

Oak View Primary and Nursery School

Woods Avenue, Hatfield, AL10 8NW

Inspection dates 10–11 December 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 make good progress from starting points which are below those expected nationally for their age. By the end of Year 6, they reach broadly average standards in reading, writing and mathematics.
- School leaders, managers and governors keep a close check on the quality of teaching. Staff training has improved teaching since the last inspection.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy a variety of cultural and sporting activities.
- Most groups of pupils achieve well, including those eligible for the pupil premium, disabled pupils and those who have special educational needs, and pupils at an early stage of learning English.
- The school is an inclusive community and pupils who need extra help receive good support. As a result, pupils have good attitudes to learning, behave well and feel safe.
- Governors and school leaders know the school well and provide a high level of support as the school aims for further improvement.

It is not yet an outstanding school because

- A small amount of teaching is not yet good, and there is not enough outstanding teaching.
- Although attendance is improving, it is still below the national average.
- Although good overall, pupils' achievement in writing is not as good as in reading or mathematics.
- More-able pupils do not always make as much progress as they should.

Information about this inspection

- Inspectors observed 22 lessons, one of which was observed jointly with a school leader. In addition, they visited some lessons to look at how pupils who need extra help are supported, and to listen to pupils read.
- Inspectors spoke to pupils in lessons, at lunchtimes and at playtimes. They also interviewed groups of pupils.
- Pupils' work was scrutinised, as well as the 'learning journeys' of children in the Early Years Foundation Stage.
- Inspectors looked at a wide range of school documents, including the school's own data about pupils' current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Meetings were held with governors, and senior and middle leaders.
- A telephone discussion was held with a representative of the local authority.
- The views of 27 parents were analysed through the online questionnaire (Parent View). Inspectors also took account of additional comments made by parents whom they met informally at the start of the school day.
- Inspectors considered the views expressed in questionnaires returned by 15 members of staff.

Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

Jane Ladner

Additional Inspector

Jane Richmond

Additional Inspector

Full report

Information about this school

- The school is a larger than average-sized primary school.
- The proportion of pupils from a wide range of minority ethnic backgrounds is above average, and several different languages are spoken. Many of those who join the school outside the usual times are at a very early stage of learning English.
- The proportion of pupils entitled to the pupil premium is above the national average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is a member of a local consortium of schools, which aims to improve the quality of education offered to the pupils.

What does the school need to do to improve further?

- Make more of the teaching outstanding and accelerate pupils' achievement, especially in writing, by:
 - making more effective use of assessment data to set work that is sufficiently challenging, particularly for more-able pupils
 - creating more opportunities for pupils to practise the skills they learn in literacy lessons.
- Increase the rate of attendance so that all pupils have the opportunity to benefit fully from what the school has to offer.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery and Reception Years with levels of knowledge and understanding below those expected nationally for their age, especially in speaking and listening, literacy and mathematics. In addition, a significant number join the school at times other than normal, sometimes directly from abroad and with little or no understanding of the English language. However, they make good progress so that, by the end of the Early Years Foundation Stage, they achieve levels of knowledge and understanding which are approaching national expectations.
- Pupils make good progress in Key Stage 1. However, with significant numbers of pupils joining the school at this stage, many with a very limited understanding of English, overall standards by the end of Key Stage 1 are not as high as those expected nationally.
- The school adapts its work well to address the needs of all pupils so that, by the end of Year 6, pupils reach standards which are broadly average, although they do better in reading and mathematics than in writing.
- The school's support for pupils at an early stage of learning English, as well as those from minority ethnic groups, is effective and these pupils make consistently good progress.
- Results from national tests show that pupils eligible for the pupil premium attain standards that are still over a term behind those of other pupils, but this is a smaller gap than is found nationally. With support from the school, they make good progress in catching up and the pupils in Year 6 who are eligible for the pupil premium are currently making better progress in reading and mathematics than their classmates.
- Disabled pupils and those who have special educational needs receive support that is tailored to their specific needs. Regular checks are made to ensure this support is working, and the school changes the nature of the support if it is considered not to be effective enough. As a result, these pupils achieve well.
- Scores in the Year 1 national check on standards in phonics (the sounds that letters make) have been below average but, by the end of Year 6, pupils' attainment in reading is at least average. The school does much to promote a love of reading. Pupils read frequently in school and most read regularly to an adult at home.
- Most pupils work hard and show perseverance in carrying out the tasks set for them by their teachers. Many take pride in their work.
- In Key Stage 2, more-able pupils make good progress in mathematics because of challenging teaching which extends their knowledge and understanding rapidly. In some other lessons, the expectations for more-able pupils are not high enough. As a result, these pupils do not always make as much progress as they could.
- Pupils' achievement in writing is not as consistent as in reading. All pupils practise the skill of writing extended passages in English lessons, but they have few opportunities to write at length in other subjects. As a result, their achievement in writing is not as good as it could be.

