

Oldfield Primary School

Inspection report

Unique Reference Number	107266
Local authority	Bradford
Inspection number	377561
Inspection dates	16–17 November 2011
Reporting inspector	Eithne Proffitt

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Helen Mawer
Headteacher	Fiona Lidstone-Green
Date of previous school inspection	27 March 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed seven lessons taught by four teachers. Meetings were held with the senior leadership team, members of the governing body, middle managers, staff, pupils and a representative from the local authority. The inspector spoke informally with parents and carers. All aspects of the school's work were observed and the inspector looked at a range of documentation including monitoring and improvement-planning, a variety of school policies, all safeguarding procedures and records, records of all pupils' progress, pupils' work in their books and the school's self-evaluation procedures. The inspector also analysed questionnaires returned by 42 parents and carers and responses from pupils and staff.

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

- The current picture of achievement in the school and whether all pupils are faring better than historic data suggest.
- The impact of the school's support for pupils' personal development and how well pupils are prepared for their future lives.
- Whether well-planned and engaging teaching is enabling all groups of pupils to make more than expected progress over time.
- How well leadership promotes and meets the needs of all significant groups in mixed Key Stage classes.
- The rigour and urgency with which all leaders and managers are tackling the school's identified challenges, their capacity and effectiveness in driving improvement.

Information about the school

This is a very small primary school. The vast majority of pupils is of White British heritage. A very small number of pupils is from minority ethnic groups and none is at an early stage of learning to speak English as an additional language. The percentage of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is significantly higher than the national average, as is the percentage of those with a statement of special educational needs. A new headteacher took up permanent post in September 2011. The school has gained Healthy School status and the ICT Mark.

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

This is a satisfactory school. It is rapidly improving in key aspects of its work. In a relatively short time, the headteacher, with the resolute support of the governing body, has accurately evaluated the effectiveness of the school. High expectations have been set and weaknesses tackled head on. Many initiatives to raise attainment and achievement have been set in place and evidence of improvement is already apparent. The learning environment has been transformed; the leadership team has been further strengthened by the recent appointment of a senior teacher; teaching is continually improving; assessment of pupils' learning is more accurate; systems for tracking pupils' progress have led to sharper and speedier identification of pupils who may be in danger of falling behind and increasing numbers of pupils are now making good progress. This early evidence of impact demonstrates the school's satisfactory capacity for sustained improvement.

The school's aim for pupils to 'feel valued, to be confident, accepting and caring' is lived out on a daily basis. Pupils are friendly, articulate, sociable young people who enjoy school, behave well and take part enthusiastically in all the activities offered. Parents and carers appreciate the good care, guidance and support that promote their children's well-being. One parental comment was typical of many, 'it's not just the child who matters – it's the whole family'.

The majority of children enter the Reception class with knowledge and skills that are broadly typical for their age. When pupils leave Year 6, because of a legacy of weaker teaching in the past, attainment has remained average for a considerable number of years. Pupils' overall progress and achievement is therefore satisfactory.

The drive to improve teaching has recently brought about considerably better progress in lessons, especially for pupils with special educational needs and/or disabilities and also for those middle-attaining pupils, who were pinpointed at the last inspection as requiring more challenge to their learning. The overall quality of teaching and learning is satisfactory. While the quality of teaching was good in a number of lessons seen, there remains some teaching that is still only satisfactory and some common elements in all teaching that do not as effectively support the better attainment of more-able pupils. Teachers and teaching assistants generally provide good support for learning. However, there is a reticence in allowing pupils the freedom to show their initiative or steer their own learning, especially those who are capable of undertaking their work unaided. While these inconsistencies exist in

teaching, so does the uneven profile of pupils' achievement, and the persistently average attainment over time.

The curriculum is satisfactory. It meets pupils' needs and successfully supports their satisfactory basic skills. Currently, however, there are limited opportunities for pupils to develop their skills as independent learners across a range of subjects.

Leaders and managers are not complacent. Self-evaluation is accurate and improvement-planning reflects the vision and determination to keep the school moving forward. Current monitoring practices are regular and wide-ranging but are not yet consistently measuring the success of the school's effectiveness in improving pupils' progress and achievement and subsequently raising their attainment.

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?

- Ensure that all pupils have access to consistently good or better teaching so that their achievement is at least good by:
 - making certain that all teachers use their knowledge of pupils' capabilities to provide appropriate levels of challenge in all lessons
 - increasing opportunities for all pupils to use their initiative and work independently
 - making sure that all teachers capitalise on opportunities to assess pupils as they learn, adapting their teaching to help pupils make the best possible progress in lessons
 - making sure that marking in books and verbal feedback is of a consistently high quality so that pupils are always given the necessary guidance about how to improve their work
 - allowing pupils sufficient time to act upon the advice they are given on how to improve their work.
- Increase the accountability of teachers and school leaders for improving pupils' performance by:
 - injecting more rigour into all monitoring activities to ensure that the above actions are consistently implemented and are making the intended improvement to pupils' learning and achievement.

