

Oakfield Junior School

Bell Lane, Fetcham, Surrey, KT22 9ND

Inspection dates 13–14 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement in most subjects is now good. Standards by the end of Year 6 have risen steadily and are now above average. Able pupils do particularly well.
- Provision and the progress pupils make in the Learning Difficulties Centre is outstanding.
- The quality of teaching has improved and is now good in the great majority of lessons.
- Reading is taught well. Pupils make good progress and develop good skills in tackling unfamiliar texts.
- Attendance is high and pupils are rarely late for school.
- Pupils enjoy school, feel safe and are always well behaved.
- Leadership has improved. Senior leaders and governors are highly motivated, with a well-judged vision for further improvement.
- Rigorous checking of teaching and learning and effective management of teachers' performance have contributed to better learning by pupils.
- Provision for disabled pupils and those with special educational needs within school is managed well.

It is not yet an outstanding school because

- Some inconsistencies remain in the progress pupils make in some aspects of English. Insufficient opportunities are provided for pupils to develop their writing skills across the curriculum. Handwriting has not been systematically developed and pupils' work is not as neatly presented as it might be. There are some weaknesses in pupils' spelling.
- Curriculum time is not always used flexibly to permit the development of more effective links between subjects.

Information about this inspection

- Inspectors observed 23 lessons, of which five were joint observations with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and another governor, the school’s middle and senior leaders, and with a representative of the local authority.
- Inspectors took account of the 107 responses to the on-line questionnaire (Parent View).
- Inspectors observed the school’s work and looked at a range of school documentation, including records of checks on the quality of teaching, the school improvement plan, records relating to behaviour, attendance and safeguarding, and extracts from the school’s tracking of pupils’ progress. A scrutiny of pupils’ written work was also undertaken and inspectors listened to pupils reading.

Inspection team

George Logan, Lead inspector	Additional Inspector
Lily Evans	Additional Inspector
Davis Westall	Additional Inspector

Full report

Information about this school

- Oakfield is an average-sized junior school.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported by school action is well below average. The proportion of pupils at school action plus or with a statement of special educational needs is well above average.
- The school hosts a Learning Difficulties Centre (unit) which has typically accommodated 15 pupils with moderate learning difficulties. However, because the intake is changing, almost all pupils entering the unit recently have severe, complex learning difficulties.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is well below the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school has gained a number of awards, including the Eco-Schools Bronze award and the Ed-Ward (recognising the school's work in supporting pupils with epilepsy).

What does the school need to do to improve further?

- Ensure that pupils achieve well in all aspects of English, and that their progress exceeds the expected level year on year, by:
 - planning opportunities, in the context of the more flexible use of curriculum time, for pupils to practise their writing skills in subjects across the curriculum
 - seeking agreement with its partner infant school for the implementation of a joint strategy for the development of pupils' handwriting
 - ensuring greater consistency in teachers' expectations of the quality and presentation of pupils' written work
 - implementing a rigorous programme to ensure that weaknesses in pupils' spelling are rectified.

Inspection judgements

The achievement of pupils is good

- The school's evaluation of pupils' attainment on entry to Year 3 indicates that most are working at broadly average levels, with some weaknesses in spelling and handwriting. Not all demonstrate robust levels of independence in tackling their school work.
- Attainment by the end of Year 6 has risen steadily over several years and was above average in 2012. This looks likely to be sustained in 2013. A higher proportion of pupils than is found nationally attained the challenging Level 5 in all subjects in 2012. Some pupils are now tackling work at even higher levels.
- Pupils' progress has improved steadily year on year. For most pupils, progress was good in 2012, with a significant proportion making progress beyond what is normally expected, especially in mathematics and reading. However, some inconsistencies in English remain, mainly in writing. The promotion of extended writing, the quality of handwriting and accuracy of spelling are all variable features.
- Pupils' improved progress overall reflects effective actions over time to improve the quality of teaching and assessment. Additional small group support is ensuring that pupils have a good understanding of the sounds which letters represent (phonics). This underpins pupils' increasingly well-established skills in reading. The school recognises the need to implement a programme to ensure that pupils acquire a well-formed handwriting style.
- The school has deployed pupil premium funding to provide additional support for the development of core skills in literacy and numeracy and can demonstrate the positive impact of these actions. For these pupils, including those in receipt of free school meals, funding has supported additional opportunities for swimming and other activities which contribute effectively to pupils' well-being.
- The support for disabled pupils and those who have special educational needs in the mainstream school has improved, under new leadership. The range of different activities has been streamlined to ensure that pupils' needs are met successfully. As a result, these pupils are now making better progress, although further work is needed to ensure concise evaluation of the impact of each activity.
- Pupils in the Learning Difficulties Centre achieve outstandingly well, as a result of excellent planning and constant evaluation of pupils' learning, supported by regular formal assessment.

