

Oak View Primary and Nursery School

Inspection report

Unique Reference Number	135223
Local Authority	Hertfordshire
Inspection number	381844
Inspection dates	13–14 October 2011
Reporting inspector	Raminder Arora

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	272
Appropriate authority	The governing body
Chair	Jon Reed
Headteacher	Yvonne Davis
Date of previous school inspection	17 June 2009
School address	Woods Avenue Hatfield AL10 8NW
Telephone number	01707 344400
Fax number	01707 344403
Email address	head@oakview.herts.sch.uk

Age group	3–11
Inspection date(s)	13–14 October 2011
Inspection number	381844

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons or parts of lessons taught by 11 teachers. Meetings were held with staff, the Chair of the Governing Body and pupils. The views of parents and carers were gathered as families accompanied their children to school in the morning. Inspectors observed the school's work and looked at some of the documentation. This included the school development plan, monitoring, tracking and assessment information as well as teachers' planning. The school's policies and procedures for ensuring pupils' safety were closely scrutinised. In addition, 84 parental questionnaires were analysed as well as 10 returned by staff and 111 from pupils.

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

- The effectiveness of the school's strategies in raising standards and increasing the rate of pupils' progress, particularly in Key Stage 2.
- The impact of the school's work in raising achievement in writing, particularly of boys.
- Whether teachers have appropriately high expectations and provide sufficient challenge in lessons for the more-able pupils.
- How well leaders and managers monitor and evaluate the school's work in securing improvement.

Information about the school

Oak View Primary School is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is below the national average, but the proportion of pupils with a statement of special educational needs is above average. These pupils' main needs are speech and language, learning or behavioural difficulties. The number of pupils from minority ethnic backgrounds is above average, and most are at the early stages of acquiring the English language. The school has recently become two-form entry. The Early Years Foundation Stage provision has been extended to offer part-time morning and afternoon Nursery as well as two Reception classes.

An after-school club 'The Fun Factory After School Club' is inspected separately.

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

2

Main findings

This school provides a satisfactory quality of education. It also shows some good features. It has a warm and welcoming ethos and a positive learning environment in which all pupils are valued. School leaders are ambitious and well focused on raising pupils' attainment. The headteacher has a clear and accurate view of the school and, building on the existing strengths, has raised expectations further by setting challenging targets. The school's work is systematically monitored and any areas of underperformance are quickly picked up and addressed. The senior leadership team has strengthened its monitoring and evaluation role through a focused timetable linked to school priorities to drive improvement further. The quality of teaching is improving as a result of systematic monitoring and any inadequate teaching has been eliminated. Systems for tracking pupils' progress are comprehensive and rigorous; the impact of action taken is evident in the improved progress made by all year groups in reading and in mathematics. The school's focus on closing the gap between the attainment of boys and girls is also having a good impact on pupils' progress in the current year. Leaders have engendered a strong sense of teamwork among all staff and there is an agreed vision for how the school should develop. All these positive aspects demonstrate the school's good capacity for sustained improvement.

Pupils make satisfactory progress in English and mathematics as they move through the school. Pupils' attainment has fluctuated in recent years but has improved this year and is broadly average. Girls do better than boys. Work seen during the inspection, and assessment information held by the school, indicate that the gap in attainment is narrowing, particularly in writing. Attainment in writing is lower than in reading and mathematics throughout the school. This is because occasionally there are not enough opportunities for pupils to write independently and at length when working in other subjects. Additionally, pupils are not always encouraged to apply their writing skills such as editing, spelling or punctuation to extend and improve their writing. In both English and mathematics, some more-able pupils do not reach the higher National Curriculum levels for their age because tasks are not always matched closely enough to their ability.

Pupils feel safe in school and they are confident that adults will listen to them and address their concerns. Their behaviour in lessons and around the school is good. The good curriculum and its wide range of sporting activities, make an effective contribution to pupils' good understanding of the need to adopt healthy lifestyles. Relationships are strong and, consequently, pupils make good gains in their personal

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

development. Provision for pupils' spiritual, moral, social and cultural development is good. Pupils get on well together and they appreciate the opportunities they have to work and play with those from other backgrounds and cultures.

The quality of teaching is satisfactory overall, and good in some lessons. Where teaching is most effective, the lessons develop at a rigorous pace for learning. Teachers occasionally miss opportunities to challenge different groups of pupils in lessons, particularly the more able, or to set targets that are precisely matched to pupils' level of skill. The quality of care, guidance and support for pupils is good. Arrangements for safeguarding pupils are good. There are secure procedures and systems in place, including good partnerships with parents, carers and external agencies to support the specific needs of pupils. Parents and carers appreciate the work of the school, with one commenting, 'I am very pleased with the way the school supports both children and parents.' Although attendance is broadly average, it is still lower than the school would like because some parents and carers take pupils out of school in term-time.