Outcomes for individuals and groups of pupils

3

Pupils are keen and eager learners, especially when teaching excites their curiosity. They are well-behaved and generally settle to work quickly and enthusiastically. Pupils in Year 1, for example, when presented with a challenge to subtract ten from any number using any method they could, stood back and considered carefully, without help from an adult, before selecting a number square, trying different strategies and deciding on the 'best one for me'. However, there are too few similar

opportunities presented to older pupils, especially the more-able, that would challenge their thinking and promote their independent learning.

Pupils say they feel safe at school and are in no doubt that any issues or concerns are dealt with appropriately. Staff apply the behaviour policy consistently and pupils are clear about the school's expectations. Behaviour in lessons is good, especially when learning is engaging. Pupils are encouraged to take greater responsibility for their own behaviour at times when activities are less structured, for instance on the playground, around the school or in the hall. Pupils demonstrate a good understanding of issues relating to healthy living and are keen to take part in all physical activities during and after school. Pupils say how safe they feel in the school's nurturing environment. They have a keen sense of how to stay out of harm's way and are knowledgeably cautious about the use of the Internet and mobile phones. Pupils contribute purposefully to the school community by taking on responsibilities. The school council provides a strong voice and is actively involved in the management of the school at pupil level, for example in contributing to the appointment of the current headteacher. Pupils have led numerous fundraising activities, provided ideas for the refurbished playground and procured the school pets.

Attendance is average overall and the school has clear plans to improve this. Pupils' confidence and maturity, together with their positive attitude to, and enjoyment of learning, and their developing life skills, ensure that they are adequately prepared for the next steps in their education when they leave school. Pupils' spiritual, moral, social and cultural development is good. 'We're all different here and we all struggle with different things,' was a typical comment that exemplifies pupils' respect for the differences and similarities between themselves and each other and the adults who care for them.

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	2
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

¹The 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?

Although space is at a premium, classrooms are well-resourced, bright, child-orientated spaces. A real sense of enjoyment and positive relationships between pupils and adults are key features of the vast majority of lessons. An increasing amount of teaching is now good and staff morale is high. More informed, focused teaching and support has started to fill the gaps in pupils' prior learning and assured consistently good progress for average attainers and for pupils with special educational needs and/or disabilities. Dedicated, talented support staff work determinedly to ensure that pupils receive personalised, precision support, finely tuned to tackle and meet very specific needs. At times, however, teachers plan tasks that either lack challenge or are too difficult. Here, pupils' interest wanes as does their progress. Teachers do not consistently pick up on how pupils are learning in lessons and this can leave them, especially the more-able, 'treading water' or seeking adult support, rather than being challenged and motivated to move their independent learning on apace. Teachers mark pupils' work regularly and comments are often supportive and celebratory. There is, however, little evidence of marking being used as a teaching tool to inform pupils of how best to improve their work, or of teachers providing opportunities within each lesson for pupils to do so.

The curriculum provides pupils with an increasing range of relevant experiences. Pupils say how much they enjoy topic work and, for example, in the Years 2/3 topic about castles, there is clear evidence of how this approach is beginning to improve pupils' basic skills in reading and writing. Increased opportunities for developing essential life skills through themed afternoons and enrichment activities are having a tangible impact on pupils' enjoyment, learning and well-being. The school recognises that there is still some way to go to ensure that all pupils have access to a creative and more effective curriculum that better meets individual learning needs.

Care, guidance and support are at the core of the school's work. Individualised support for the most vulnerable pupils ensures that they can work happily and successfully alongside their classmates. Parents and carers of pupils with special educational needs and/or disabilities, and those who are relatively new to the school, comment positively on the provision, 'The school has surpassed our expectations in the level of care and interaction our child receives' and, 'We chose Oldfield for the values and principles. We have been very impressed and never looked back', typify the views of many parents and carers. While the majority of pupils attends school regularly, the absences of a small number of pupils have had a considerable impact on the school's overall attendance figures. Leaders and managers are currently working with parents and carers to ensure that all pupils' attendance meets expectations.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has broadened and strengthened the leadership team to include a talented and committed senior teacher. There is a clear sense of teamwork and a shared vision for improved outcomes for pupils. Leaders accept that there is still a good deal more to do and their proposals comprise a clear and well-founded school improvement plan. The governing body is supportive and challenging in equal measure and is committed to the school's success. The need to tackle any shortcomings in teaching is accepted well by staff who are keen to adopt strategies to make their teaching more effective for greater numbers of pupils. Their understanding of what constitutes consistently good teaching is beginning to become embedded in practice, although some satisfactory teaching remains and is slower to impact on pupils' progress. The leadership of teaching and learning has been successfully focused on improving how teachers teach, but is not yet as rigorous in focusing on the impact of that teaching on all pupils' progress in lessons and over longer periods of time.

