

# Oakfield

## Inspection report

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<b>Unique Reference Number</b>	118140
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	379549
<b>Inspection dates</b>	12–13 December 2011
<b>Reporting inspector</b>	Marian Thomas

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>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	54
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Ranby
<b>Headteacher</b>	Rachel Davies
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	Inglemire Lane Hull HU6 8JH
<b>Telephone number</b>	01482 854588
<b>Fax number</b>	01482 855496
<b>Email address</b>	rachel.davies@oakfield.hull.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 17 lessons or parts of lessons taught by 17 teachers and teaching assistants. Meetings were held with groups of students, the Chair of the Governing Body, school leaders and staff who support students on the home-based education programme. The inspection team observed the school's work and looked at a range of documentation provided by the school including teachers' planning for lessons, health and safety documentation and samples of students' work. They also took into account the views of the 17 parents and carers who returned questionnaires to the inspection team.

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

- It evaluated the rate of progress made by students.
- It determined how well teachers use assessment information to plan learning for students.
- It gauged the quality of the health, safety and welfare documentation and the associated systems.
- It explored the effectiveness of the governing body in supporting the headteacher.

## Information about the school

Oakfield School is a day community special school in Hull for students who have behavioural, social and emotional difficulties. The school was opened in September 2007 after reorganisation from a school for students with moderate learning difficulties. There are 54 students currently on roll, all of whom have a statement of special educational needs. The vast majority of students are boys of White British heritage. Two girls are currently on roll. A higher than average proportion of students is known to be eligible for free school meals. At the time of the inspection, 12 students on roll were in the care of the local authority. A small number of students are from Traveller families. The school operates a home-school programme which currently meets the needs of 14 students who are exceptionally vulnerable due to their circumstances and, for a wide variety of reasons, cannot access the school site. The school is subject to major reorganisation. From January 2013, it will transfer to a new site in a different part of the City of Hull. The new building will increase its capacity to 80 students and will include a 36 place boarding unit.

**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

Oakfield is a satisfactory school. It offers its students a good standard of care, guidance and support. Its success at meeting students' social and learning needs enables them to make satisfactory progress academically and good progress with most aspects of their personal development. The views of the majority of parents and carers are reflected well in the comment, 'I am very pleased with the way the school and the teachers have made such an impact on my child's life. He at last looks forward to going to school.'

Although school leaders have high expectations of what students can achieve they are not always able to deliver the quality of provision necessary for them to do so. For example, monitoring of the quality of learning in lessons is not always sufficiently rigorous to promote good progress. Self-evaluation of the school's effectiveness is satisfactory. The school has made progress since the previous inspection, sustaining its satisfactory levels of provision and making improvements in several areas. For example, school leaders are now more effective at setting targets and tracking students' progress. Students' behaviour has improved significantly and incidents of misbehaviour are dealt with effectively. Partnerships with a range of organisations have improved outcomes for students. While this continuing level of improvement demonstrates the school has a satisfactory capacity to improve further, progress towards developing a suitably trained and qualified staff team has been less successful. Currently, approximately 60% of lessons in Key Stage 3 and 40% in Key Stage 4 are led by teaching assistants. School leaders have adopted this staffing model as a direct response to the unresolved issue highlighted in both the previous inspection report and an interim Ofsted monitoring inspection. The issue, about the school's difficulty in agreeing with the local authority an effective admissions policy, is impacting on the school's capacity to make more rapid improvement. However, given these difficulties, students are making satisfactory progress.

The curriculum is satisfactory overall and offers students a good level of enrichment activities which improve their self-esteem and understanding of the wider world. However, as students who are educated through the home-school programme do not have sufficient access to information and communication technology equipment, this hinders their progress. While the marking of students' work is undertaken regularly it does not always give students enough direction on how to improve their work. Support given to students' learning and behaviour by teaching assistants in many

lessons is well targeted. However, in some lessons it does not support students' development of independent learning skills sufficiently.

Most students enjoy school as evidenced by their positive attitudes and increased attendance. They demonstrate a good awareness of how to stay safe and the importance of healthy lifestyles. Behaviour is good because students learn how to control their emotions and make the right choices. As a result of effective transition arrangements, students are satisfactorily prepared for further education and the world of work. Attendance is average overall. Students' good levels of spiritual, moral, social and cultural understanding can be seen in their caring attitude to each other and the environment.

