

# Oldfleet Primary School

Bradford Avenue, Greatfield Estate, Kingston upon Hull, East Yorkshire, HU9 4NH

**Inspection dates** 20–21 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher, ably supported by his deputy and the governing body, sets a clear direction for the school's work and is driving forward school improvement.
- Teaching is good and there is a determined drive to make it even better. The best teaching sees learning moving on rapidly because pupils are motivated by work which interests them and meets their precise needs.
- Pupils play their part in the successes of the school through their good behaviour and readiness to learn.
- The successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work and relationships are strong at all levels.
- Most parents hold the school in high regard.
- Most pupils make good progress from their below, and sometimes well below average, starting points. They attain standards in reading, writing and mathematics which are close to what is typical nationally by the time they leave.

### It is not yet an outstanding school because

- Teaching is not yet consistently good in all lessons and there are too few outstanding lessons to secure outstanding progress
- Improvement priorities are the right ones, but do not have rigorous timescales to help the school to move forward rapidly.
- The regular and very thorough monitoring of teaching does not focus sharply enough on how pupils learn.
- Governors are not yet proactive enough in seeking out information for themselves to help them fully hold the school to account for what it achieves.
- Missed opportunities for links with 'real-life' and an overuse of worksheets occasionally restrict progress and reduce interest.

## Information about this inspection

- Inspectors visited 19 lessons taught by 14 teachers, three of which were joint observations carried out with the headteacher.
- They held meetings with governors, staff and pupils. The lead inspector also talked to a representative of the local authority and to the leader of an independent organisation who had recently reviewed all aspects of the school's work.
- Inspectors listened to three pupils in Year 3 and two pupils in Year 6 read.
- Inspectors observed pupils' work in all classes, especially focusing on Years 2, 4 and 6. They studied a range of documents including: the school improvement plan; the school's own evaluation of its work; attendance information; records of the monitoring of lessons undertaken by the headteacher and other staff; documentation relating to pupils' safety and equality; planning documents and the school's own analysis of data on pupils' progress.
- Inspectors spoke to a number of parents and studied responses to questionnaires sent out by the school in 2012 in the absence of sufficient responses on Parent View.

## Inspection team

Derek Pattinson, Lead inspector	Additional Inspector
Jan Lomas	Additional Inspector
Barbara Martin	Additional Inspector

## Full report

### Information about this school

- Oldfleet Primary School is a larger than average sized primary school.
- The proportion of pupils eligible for the pupil premium is well above average.
- The proportions of pupils from minority ethnic groups and who speak English as an additional language are well below what is typical nationally.
- The proportions of pupils supported at school action and school action plus or with a statement of special educational needs are average.
- The school meets the government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There have been significant staffing changes in the Early Years Foundation Stage since the previous inspection.

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

- By July 2014, ensure that the mostly good teaching becomes outstanding in order to raise pupils' achievement further by:
  - eliminating the small amount of teaching requiring improvement
  - checking that activities are always at the right level of challenge
  - using questioning more effectively to promote thinking, encourage reflection and aid learning
  - introducing 'real-life' links whenever possible, to help excite, enthuse and bring learning alive.
- Improve leadership and management further by:
  - ensuring that all priorities for development have rigorous timescales to help increase the pace of school improvement
  - focusing more sharply on pupils' learning when checking on the quality of teaching
  - ensuring that governors seek out more information for themselves to help the governing body more effectively hold the school to account for what it achieves.

## Inspection judgements

### The achievement of pupils is good

- Most pupils achieve well. There have been concerted efforts to accelerate the progress of all groups of pupils and to move the school forward since the previous inspection, which have been successful. As a result, standards in reading, writing and mathematics are close to average by the time pupils leave the school and overall have risen year on year since the previous inspection. Indeed, the most recent national test results in mathematics were the highest for five years.
- Children enter the Early Year Foundation Stage from a variety of starting points, but usually with skills that are below, and sometimes well below, typical expectations for their age. They start to make up lost ground in Nursery and Reception classes due to the sound, and sometimes good, teaching and provision. However, they are still below average when they move into Year 1.
- Progress in Key Stages 1 and 2 is good for all groups of pupils due to the mostly good teaching and provision.
- Leaders place significant emphasis on regular checking on how pupils are doing so that individual needs are identified early. As a result, they provide a variety of successful support arrangements, often using skilled teaching assistants, when pupils are at risk of falling behind. These varied approaches are helping leaders to narrow gaps in pupils' performance, such as between boys and girls, which have been wide but are now closing.
- The increasingly rigorous approach to checking also enables leaders to set challenging targets to help drive up standards further. This rigorous approach has led to pupils who receive the pupil premium making faster progress than their classmates. As a result, gaps between their performance and that of others are narrowing. Furthermore, many pupils are fully aware of what they must do to reach a higher level.
- Pupils make good gains in learning to read with fluency, accuracy and understanding. This is because the promotion of reading and writing is high profile. Older pupils talk enthusiastically about their reading book and their favourite authors. They increasingly write for different purposes and in different subjects, such as, when pupils write up investigations in science.