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.

What does the school need to do to improve further?

- By July 2012, raise attainment in writing by:
 - developing further opportunities for pupils to practise their writing skills in other subjects
 - ensuring that teachers' expectations of the quality of pupils' writing, including their handwriting and presentation, are consistently high
 - giving pupils clearer guidance about how to edit, extend and improve their writing.

- Secure good and better teaching across the school by:
 - matching work closely to pupils' needs and abilities to increase the rate of progress, particularly for the more able
 - increasing levels of challenge by providing more opportunities for pupils to explore their own ideas independently
 - ensuring that comments as part of marking link more closely to the learning targets set for pupils.

- Raise attendance further by increasing parents' and carers' awareness of the positive impact that regular attendance has on their children's learning.

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

Pupils make satisfactory progress although this varies between classes and year

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

groups with most progress currently being made in Key Stage 2. Scrutiny of pupils' work shows that their skills in spelling, punctuation and handwriting are underdeveloped in relation to their abilities. Pupils who speak English as an additional language make satisfactory progress in line with their peers. Pupils with special educational needs and/or disabilities make satisfactory and occasionally good progress throughout the school. This is because they receive well-organised additional support from highly-skilled teaching assistants. Pupils enjoy their lessons and say that teachers make learning fun. This was particularly evident in one lesson in which a well-chosen task to interest pupils, and good use of the interactive whiteboard, enabled pupils to make good gains in writing a poem independently. However, some pupils, particularly those who are more able, have insufficient opportunities for independent exploration and challenge.

Pupils are polite and friendly, they say there is no bullying and that racist behaviour is rare. They have a good understanding of right and wrong and they behave well at all times in and around the school. Pupils' contribution to their school and wider community is good. There are plenty of opportunities for them to take on responsibilities and they actively engage in fund-raising activities for charities. Older pupils enjoy their role of looking after the younger ones at lunch times. School council members proudly talk about the difference they make to the school's environment. The good development of pupils' personal skills, together with their satisfactory achievement and broadly average attendance, prepares them adequately for their future. Older pupils talk interestingly about their enterprise activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

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

How effective is the provision?

Most teachers plan their lessons with clear learning objectives and success criteria so that pupils know what they are expected to learn. In the better lessons, the pace is brisk and effective questioning by teachers engages the interest of pupils. For example, in one lesson, the teacher skilfully questioned pupils to develop their understanding of how to use interesting connectives to join two sentences. In some lessons however, teachers do not always make enough use of assessment information to plan learning activities that are matched to the different needs of pupils. Scrutiny of pupils' books shows that although teachers mark work regularly, some of their comments do not link to the targets set or provide pupils with enough information about how they can improve their work. In a very small minority of lessons, teachers have lower expectations of what pupils can do and there are fewer opportunities for pupils to take the initiative and work independently.

The planned curriculum is broad and balanced. It is made relevant to pupils' varying needs through many well-planned creative opportunities across other subjects designed to engage and motivate pupils, particularly the boys. Good quality artefacts stimulate curiosity and develop pupils' speaking and listening skills. Learning is enriched by a wide range of educational visits and visitors to school. During the inspection, pupils made a visit to the cinema and visitors from a local bank taught older pupils facts about money. Year 6 pupils attend a week's residential course of activities. Spanish is taught at Key Stage 2 and much enjoyed. Pupils recognise cultural differences and value diversity. School leaders make good use of significant partnerships to provide exciting experiences for pupils. Information and communication technology is used well to support learning in other subjects.

Pupils, parents and carers appreciate the good care, guidance and support, especially for those whose circumstances may make them more vulnerable. Pupils and their families are known well and good support is given to meet their individual needs. Effective one-to-one support has led to those pupils who have special educational needs and/or disabilities making similar and sometimes better progress than their classmates. There are good induction and transition arrangements for Year 6 pupils' transfer to high schools. The school works effectively with external support agencies to meet pupils' varying needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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

How effective are leadership and management?

The headteacher and senior leaders have a comprehensive understanding of the school's strengths and weaknesses based on accurate self-evaluation. Improvement planning is centred on raising attainment and accelerating progress and this is already having a positive impact. The quality of teaching is improving as a result of the school's rigorous monitoring. All senior leaders regularly monitor lessons and closely track progress to ensure outcomes continue to improve. Systems for sharing good practice are developing to improve further the quality of teaching. Governance is satisfactory. The governing body provides appropriate support for the school. Members are aware of the school's strengths and areas for development and work closely with school staff. However, their work is still developing to hold the school rigorously to account for its performance. The governing body is effective in fulfilling its statutory responsibilities and ensuring all pupils and staff are safe. The protection of pupils has a high priority and procedures for safeguarding are good. Risk assessments for the building and visits are detailed. The school acts quickly and effectively to deal with any issues that arise.