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?**

- Develop a more effective model for staffing so that there is a better capacity for the school to improve by:
  - seeking with some urgency an agreement with the local authority about its policy for admissions and funding.
- Improve students' achievement by:
  - ensuring that all lessons are led by suitably qualified staff who have good levels of subject knowledge and teaching skills
  - increasing the quality and rigour of the monitoring of teaching and learning undertaken by senior leaders in order to establish areas for improvement
  - improving the standard of marking across the school so that students are given consistent advice on how to improve their work
  - ensuring teaching assistants use appropriate strategies to support students and promote their independent learning skills.
- Improve the achievement of students being educated through the home-school programme by giving them regular access to computers and other information and communication technology equipment.

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

<b>3</b>
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When students join the school, many have high levels of social and emotional needs, as well as gaps in their learning through previous low levels of attendance. Students' levels of attainment on entry vary from broadly average through to low. However, once they settle into the nurturing and supportive environment of the school, barriers to learning are minimised and all groups engage with learning. As a result the majority make satisfactory progress towards targets set for them, attaining broadly average attainment at the end of Key Stage 4. This represents satisfactory progress and achievement overall.

Behaviour is good both inside and outside lessons, largely because students respond positively to their personal learning programmes and because of the high expectations of staff. Many learn for the first time how to engage and cooperate with each other, as well as the tools important to learning such as how to listen and concentrate. These important skills enable students to work consistently and achieve satisfactorily across most of the curriculum. This was demonstrated well in a Key Stage 3 English lesson led by a senior leader. Students were absorbed in the plot of the book *'Buddy'* by Nigel Hinton. The story captured the imagination of the students and, as a result, all were keen to contribute to the class discussion on the developing roles of the characters. Many showed a high level of empathy and engagement with the task and demonstrated a good level of understanding. Taking into account their high level of need, this demonstrated clearly the progress these students had made in acquiring both academic and social skills.

Through the work of the school, coupled with effective partnerships with a number of outside organisations, students learn how to be safe. They know that the staff are always there to support and guide them. Many say they enjoy school. A comment by one student sums up the feelings of many, 'It doesn't matter what you have done in the past, you get a fresh start here.' Through participating in a wide range of sporting opportunities and the availability of healthy eating options, students develop a good understanding of what constitutes a healthy lifestyle. Students make a good contribution to the community within and outside school by listening to and appreciating the needs of others. For example, students participate in a number of local schemes supporting the elderly and vulnerable, including dog walking and shopping. Students' good levels of spiritual, moral, social and cultural development are seen in the way in which they react to each other and take care of the school and local environment. Through outside visits and links with other schools both in the United Kingdom and in Africa, students develop a good understanding of communities beyond those represented in the immediate locality.

*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:	3
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	
<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>3</b>
Taking into account:	3
Pupils' attendance <sup>1</sup>	
<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?

In the majority of lessons, assessment information is used effectively to set achievable targets for students. Many lessons are planned conscientiously and, in the main, attention is given to ensuring work is modified to meet the different needs of students. However, this is not always the case and when planning is insufficiently focused on the needs of all students, progress is slower. Occasionally, targets for learning are less clear. This happens more often when lessons are led by teaching assistants. In most lessons, students’ work is reviewed regularly, although appropriate feedback is not always given on how improvements can be made. Support staff are often well deployed, ensuring a good level of support for students’ behaviour and emotional needs. However, occasionally they do not allow students to develop their skills of working independently. This is because staff provide, or constantly prompt, the students’ answers to questions, leading to students’ over-dependence on adult support. All staff have high expectations of students’ behaviour, and this, coupled with strong relationships, ensures students engage with learning well.

The curriculum is satisfactorily organised and imaginatively enhanced by many visits and activities away from the classroom. These develop students’ independence and self-esteem. For example, students undertake a wide variety of visits out of school. One such trip to an outdoor pursuits centre was described by one student as, ‘The best time I have ever had.’