Safeguarding is robust. At the time of the inspection, all statutory requirements are met, risk assessments are in place and child protection procedures are very effective in securing the safety and well-being of all pupils, especially those who are potentially vulnerable. All policies and procedures are regularly reviewed and any incidents are meticulously recorded and followed through to a satisfactory resolution. Strong partnerships with external agencies and providers ensure an extended range of provision and services that promote pupils' and staff's well-being.

Leaders have ensured that all pupils, regardless of their background, feel valued, respected and free from discrimination. These successes have helped to make the school a cohesive community. Historically, there have been strong and productive links within the local community. Links beyond the local neighbourhood are successfully developing and the school has begun to extend its reach to national and global communities. Finances are managed well by the school and monitored by the governing body. Value for money is satisfactory overall, in line with pupils' outcomes.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The recently-appointed senior teacher has breathed new life into the Early Years Foundation Stage, providing personalised learning in an environment planned to engage the interests and meet the individual needs of all the children. This is already ensuring that reception children are progressing more rapidly through the ages and stages of development.

The teamwork of the Early Years Foundation Stage practitioners ensures the setting is well led and managed with a shared vision of successful Early Years’ education. Planning is increasingly focused on children’s different needs and interests. Assessment of how children are progressing is firmly rooted in observations and this valuable information informs the next steps for the provision. Already, these youngest pupils are keen and excited learners, unafraid to storm ahead and tackle tasks independently or to pull in the support of their friends. Current tracking data show the children are already making good progress from their starting points and, therefore, by the time they leave the unit, equipping them well for their next stage of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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

The return rate for the parents’ and carers’ questionnaire was significantly above the average for primary schools. The overwhelming majority of those who replied is very positive in their views about the quality of provision and learning outcomes for their children and with the leadership and management of the school. All agreed that their children enjoy school and a very large majority agreed that the school keeps them safe and they are content with the education and care their children receive. Inspection evidence confirms the positive responses that parents and carers submitted about all aspects of the school’s work. However, a very few parents and carers expressed concerns about how their child’s needs are being met and/or the way the school deals with unacceptable behaviour. Where comments were raised about these or other concerns, they have been thoroughly investigated and have been covered elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oldfield 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 inspector received 42 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	52	19	45	0	0	0	0
The school keeps my child safe	34	81	7	17	0	0	0	0
The school informs me about my child's progress	27	64	13	31	1	2	0	0
My child is making enough progress at this school	24	57	13	31	1	2	1	2
The teaching is good at this school	32	76	9	21	0	0	0	0
The school helps me to support my child's learning	24	57	16	38	1	2	0	0
The school helps my child to have a healthy lifestyle	26	62	16	38	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)	20	48	19	45	1	2	0	0
The school meets my child's particular needs	27	64	11	26	3	7	0	0
The school deals effectively with unacceptable behaviour	18	43	17	40	3	7	0	0
The school takes account of my suggestions and concerns	18	43	21	50	1	2	0	0
The school is led and managed effectively	26	62	15	36	1	2	0	0
Overall, I am happy with my child's experience at this school	30	71	12	29	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	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).

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">■ 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.



18 November 2011

Dear Pupils

Inspection of Oldfield Primary School, Keighley, BD22 0HZ

Thank you all for the very warm welcome you gave me when I visited your school. I know you are so proud to be part of Oldfield Primary School. I found that your school provides you with a satisfactory education. This means that there are things that your school does well and others that still need improvement.

I agree when you say that your school is a bright and exciting place to learn and when you comment that your teachers are working hard to make your lessons more interesting. I noted that you work very hard, especially when the teachers give you activities to really make you think, although some of you rely a great deal on the adults to help you complete your work. I'm sure you are well able to try and do much of this on your own!

To help your school to improve even further, I have asked your headteacher, teachers and the governing body to do the following:

- make sure that all your lessons are exciting and challenging so that they really stretch your learning and allow you to show how well you can tackle activities on your own
- ensure that your teachers give really useful feedback on your work, so you know how well you are doing and what you need to do improve your work – and that they give you time to correct your work in each lesson
- make certain that they keep a close eye on the progress you are making in your lessons and over your time in school.

I also think that you can help by trying really hard to 'have a go' on your own at all your activities – the adults will still be there if you need extra help. Then you can really take great pride in your achievements! Thank you once again for being so kind and friendly.

Yours sincerely,

Eithne Proffitt
Lead Inspector

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