The school adequately promotes equality of opportunity and tackles discrimination, and has accurately identified that some more-able pupils are not always sufficiently challenged. The school makes a sound contribution to community cohesion and pupils from different backgrounds work and play together harmoniously. The school has links with local and national international communities, but the planning and impact of these are unclear. The link with a school and orphanage in Kenya has shown benefits in pupils' learning. Links with home and school are strong and the school's effective work with a range of other partners make a significant contribution to pupils' enjoyment and well-being.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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

Early Years Foundation Stage

Although the overall effectiveness of the Early Years Foundation Stage is satisfactory, there are signs that it is improving. Some good changes have been introduced, especially in the provision outdoors. Staff observe and assess children's progress effectively to prepare activities that are better matched to their needs, especially those who speak little or no English. There is also more consistency in the quality of planning between the Nursery and the Reception classes. Children make sound progress in their learning.

Although children's literacy and numeracy skills are well below the levels expected for their age, the children are now making more rapid progress, which is recorded in their well-prepared 'Learning Journey' folders. The regular teaching of links between sounds and letters, and a clear focus on developing children's speaking and listening skills, are making a difference. Staff work closely as a team and provide good support for pupils who have special educational needs and/or disabilities and those whose circumstances may make them vulnerable.

Staff have created a stimulating environment in which children can learn and play safely indoors and outside. There is a sound balance of activities that are led by adults and those that children can select for themselves. However, children do not always have sufficient opportunities for independent exploration. Outside, Nursery and Reception children integrate well for jointly-planned activities. This has led to them developing good learning skills such as cooperation, resilience and becoming independent. Children get on well together and are able to share and take turns. Parents and carers are being provided with more information about what they can do to help their children at home and this has strengthened the quality of these relationships. The leader has a good understanding of what needs to be done and has developed an action plan showing how this is to be achieved.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The returned questionnaires show that the school enjoys the confidence and support of the very large majority of parents and carers. Most responses to the questions were positive and the overwhelming majority agree that the school keeps their children safe. A few noted concerns about how effectively the school deals with

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

unacceptable behaviour. Behaviour observed in lessons and around school during the inspection was good and relationships between adults and pupils were very positive.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oak View Primary and Nursery 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 inspectors received 84 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	52	37	44	1	1	1	1
The school keeps my child safe	47	56	33	39	2	2	0	0
The school informs me about my child’s progress	37	44	41	49	3	4	0	0
My child is making enough progress at this school	33	39	44	52	3	4	0	0
The teaching is good at this school	37	44	45	54	1	1	0	0
The school helps me to support my child’s learning	36	43	46	55	1	1	0	0
The school helps my child to have a healthy lifestyle	35	42	45	54	2	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)	38	45	35	42	3	4	0	0
The school meets my child’s particular needs	31	37	44	52	2	2	0	0
The school deals effectively with unacceptable behaviour	33	39	37	44	8	10	1	1
The school takes account of my suggestions and concerns	29	35	45	54	3	4	2	2
The school is led and managed effectively	36	43	42	50	2	2	0	0
Overall, I am happy with my child’s experience at this school	39	46	39	46	1	1	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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 October 2011

Dear Pupils

Inspection of Oak View Primary and Nursery School, Hatfield, AL10 8NW

Thank you for making us so welcome when we visited your school. We thoroughly enjoyed meeting you all and listening to what you had to say.

We found your school provides you with a satisfactory standard of education. The school is bright and attractive and the outdoor area is very well equipped with a wide variety of activities for you to do at break times. You told us that you feel very safe in school and that you understand about the need to eat healthy foods and to take plenty of exercise. Your teachers provide you with an interesting range of enrichment activities, including trips, visitors to the school, residential visits and sporting activities. Your teachers and teaching assistants care for and look after you well. Those of you in the Early Years Foundation Stage enjoy learning and make sound progress. Your parents and carers are very pleased with the work of the school.

The headteacher and all the other staff are trying very hard to make your school an even better place to learn. We found that some of you could be doing better in writing, and so we have asked your school leaders to do a few things to increase your progress. For example, we have asked them to challenge you and give you more opportunities to practise your writing when studying other subjects. We have also asked them to look even more closely at how well you are doing so that they can plan just the right work to meet your needs. We have asked them to be sure that all your learning targets help you to make the best possible progress.

You can all help by continuing to try hard in lessons and coming to school every day. We wish you all the very best for the future.

Yours sincerely

Raminder Arora
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**