As a result of good care, guidance and support, students feel there is always someone who will listen and help. A thorough assessment is undertaken when students transfer to the school and this is used to target support effectively. Staff work hard to ensure students’ needs are met and work closely and effectively with health and social service professionals to support the most vulnerable. Attendance is average overall and has showed some improvement since last year.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The visionary leadership of the headteacher, together with other senior leaders, continues to move the school forward. This coupled with support from the other school leaders ensures satisfactory outcomes for students on a controlled budget. Governance is satisfactory. Members of the governing body have the skills, knowledge and understanding to offer satisfactory support and challenge to senior leaders. Policies and procedures ensure all safeguarding requirements are robustly met and that practice is of a good standard. As a result safeguarding issues are dealt with effectively by school leaders. The staff team ensures that the school is an inclusive community. Systems to promote equality of opportunity and tackle

discrimination within the school are satisfactory and successfully eliminate gaps in the performance of different groups of students.

Leaders have built successful partnerships with a range of organisations which benefit students and the local community. For example, as part of the school's behaviour management system, students can earn the right to leave the school premises at lunchtime. Close partnerships with local businesses ensure students are given feedback on their behaviour and this further contributes to the reward system. This helps students to become aware of the impact of their behaviour outside school and helps them to develop an understanding of the importance of making the right decisions. The school is committed to promoting community cohesion and it does so well. It enhances cohesion within the school effectively and actively widens the students understanding of the cultural richness and diversity of modern society. Through home visits and regular contact telephone calls, the school ensures parents and carers are well informed about their children's progress and their individual successes. Strategies such as these promote a good engagement with parents and carers.

*These are the grades for the 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>2</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>3</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>3</b>

## Views of parents and carers

Responses were received by the inspection team from 17 parents and carers. This represented almost one third of the parents and carers whose children attend the school. The majority of parents and carers felt that their children enjoy school and are looked after well. The inspection findings support these views. There were very few concerns expressed about the school and nothing to suggest a trend of concern or dissatisfaction. All individual issues raised were investigated and the findings are within the report.



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

Ofsted invited all the registered parents and carers of pupils registered at Oakfield 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	59	5	29	1	6	0	0
The school keeps my child safe	10	59	7	41	0	0	0	0
The school informs me about my child's progress	9	53	5	29	1	6	1	6
My child is making enough progress at this school	7	41	7	41	3	18	0	0
The teaching is good at this school	6	35	10	59	1	6	0	0
The school helps me to support my child's learning	5	29	11	65	0	0	1	6
The school helps my child to have a healthy lifestyle	6	35	10	59	0	0	1	6
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)	5	29	8	47	2	12	1	6
The school meets my child's particular needs	9	53	5	29	1	6	0	0
The school deals effectively with unacceptable behaviour	10	59	5	29	2	12	0	0
The school takes account of my suggestions and concerns	8	47	9	53	0	0	0	0
The school is led and managed effectively	9	53	7	41	1	6	0	0
Overall, I am happy with my child's experience at this school	11	65	4	24	2	12	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 are 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 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.**



14 December 2011

Dear Students

### **Inspection of Oakfield, Hull, HU6 8JH**

Thank you very much for making us feel so welcome when we inspected your school. It was lovely to meet you all. It was good to hear how much you enjoy coming to school and how much fun you have in lessons. We want to send a special 'thank you' to those of you who gave up time to talk to us at lunchtime, and shared with us how you felt about your school. We agree with those of you that told us that you think your school is good at caring for you. Overall we judged your school to be satisfactory, which means there are some things we think your school does well and some things which need to be done to make your school better.

Here is what we liked.

- The friendly and polite welcome you all give to visitors.
- The way in which staff care for you and help you to make the right choices.
- The way in which you learn to help other less fortunate people.

In order to make your school better we have asked senior leaders to:

- ensure that all staff have the teaching skills and subject knowledge so that you make better progress
- make sure that the people who support you in the classroom help you to work independently
- make sure that when your books are marked you understand exactly how to improve your work
- ensure those of you on the home-school programme have sufficient access to computers and other information and communication technology based equipment
- ensure that the quality of teaching is checked more rigorously
- agree with the local authority who joins the school and how the school is funded.

We ask you all to help the school by working as hard as possible and continuing to behave well. We wish you well for the future.

Yours sincerely

Marian Thomas  
Lead inspector

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