The quality of teaching is good

- The increased pace of pupils' learning is a direct reflection of the improvement in teaching across the school. Good relationships, well-established routines and high expectations characterise almost all lessons.
- When lessons are most effective, the pace is brisk and pupils are engaged by the activities. In an outstanding music lesson, pupils were exploring melodies and scales, based around variations on the song 'Do-Re-Mi'. The pace was skilfully sustained throughout. Pupils were very keen to participate. The excellent subject knowledge and enthusiastic approach of the teacher gave pupils the confidence to attempt what they might not otherwise have done, such as solo singing.
- In another high quality, meticulously-planned lesson in the Learning Difficulties Centre, high expectations and excellent management of pupils with high level needs, supported by rigorous assessment and detailed, individualised planning, promoted excellent development of basic skills, including speaking and gross motor skills.
- The teaching of reading, and the progress made, is now good. The school has introduced lessons to rectify any weaknesses in pupils' knowledge when the pupils enter the school. Pupils receive systematic and effective support in recognising the sounds letters make and this contributes to their improved reading skills.
- While teaching is mostly good, ensuring that pupils make increasingly good progress, there are

some remaining variations in expectation across the school. Not all staff have the same high expectations of the quality of pupils' written work and the school recognises this as an area for further consolidation.

- The school has worked hard to improve the practice and effectiveness of learning support staff. As a result, some high quality input by these staff was observed both in the main school and in the Learning Difficulties Centre, with a corresponding, positive, impact on pupils' learning.
- Overall, assessment is used well to ensure that work is matched closely to pupils' needs. However, there are some remaining inconsistencies in the marking of pupils' written work, so that pupils are not clear in all cases as to the necessary next steps to move their learning on.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Although pupils have few concerns, they feel that a few pupils occasionally misbehave or become restless, sometimes because teachers talk for too long, rather than allowing them to get on with their work. Overall, pupils are well motivated and eager to learn. They eagerly support the many extra activities on offer, including the active eco-movement. Most parents and carers who expressed a view feel that behaviour is good.
- There have been no recent exclusions. Racist incidents, inappropriate behaviour or disruption of lessons are all rare. Pupils have great confidence in the adults around them and feel that they are always available to deal with any issues. If any incidents occur, robust procedures ensure that they are managed effectively.
- The school is inclusive and, particularly in the Learning Difficulties Centre, provides exceptionally well for pupils with a wide range of needs, including, at times, those with epilepsy. Pupils who are identified as vulnerable are supported effectively.
- There are no current reports of any type of bullying. Pupils are aware that bullying may take different forms, such as internet bullying or in response to physical differences.
- Pupils have a good understanding of risk, supported by the school's input on personal safety, including internet safety. Pupils recognise the need to keep themselves safe in different circumstances.
- Effective systems ensure that pupils' attendance has been well above the national average, year on year. Persistent absence is rare. Pupils almost always arrive punctually.

The leadership and management are good

- Leadership and management have improved significantly since the last inspection. The senior leadership team has a shared vision for the school and a determination to raise standards further through continued improvement of the quality of teaching, implementation of robust and effective systems for checking and improving teaching, establishment of effective assessment systems and analysis of pupil progress information and effective collaboration with other schools. The development of middle management roles has contributed to the dissemination of good practice across the staff team. The leadership of the Learning Difficulties Centre is outstandingly effective.
- The school is making better use of processes to manage the performance of teaching. Salary progression decisions are now firmly linked to pupil progress. Staff feel positive about the good opportunities for professional development. They feel that this has supported the improvement of both teaching and middle management skills. Middle leaders now have more opportunities to carry out their roles, such as checking teaching and learning.
- Progress since the last inspection has been good. There is a clear trend of improvement in teaching and outcomes, which has been particularly supportive of the development of more able pupils. The school has good capacity for further improvement. Good support from the local authority has contributed to the significant progress achieved.

- The use of curriculum time has been tightly managed, with understandable priority given to teaching reading, writing and mathematics. Even so, the remaining subjects, including science and information and communication technology, are taught regularly, sometimes in the context of themes and topics. Pupils' response suggests that pupils enjoy their learning. The school has not systematically identified opportunities for the development of pupils' writing skills across the curriculum.
 - Pupils' spiritual and moral development is supported well through collective worship and religious education. Pupils have relatively few planned opportunities to engage with other cultures.
 - **The governance of the school:**
 - The governing body has gained a new momentum. The beneficial impact of active and informed members has given governors a greater understanding of the school's strengths and weaknesses and an accurate perception of its overall effectiveness. Governors have become more robust in challenging the school's performance. They persistently question areas of weaknesses. They understand the quality of teaching across the school and are aware of the need to ensure that pay and promotion are rigorously aligned to teachers' effectiveness. They prepare thoroughly for meetings, regularly reviewing each development area. Governors undertake regular training. They understand how well pupils achieve and are aware of the school's responsibility to ensure equality of opportunity and to tackle discrimination. They are involved in decisions relating to the use of pupil premium funding and in analysing its impact. As a result, they can demonstrate that this funding is helping to close the gap in pupils' achievement, regardless of initial disadvantage. Governors ensure, along with senior leaders, that safeguarding arrangements are secure and effective.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125019
Local authority	Surrey
Inspection number	400129

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair	Debbie Trueman
Headteacher	Robert Hart
Date of previous school inspection	3 November 2010
Telephone number	01372 374781
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