The quality of teaching is good

- Teaching is usually effective in supporting pupils' good progress, including in English and mathematics.
- In the Reception and Nursery classes, adults engage effectively with children. Lessons are well planned. Adults use questions and a range of visual and other resources to extend learning.
- Teachers show in their planning that they have a clear idea of what they want pupils to learn and achieve.
- Teachers provide good support to disabled pupils and those who have special educational needs, and also to those who speak English as an additional language. Teaching assistants are well informed about pupils' needs, and offer appropriate support for these pupils.
- Teachers mark pupils' work diligently, and usually offer pupils appropriate advice on how they can improve their work.
- Learning mentors plan additional lessons which are tailored to meet the needs of the most vulnerable pupils, especially those newly arrived in the country. As a result, these pupils make rapid progress.
- In the best lessons, teachers achieve a high level of commitment from all pupils, who make considerable gains in their knowledge and understanding. They check pupils' progress through well-crafted questions and comments, which challenge pupils to think more carefully. The pace of learning in these lessons is brisk, and pupils have enough time to complete work on their own. In such lessons, pupils make good or better progress.
- In good lessons, teachers know their subjects well, and understand the varying needs of their pupils. Consequently, the tasks are well matched to the next steps in pupils' learning, and all pupils make good progress.
- In a small minority of lessons, teachers do not set tasks that provide suitable challenge for groups of pupils, particularly the more-able. In these lessons the slow pace means that pupils do not get much done or make the best possible progress.

The behaviour and safety of pupils are good

- Pupils have positive attitudes and take pride in their work.
- In the Reception and Nursery classes, children work and play well together, and are well-mannered. They move around responsibly, and take care for their own and each other's safety.
- The school has effective systems for managing and improving pupils' behaviour. Pupils understand the systems of rewards and sanctions, and agree that they are used consistently by adults.
- Pupils understand that bullying may take various forms, such as name-calling and internet bullying. They say that bullying in the school is rare, and that it is dealt with effectively when it happens. This is confirmed by evidence kept in the school's incident logs. Bullying and safety

issues are covered well in lessons and assemblies.

- The overwhelming majority of parents who responded to Parent View agree that their children are safe in school, and that pupils are well behaved. They have confidence in the staff to deal with any bullying if it should arise.
- In recent years, attendance has improved. Currently, it is broadly average when compared with similar schools, but still below the national average. The school provides very strong support for a number of families to help boost their children's attendance and punctuality. The school tracks attendance in detail and continually promotes the need for full attendance. However, attendance is negatively affected by families taking extended visits abroad.

The leadership and management are good

- The headteacher and deputy headteacher lead the school very effectively. They provide a clear vision and the sense of purpose that all pupils should be helped to achieve as well as they can.
- The school's leaders are successfully securing pupils' good achievement. The school evaluates its performance accurately in all aspects of its work; this informs a clear and well-constructed school improvement plan.
- Leaders regularly check on the quality of teaching, and their evaluations are generally accurate. As a result, the quality of teaching and pupils' achievement have improved in recent years.
- Pupils' progress is frequently reviewed to ensure that extra help is provided to those who need it. Leaders ensure that there is no discrimination. All pupils, regardless of background or need, have an equal opportunity to access everything the school offers.
- Performance management arrangements now establish clear links between teachers' pay and the impact of their classroom practice on pupils' learning and achievement. Continuing staff training is correctly linked to the school's priorities for improvement.
- The topics that pupils undertake offer a wide range of learning experiences, and are planned so that pupils can improve their knowledge and skills and develop their personal qualities as they progress through the school. These topics promote their spiritual, moral, social and cultural development well.
- The activities available to pupils outside lessons broaden their experiences, with talks by knowledgeable visitors, opportunities to try a range of sports, musical activities and educational visits. Pupils have many opportunities to represent the school as members of the choir or a sports team, which enrich their lives and develop their self-confidence. Pupils have opportunities to take on responsibilities as members of the school council and as playground leaders for younger children; involvement in these activities develops pupils' social awareness and their sense of responsibility for the school community.
- The school uses its primary school sport funding to offer pupils a wider range of sporting experiences, and to equip teachers with better skills to deliver effective sports lessons.
- Most parents say that they are happy with the progress their children make, and believe that their children are taught well.

- The local authority has provided training for staff and governors, and visits the school regularly to help leaders with evaluating the school's effectiveness

■ **The governance of the school:**

- Governance has improved since the last inspection as governors have sought training and have become more involved in scrutinising the quality of the school's work. Governors are well informed through visits, reports they receive from school leaders and their own checking of the quality of teaching and pupil progress data. They are beginning to find out more for themselves, through making links with subject leaders and by some governors monitoring specific aspects of the school's work. This includes making sure that spending of the pupil premium funding is making a positive difference to the achievement of eligible pupils. Governors are aware of the procedures for managing teachers' performance and its relationship to teachers' pay progression. They ensure that the school complies with statutory requirements, including those for safeguarding.

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	135223
Local authority	Hertfordshire
Inspection number	425312

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Peter Manning
Headteacher	Yvonne Davis
Date of previous school inspection	13 October 2011
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