

Oakfield Primary School

Morecambe Avenue, Scunthorpe, Lincolnshire, DN16 3JF

Inspection dates 29–30 April 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is inconsistent. Most pupils are now making at least expected progress in reading, writing and mathematics. An increasing number are making better progress but this has not been the case to show good, sustained progress over time.
- Older pupils supported through the pupil premium and who have special educational needs have not achieved as well as they should because over time they have not had the support they needed to help them make up gaps in their learning quickly enough to catch up with their classmates.
- Teaching is not yet consistently good to ensure pupils always make good progress. Pupils' work is marked but the quality of marking is too variable to effectively help all pupils improve their work.
- In lessons that require improvement, some pupils do not fully concentrate on their learning nor do they always behave as well as they should.
- Checks on pupils' progress are not used well enough to ensure pupils have work that challenges them appropriately. Some teachers do not expect enough of pupils, particularly the most able. Pupils who find learning more difficult do not always have enough time to consolidate new learning before moving to working on their own.
- Checks made on teaching and learning are not thorough enough to ensure that pupils always do their best work in every lesson.
- Actions taken by leaders in subjects other than English and mathematics have yet to make noticeable improvements.

The school has the following strengths

- The headteacher, senior leaders and governors have been tenacious in driving school improvement since 2013. Leaders are ambitious for pupils and are addressing weaknesses with urgency and determination.
- Teachers are held to account for how well pupils achieve. More teaching is now good or better and pupils' progress is speeding up in most classes.
- Pupils are safe and secure in school because care and support arrangements are good. Most pupils behave well in lessons and around the school. Pupils' attendance is above average.
- Considerable improvement since the previous inspection has placed the school in a good position to move forward and to raise pupils' achievement quickly.

Information about this inspection

- Inspectors observed 17 lessons, five of which were observed jointly with the headteacher and the deputy headteacher. In addition, inspectors made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and four other governors, the headteacher, senior leaders, middle managers and subject leaders, as well as a representative from the local authority.
- Inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially the pupil premium and primary school sports funding. Records relating to behaviour and attendance and documents relating to safeguarding were also taken into consideration.
- There were 20 responses to the online questionnaire (Parent View). Inspectors took account of the views of a number of parents spoken with during the inspection and 29 responses from staff who completed Ofsted's staff questionnaires.
- During the inspection, three classes were taught by temporary or supply teachers.

Inspection team

Rajinder Harrison, Lead inspector	Additional Inspector
Tracy Fulthopre	Additional Inspector
Susan Davis	Additional Inspector

Full report

In accordance with section 13 (5) of the Education act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This is an above average sized primary school.
- Most pupils are of White British or European heritage. Very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action and school action plus is slightly above average, as is the proportion with a statement of special educational needs.
- The proportion of pupils eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school has had a significant number of staff changes in the last year.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and all pupils make good progress by ensuring that:
 - older pupils, particularly those supported by the pupil premium and who have special educational needs catch up with their classmates, particularly in reading
 - expectations of all pupils are high in every lesson and pupils behave well at all times
 - work is pitched at the right level for all pupils, but particularly the most able, so that pupils' progress is consistently good and more rapid in all subjects
 - pupils who find learning difficult, particularly in mathematics, have the time to consolidate new learning before working alone
 - marking is always of high quality and pupils understand what they need to do to improve and respond accordingly in subsequent work.
- Strengthen leadership and management by ensuring that:
 - senior leaders are rigorous in checking that teaching and learning are consistently good in all subjects and classes and that all pupils make the best progress they can in every lesson
 - pupils supported through the pupil premium and who have special educational are identified early, so that the gap between their achievement and that of their classmates closes quickly
 - all subject leaders have the opportunity to develop their roles and ensure teaching and learning in their subjects is always at least good
 - all staff adopt and consistently apply the school's policies for marking and behaviour management.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because not enough pupils are making better than expected progress. This is mainly due to a lack of consistency in the quality of teaching both in some classes and over a longer period of time.
- The gaps in pupils' learning are because of weaknesses in teaching in the past and a high number of staff changes, particularly in Years 5 and 6, and have resulted in pupils not achieving as well as they should over time, especially in reading and mathematics.
- However, considerable improvements in teaching and learning since the previous inspection show that pupils in most classes are now making up lost ground quickly and so achieving well. From starting points typical for their age in the Reception classes, most pupils are now working at the levels expected for their ages across all year groups in reading, writing and mathematics.
- Overall standards in Year 2 and Year 6 are broadly average in reading, writing and mathematics. Standards are not higher, because expectations are not always high enough in some classes. New initiatives to raise pupils' achievement in reading, writing and mathematics have not been in place long enough to have had a full impact on raising standards. The school's current assessments indicate that pupils' progress is speeding up and more pupils are working at above average levels this year in Key Stage 2.
- The achievement of the most able pupils requires improvement, especially at Key Stage 1, where teachers' expectations of pupils are sometimes not high enough to help them attain above average standards in reading, writing and mathematics.
- In the Reception classes, children's achievement requires improvement. With the increased focus on developing children's literacy skills this year, children are on track to reach standards typical for their age and an increased number to do better than this. Achievement in other areas of learning is at the expected level and not higher because teachers' expectations are not always high enough.
- The achievement of pupils eligible for the pupil premium funding, including those known to be eligible for free school meals, requires improvement overall. While most are making good progress at Key Stage 1 and lower Key Stage 2, the gap between older pupils' attainment and that of their classmates is closing less rapidly than other pupils in the same group. Their overall attainment is currently at least two or three terms lower than that of other pupils in the school, particularly in reading, due to the legacy of previous underachievement.
- The achievement of disabled pupils and those who have special educational needs still requires some improvement overall. However, their achievement has improved and most are making expected progress. From their wide-ranging starting points, with the support they receive most are making expected progress, but only a few make good progress.
- The improved procedures to check on pupils' progress at least each half term and the appropriate support put in place to help them make at least expected if not better progress, the school's effectiveness in promoting equality of opportunity has improved. The most able pupils, however, could be challenged to achieve more.
- In the 2014, Year 1 phonics (linking sounds and letters) screening check, pupils attained above average results. This is because the teaching of phonics, which begins in the Reception classes, is good and reading skills are extended effectively through Key Stage 1. Pupils are eager to read and enjoy learning new vocabulary. Pupils in Key Stage 2, who did not have this same quality of phonics teaching in Key Stage 1, are not always as confident in tackling new vocabulary and spelling words accurately when writing by themselves. Thus, careless spelling errors detract from the overall quality of their writing.