### The quality of teaching is good

- A wide range of inspection evidence showed teaching to be securely good. There is a small amount of outstanding teaching and a minority requires improvement.
- Teaching in the Early Years Foundation Stage ensures children make a sound start to their learning. All adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge and nurture independence, such as, in the Nursery, around a 'Red Riding Hood' theme. However, sometimes adults give children too much information rather than encouraging them to think for themselves.
- Typical of the most effective teaching in Key Stages 1 and 2 was a Year 5 and 6 lesson in which pupils were solving problems using different methods. In this lesson, pupils made good progress because work was matched to their needs, the teacher's subject knowledge was secure, pupils had opportunities to discuss their learning and they had clear steps to success to help them measure the progress they were making.
- The teaching of reading is effective. For example, pupils in Year 2 break down words into their component parts and learn to link letters to the sounds they make. Writing is high profile. For example, pupils in Year 6 explain how shadows are formed, identify personification in poems and explore Biblical stories to identify God's expectations for humanity.
- Teaching assistants contribute much to pupils' learning by both supporting and challenging pupils with special educational needs and those who receive additional funding through the pupil premium. They are making faster progress now than their classmates because of the good support they receive. As a result, gaps in English and mathematics with other groups are closing.

- Relationships in lessons are good with all groups cooperating well. They are keen to learn because all adults are effective in promoting pupils' spiritual, moral, social and cultural development through praise, encouragement and a celebration of pupils' achievements.
- However, there are sometimes missed opportunities to ask questions, encourage discussion and develop thinking skills. A few lessons have other shortcomings which slow progress. For example, occasionally teachers talk too much, which results in pupils having too little time for independent work. Very occasionally work is too easy or too difficult to ensure pupils make best possible progress.

### **The behaviour and safety of pupils** are good

- Pupils, including those whose circumstances might put them at risk, enjoy school, which helps to explain why attendance is at least average. Most have a positive attitude to learning and are keen to do well in lessons and when working in small groups. This is especially so when lessons inspire them to learn, such as, when Year 2 pupils engage in role play and study different sources of evidence to help them appreciate the conditions in the Crimea experienced by Florence Nightingale.
- The school's systems for managing pupils' behaviour are effective; pupils behave well and value the praise and reward they receive. Occasional examples of inappropriate and immature behaviour are not allowed to impinge on learning.
- Behaviour in lessons is almost always good. In the best lessons there is a buzz of excitement, such as, in Year 3 when pupils animatedly discuss characters and setting in a fable. In a few lessons, pupils start to lose concentration when they are required to listen for too long.
- An analysis of parents' responses from a recent questionnaire sent out by the school confirms that parents think behaviour is good and that the school deals with rare instances of bullying well. Pupils too agree that bullying is not an issue, one pupil colourfully stating that 'Bullying at this school is knocked on the head!'
- Pupils say they feel safe in school and parents agree. Pupils have a good awareness of safety issues and know what to do in an emergency.
- Assemblies and 'circle time' reinforce the importance of working together and contribute well to spiritual, moral, social and cultural development.

### **The leadership and management** are good

- The headteacher knows what are the school's strengths and weaknesses and has successfully instilled in staff a drive to improve the school and accelerate pupils' achievement. As a result, the school has improved significantly from being satisfactory in the previous inspection to being good now.
- Morale is high and there is good team spirit. As a result, senior leaders and all staff are committed to continued improvement. Professional development is a strong feature of the school's work.
- Subject leadership roles are continuing to develop, subject leaders check provision and standards in their subjects regularly. As a result, they know what works well and what needs improving.
- Priorities to help drive up standards are the right ones. Nevertheless, there is not yet enough rigour in the pursuit of them to ensure that school improvement is as rapid as possible.
- The school's procedures for ensuring pupils' safety are thorough. Procedures for checking pupils' progress have improved substantially since the previous inspection. As a result, pupils starting to fall behind are immediately given extra help.
- Checking on the quality of teaching is regular, rigorous and high profile in the school's work. As a result, the quality of teaching is steadily improving. However, there is not yet enough focus in lesson observations on how pupils learn. Arrangements for managing pupils' work have

measurable targets so that teachers are increasingly held to account for the progress their pupils make.

- The curriculum meets the needs of pupils and is being developed to make it more interesting, such as, by linking subjects together and seeking pupils' views on what they want to learn. Themes to develop pupils' understanding of the diverse nature of British society are now strongly represented and discrimination in any form is not tolerated. However, worksheets are sometimes overused and there are missed opportunities to use 'real-life' examples to bring learning alive, improve interest and enjoyment.
- Performance management is increasingly linked to salary progression. Some teachers are moving up the pay scale while others, such as, all but one of the senior leaders, are already at the top of the pay scale.
- **The governance of the school:**
  - The governing body increasingly challenges and supports the school well and holds the school strongly to account for standards and achievement. It clearly understands where the school's priorities lie and what further action needs to be taken to build upon improvements made since the previous inspection. Statutory duties are fulfilled and financial management is very secure. Governors ensure that the use of pupil-premium funding has been used to good effect. Safeguarding policies and procedures are fully understood, met and regularly reviewed. Nevertheless, they are not yet proactive enough in seeking out information for themselves rather than relying on the good quality information they receive from leaders.

## 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

<b>Unique reference number</b>	117807
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	401695

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Garry Mason
<b>Headteacher</b>	Andrew Conlon
<b>Date of previous school inspection</b>	23 June 2010
<b>Telephone number</b>	01482 782200
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