

Oldfield Primary School

Oldfield Lane, Oldfield, Keighley, West Yorkshire, BD22 0HZ

Inspection dates 17–18 September 2013

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 is good and they make good progress during their time in school.
- All groups of pupils achieve well, including disabled pupils and those with special educational needs, those who are supported by the pupil premium funding and the more-able.
- All adults provide good support and help for pupils.
- Teaching is good. Pupils are interested in lessons and concentrate well. Teachers provide a range of practical activities that motivate pupils.
- Pupils' behaviour is never less than good in lessons and around school. They are thoughtful and respectful towards adults and one another.
- Pupils feel safe and are confident that adults will respond quickly to any problems they may have. Parents also feel that the school keeps their children safe and secure.
- The headteacher leads the school effectively. Standards are rising, particularly at the end of Key Stage 1, and there is consistent improvement in the progress being made by pupils. Leadership has had a positive impact on improving the quality of teaching.
- The governing body provides a good level of challenge and support for the school. Governors are fully involved in the successful drive for improvement.

It is not yet an outstanding school because

- Although teaching is good, it is not yet outstanding. Teachers do not have adequate opportunities to observe outstanding teaching and share best practice.
- Sometimes teachers' questioning does not always give pupils the opportunity to extend their thinking or explain their answers.
- Assessment data are not always being used consistently across the school in order to plan lessons and ensure there are no gaps in pupils' learning.
- Attendance has been improving year-on-year but is still below average.

Information about this inspection

- The inspector visited nine lessons or parts of lessons, one of which was with the headteacher, looked at a range of pupils' work and heard a number of Year 1 pupils read.
- Meetings took place with the headteacher, staff, groups of pupils, members of the governing body and the school achievement officer.
- The inspector looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- The inspector took into account 18 responses to the online questionnaire (Parent View) as well as responses to the school's own survey of parents' views. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Full report

Information about this school

- Oldfield is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is below the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of pupils supported at school action plus is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- A high number of pupils join and leave the school other than at the usual times.
- Pupils are taught in mixed-age classes.
- Since the previous inspection, there have been significant changes in staffing.
- The small numbers of pupils in Year 6 mean that the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, do not apply to this school.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding and so increase rates of pupils' progress further by:
 - providing teachers with opportunities to share and observe best practice in school and beyond
 - ensuring teachers' questioning of pupils presents challenges for all pupils by encouraging them to think deeply and give detailed answers
 - enabling teachers to use information from assessments effectively in order to plan lessons that consistently meet the needs of all pupils.
- Build on improving attendance by working with parents to reduce the unauthorised absence of a small number of pupils.

Inspection judgements

The achievement of pupils is good

- Improvements in the quality of teaching ensure that pupils are now making good progress throughout the school.
- Standards vary significantly year-on-year because of the very small numbers of pupils in each year group. From their individual starting points, pupils make progress that is at least in line with that expected for their age. An increasing number of pupils are now doing better and progress is accelerating. The school's own data show that levels of attainment across the school are also improving.
- Children's experiences and skills on entry to the Reception class vary considerably from year to year but are generally in line with those typically expected of this age group. Children get off to a good start in the Early Years Foundation Stage. They settle quickly and are well prepared for Year 1 because adults provide stimulating activities that capture their imagination and interest.
- School data show that pupils make good progress in Key Stage 1. The results of the 2013 Year 1 national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) are well above the national average. The improvements seen in the results of national tests at the end of Year 2 in 2012 have been maintained in 2013 in reading, and exceeded in writing and mathematics. In 2013, attainment in reading is in line with the national average and above in writing and mathematics.
- Reading is well taught and pupils develop an enjoyment of reading. The pupils that were heard reading did so confidently and with expression. Pupils' are able to work out unfamiliar words using a range of skills they have been taught.
- By the end of Key Stage 2, pupils make expected levels of progress in reading, writing and mathematics with some making better progress than is expected in all areas. Attainment at the end of Year 6, when compared with national data, shows year-on-year variations because of fluctuations in the size of Year 6 classes. However, most pupils reach the standards expected for their age.
- School data show that pupils in other year groups in Key Stage 2 are achieving well. Work in pupils' books supports this.
- All groups of pupils do well whatever their ability because of the effective help and guidance they receive. Disabled pupils, those who have special educational needs and those supported by the pupil premium funding make the same good progress as their classmates. The very tiny proportion of pupils supported by the pupil premium funding makes any comparison between their attainment and that of other pupils in the school statistically meaningless.
- Teaching assistants are used successfully to provide support in small groups or for individual pupils. This ensures that specific learning needs are met and equality of opportunity for all pupils is ensured.

The quality of teaching is good

- Teaching is now consistently good across the school.
- Most lessons are well planned and teachers make clear to pupils what they are going to learn in the lesson. Occasionally, teachers do not make full use of assessment information when planning work to ensure all pupils' needs are being met.
- In the best lessons, teaching moves along rapidly and pupils learn quickly. Teachers have a good understanding of different subjects.
- Pupils pay attention in lessons and respond quickly to instructions. They are keen to answer questions. However, sometimes questioning does not challenge their thinking or give pupils the opportunity to explain their answers.
- Teachers work well as a team with teaching assistants who are effectively deployed and who make a considerable contribution to the quality of learning for disabled pupils and those who

have special educational needs.