The quality of teaching

requires improvement

- Teaching across the school requires improvement, mainly because the quality is too variable.

While there is good practice in many classes, there are weaknesses. For example, teachers' expectations of pupils are not high enough and pupils do not learn well enough to build on their previous work in order to move on successfully. Older pupils particularly, who have gaps in their learning from previous years, have not achieved as well as they should and high staff turnover has hampered pupils' consistently good progress.

- Checks on pupils' progress are not always used effectively to plan work that challenges all pupils appropriately and so sometimes work is too easy for the most able and those who find learning difficult do not always have the time to understand new learning well. Pupils generally persevere under these circumstances and behave, but occasionally a few become restless and inattentive, lose interest and achieve too little.
- The quality of marking in pupils' books varies too much. Where it is good, pupils benefit from the guidance they receive and know what they need to do to improve. However, where teaching requires improvement and marking is less informative, pupils take little notice of it and so subsequent work does not improve significantly. Over time, this results in not enough pupils making good progress.
- The work in pupils' books shows examples where pupils have made the effort to do their best, but it also reflects where pupils have taken insufficient care to work neatly and accurately by checking work before handing it in.
- In contrast, where teaching is consistently good or better, teachers are strongly focused on raising achievement. Good planning and organisation make learning interesting, purposeful and challenging. Teachers have high expectations of pupils to work hard and behave well. Consequently, because pupils understand the ground rules and enjoy the challenge, they work hard and make good progress. For example, lively teaching that made algebra come alive and tested pupils' skills to think logically to solve problems, resulted in pupils who otherwise find mathematics only 'okay', as they said, wanting to do even harder tasks.
- Teaching assistants are generally skilled in supporting pupils. In most classes, teaching assistants provide a good stability. Pupils enjoy working with them and the trusting relationships they form with all staff support their personal and social development well.
- Pupils supported through pupil premium funding and who also have special educational needs are now identified early and checks on their progress are particularly vigilant. Skilled teaching assistants now provide effective individual support so that most of these pupils continue to achieve as well as they can in their basic literacy and numeracy skills and in their personal and social development. However, because of previous shortcomings in support for these pupils, older pupils in this group have yet to make up all the gaps of their learning.
- Positive relationships between teachers, teaching assistants and pupils result in classrooms where pupils are confident to ask for help if they need it and where they are not afraid to make mistakes.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning are dependent on the quality of teaching and where this falls short, some lose interest and attention, chat needlessly and so do not achieve well. This happens particularly when pupils are not clear about what they are learning and so cannot apply themselves confidently when working alone. While most pupils are happy at school and enthusiastic about learning, a few are less positive.
- Pupils know what is expected of them regarding behaviour and generally behave well in and around the school. In lessons where they are highly motivated by their learning, their behaviour is often impeccable. They are particularly supportive of each other and cooperate well at all times.
- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep themselves safe from potential dangers posed by the internet, cyber bullying and drug abuse. Pupils have a good understanding of what constitutes bullying and say that it is rare, but if incidents do arise they are dealt with promptly.

