in communication and social interaction skills.

*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>1</b>

## How effective are leadership and management?

Excellent teamwork between the headteacher and deputy headteacher has resulted in a strong ethos for learning and achievement and a strong commitment, from all leaders, to drive improvement. This is reflected in the significant rise in attainment at Key Stage 1 since the last inspection. Members of the governing body provide good oversight of the school's work through regular visits. They ensure that all statutory requirements are met, particularly for safeguarding pupils, through the regular monitoring of provision. As a result, arrangements for safeguarding are good. The school tackles discrimination effectively and equality is promoted well, as seen in the equally good achievement of different groups of pupils. The school promotes community cohesion well, particularly locally and nationally. The school recognises the need to develop more opportunities within the new curriculum to promote pupils' understanding and awareness of international communities and has firm plans in place to tackle this. Outstanding partnerships with parents and carers are reflected in their very strong engagement with the life of the school and the high rate of positive responses in their questionnaire returns. Strong links with local schools, through for example sports coaching, and outside agencies such as therapists, have a positive impact on pupils' learning and well-being. The school uses its resources well to achieve good value for money as reflected in good pupil outcomes.

*These are the grades for the 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>2</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 skills below those expected in communication and language, and personal, social and emotional development. The recent initiative ‘Every Child a Talker’ has led to the rapid development of children’s communication and language skills so that they make great strides in this aspect of their learning. Children experience a well-resourced and rich learning environment both inside and outside the classroom in which they thrive socially, develop well into routines and learn effectively. Children are happy and are kept safe by a team of skilled adults who teach well and always have children’s welfare at heart. Relationships are very positive and behaviour is good. Planning is detailed and accurate assessment ensures that activities are matched to children’s needs and interests. The school goes to great lengths to ensure that parents and carers and outside agencies work together in partnership to support the development of the whole child. Teaching and learning are good with a clear emphasis on purposeful play and a good balance between adult-directed and child-led activities.

Leadership is good. Recent initiatives include enhanced opportunities across all indoor and outdoor learning activities, to promote communication, language and literacy and personal, social and emotional development. This ensures a smooth transition to the National Curriculum in Year 1. The rigorous monitoring and tracking of children’s progress has led to greater and more effective intervention and support for those falling behind in key areas of development.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers expressed a high degree of satisfaction in the work of the school, both in their questionnaire responses and during informal discussions with the inspector. They agreed unanimously that their children were kept safe in school. A few parents and carers expressed concerns about the school. They believed that the school was not meeting their children’s needs, that it did not help them to support their children’s learning and it did not inform them of their children’s progress. Inspectors looked at these carefully and found that parents and carers were informed about their children’s progress through annual reports, parents’ evenings and regular reviews. They also found that the school actively seeks parents’ and carers’ views through questionnaires and at parents’ meetings and provides a range of opportunities for parents and carers to develop skills in supporting their children’s learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Oakfield Primary and Moderate Learning Difficulties Resource Base 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	54	24	46	0	0	0	0
The school keeps my child safe	37	71	15	29	0	0	0	0
The school informs me about my child's progress	23	44	22	42	6	12	1	2
My child is making enough progress at this school	28	55	18	35	3	6	2	4
The teaching is good at this school	27	53	22	43	2	4	0	0
The school helps me to support my child's learning	23	45	20	39	8	16	0	0
The school helps my child to have a healthy lifestyle	27	53	23	45	1	2	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)	28	56	19	38	2	4	1	2
The school meets my child's particular needs	26	51	17	33	5	16	0	0
The school deals effectively with unacceptable behaviour	22	46	21	44	3	6	2	4
The school takes account of my suggestions and concerns	18	36	25	48	5	12	0	0
The school is led and managed effectively	27	53	20	39	3	6	1	2
Overall, I am happy with my child's experience at this school	32	63	16	31	3	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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 up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



12 September 2011

Dear Pupils

**Inspection of Oakfield Primary and Moderate Learning Difficulties Resource Base, Hyde, SK14 4EZ**

Thank you for making us so welcome when we came to your school recently. We enjoyed talking to you about your school and we were impressed with your good behaviour, particularly during assemblies, where it was outstanding. We agree that yours is a good school and that you are making good progress in your learning as a result of good teaching. Those of you in the resource base are also making good progress. The school provides outstanding care for you and makes excellent links with your parents and carers, which is seen in your above average level of attendance and in how much you really enjoy school. You have a good understanding of how to stay safe and stay healthy. Your achievement in English and mathematics is good. Your school is managed well and continues to make good improvements. To make it even better, we have asked the school to:

- make sure that you always know your targets for literacy and numeracy
- develop more opportunities for you to learn about international and world communities.

You can help by continuing to work hard towards your targets. Thank you again for sharing your views with us.

Yours sincerely

Declan McCarthy  
Lead Inspector

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