- Lessons are well resourced and teachers make good use of information and communication technology, which holds pupils' interest. For example, reluctant readers have benefited greatly from the use of electronic books. Their enthusiasm for reading has grown as have their confidence and rate of success.
- Teachers mark pupils' work regularly and thoroughly, showing clearly what pupils must do to improve. Pupils respond positively to marking by correcting work or answering a follow-up question.
- Children in the Reception class also benefit from good teaching. Their classroom and the outdoor area are well organised and the teacher plans a good range of activities. For example, the Reception and Year 1 children were given the task of making jam sandwiches to illustrate their work on instructions. This activity generated much excitement and provided excellent opportunities to develop speaking and listening skills.
- Teaching provides various opportunities to develop spiritual, moral, social and cultural awareness through collaboration in small-group work or the content of lessons.

The behaviour and safety of pupils are good

- Pupils are polite, respectful and welcoming. There are very positive relationships between all staff and pupils. Movement around school is very orderly.
- Pupils' positive attitudes to learning and their good behaviour contribute to their improved progress. Pupils say they enjoy coming to school because they 'want to learn'.
- Pupils work well with friends and enjoy helping one another. They agree that behaviour is good. This view is supported by the parents that contributed to Parent View.
- Pupils listen carefully to teachers and other adults, and follow their instructions well.
- Pupils understand that bullying can take many forms. They say that instances of bullying in school are extremely rare and have confidence in staff to help sort out any problems they may have effectively and sensitively.
- There is an effective school council that has influenced a number of developments around school, such as the school pond. Other pupils are keen to embrace responsibilities and have the opportunity to take on a range of roles around school. The oldest pupils are very good role models for the youngest.
- Pupils say that they feel safe at school. They have a good understanding of how to keep safe. All those spoken to were able to talk at length about safe use of the internet.
- Pupils' physical well-being is promoted well through the subjects being taught and the many opportunities for physical activities such as swimming and active playtimes.
- Attendance is below average, but is showing signs of improvement.

The leadership and management are good

- The headteacher provides good leadership for the school. She is well supported by staff and the governing body. They work together with the clear aim of providing the best education possible for all pupils.
- The local authority provides effective support and has helped the school improve the quality of teaching.
- The quality of teaching and pupils' learning in lessons are checked regularly by the headteacher and teachers are held responsible for the improvement and success of their pupils. Staff are helped by the linking of their performance management targets to opportunities for further training to help them continue to develop their skills.
- The checking of the quality of teaching has led to improvements. However, not all teachers have had the opportunity to share or observe best practice, either at Oldfield or in other schools.

- The school's procedures for gaining an accurate view of how well it is doing are effective and feed into the school development plan. The school's leaders have shown that they are realistic and capable. For example, attendance has improved but leaders recognise that it needs to improve even further.
- The school provides an interesting and varied range of subjects that meet the needs of all pupils. Whole-school topics that begin or end with a visit are very popular with pupils, who benefit greatly from these first-hand experiences. Opportunities such as these, alongside a variety of after-school clubs, specialist teaching of singing and French, and Forest Schools, make a strong contribution to pupils' spiritual, moral, social and cultural development.
- The school's promotion of equality of opportunity is good. Systems for checking pupils' progress are in place and used to highlight any areas of underperformance. Good use has been made of the pupil premium funding to support small-group work and one-to-one work as well as additional equipment. This has ensured that the very few eligible pupils make good progress during their time in school.
- Additional funding for primary school sport has been allocated to projects, ensuring all pupils benefit from specialist sports' coaching.
- Pupils' spiritual, moral, social and cultural development is promoted well through assemblies, Forest Schools sessions and links with other schools outside the local area.
- The school enjoys good relationships with parents. Parents have opportunities to be involved in school life and are kept well informed through newsletters and the school website. They attend meetings to discuss their children's progress.
- **The governance of the school:**
 - The governing body is well informed and members play an important part in school development. They have been effective in supporting the school and asking important questions about future developments. They are willing to take part in additional training that will help them carry out their duties. Governors have a clear understanding of the quality of teaching and pupils' achievement. They use this knowledge to make decisions about staffing and to ensure that any underperformance is tackled. Governors make sure that finances are used in a way that supports pupils' learning effectively. For example, they know how the pupil premium funding is spent and how well eligible pupils are doing as a result, and have been involved in the allocation of the new primary school sport funding. Governors ensure that statutory duties are met and arrangements for safeguarding meet current requirements.

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	107266
Local authority	Bradford
Inspection number	425755

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Helen Mawer
Headteacher	Fiona Lidstone-Green
Date of previous school inspection	16 November 2011
Telephone number	01535 642394
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