They know who to go to at school if they were to have any concerns or worries and would do so confidently.

- Pupils take on responsibilities very conscientiously, such as sports ambassadors and helping around the school, for example, during assemblies and so develop good personal, social and spiritual awareness. Their cultural awareness is extended effectively through topics that include history and geography, and links with other communities different to their own.
- Senior leaders and the learning mentor have worked successfully to remind parents of the importance of good attendance. As a result, attendance is now above average and pupils enjoy being at school. As one pupil said, 'School is important if you want to learn and get a good job one day.'

The leadership and management

requires improvement

- The headteacher, deputy headteacher and other leaders are determined to help pupils achieve as well as they can and despite a number of staff changes since the previous inspection, they provide strong leadership and are driving school improvement relentlessly.
- The main reason why leadership and management require improvement is because much of what leaders have introduced to bring about improvement has not been in place long enough to have had sufficient and sustained impact on raising achievement and securing consistently good teaching. Some leaders are relatively new to their posts and so have not developed their roles sufficiently to bring about more rapid improvement.
- Leaders are checking on the quality of teaching and learning more closely and there is strong evidence that an increasing number of pupils are making good progress. However, the quality of teaching is still too variable, with too much of it requiring improvement to sustain good achievement in every class and for all groups of pupils. The school's view that teaching is good overall is too optimistic at present.
- Leaders know where improvements need to be made and they check the quality of teaching regularly. They provide good support and training for teachers where it is needed. They check that the improvements made are having a positive impact and adjust plans accordingly. While teaching has improved, inconsistencies in some aspects still remain, for example, in marking and in managing pupils' behaviour to ensure that the work pupils do is always their best. Leaders are aware of the previous shortcomings in the support provided for and the achievement of those older pupils who have both special educational needs and who are supported by the pupil premium. They have initiated good improvements in provision for these pupils so that most are now making at least expected progress.
- The headteacher and senior leaders use data about pupils' progress and the school's priorities to set teachers demanding targets. These targets are clear that unless pupils make acceptable progress, there will not be any increases in salary. Subject leaders for literacy and numeracy have had good opportunities to develop provision in these subjects. There are now good systems in place to track the progress of each pupil every half term and so accordingly teachers make adjustments in what they are taught. Hence, standards are rising. Actions by leaders in other subjects, such as history and geography, have yet to take effect in ensuring good teaching leads to higher achievement in these subjects.
- The way in which subjects are taught ensures that literacy and numeracy have a high priority. Pupils' literacy skills are extended well through a range of subjects. More is being done to develop pupils' reading skills through Key Stage 2 to raise standards even further. The focus on promoting basic skills has not been as evident, but plans are in place to review the curriculum so that pupils apply these skills in all subjects. Visits, visitors and events, such as music and drama festivals enrich pupils' experiences in school and in the wider world.
- The school is using the primary school sports funding to extend the opportunities for pupils to participate in sports events and competitions with other schools, and to take up green initiatives such as 'bikeability'. Working alongside specialists, teachers are improving their skills to lead activities such as gymnastics, athletics and various sports clubs and so sustain improvement in the long term to support pupils' health and well-being even more effectively.

- The local authority provides good support to senior leaders, governors and staff and challenges the school effectively.
- **The governance of the school:**
 - The governing body is focused on school improvement. By undertaking rigorous training, governors have increased their understanding of pupils' progress data and know the school's strengths and areas for further work.
 - Governors check that improvements have a positive impact on learning and endorse the action the senior leaders are taking to challenge teachers to improve teaching. With their improved understanding of performance data, governors hold the headteacher and senior leaders to account and link decisions on teachers' pay to pupils' progress.
 - Governors are aware of the impact the primary school sports funding has had in increasing opportunities for pupils to be involved in sport and healthy lifestyles. They have also supported leaders in their successful drive to use the pupil premium funding more efficiently and effectively. As a result, more of those pupils eligible for the pupil premium funding are now making at least the progress they should, and older pupils are beginning to receive the extra support urgently needed to help them catch up with others, particularly in their reading.
 - The governing body ensures that the school meets the current requirements for safeguarding and child protection.

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	134867
Local authority	North Lincolnshire
Inspection number	441924

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	312
Appropriate authority	The governing body
Chair	Caroline Kupfers
Headteacher	Sue Boulton
Date of previous school inspection	5 February 2013
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