

# Oakfield Primary School

Sylvia Crescent, Totton, Southampton, SO40 3LN

## Inspection dates

5–6 March 2014

<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.

- Attainment at the end of Key Stages 1 and 2 has risen since the school was last inspected.
- It rose significantly to well above average at the end of Key Stage 1 in 2013 and to well above average at the end of Key Stage 2 in 2012.
- Pupils make good progress during their time at the school, particularly in reading and mathematics.
- There is a positive climate for learning: pupils' achievements are celebrated well and they are guided effectively, for example through using 'working walls' in classrooms.
- Pupils are friendly and polite. They behave well and socialise well together.
- Pupils enjoy school and their spiritual, moral, social and cultural development is promoted well.
- Leaders' good checks on the quality of teaching and good support from the local authority have enabled pupils' achievement and the quality of teaching to improve.
- The expertise of the early years leader is recognised by the local authority as a strength, and she is used as a model of good practice in other schools.
- The governing body has become more active since the previous inspection. It now offers good support and asks searching questions about pupils' achievement and how school funding is spent.
- Staff are entirely supportive of leaders and there is a shared vision at the school for pupils' good achievement.
- Pupils feel safe at the school and most parents agree that their children are safe.

### It is not yet an outstanding school because

- Not all teachers have the highest expectations in terms of the presentation of pupils' work, the quality of marking and in providing for pupils' response to marking.
- Checks on learning are not always used as well as possible to set work at just the right level for pupils with different needs. Adults do not intervene as swiftly as possible in lessons.
- Attainment at the highest levels in writing is only just developing.
- A small number of pupils with special educational needs, some of whom are supported through the pupil premium, have made slower progress than their peers.
- Leaders do not regularly undertake a formal analysis of behaviour outside of lessons, or regularly evaluate the impact of actions to address related issues.
- The role of middle leaders, particularly those new to their job, has just started to develop.

## Information about this inspection

- The school had half a day's notice of the inspection and the inspection took place over two days.
- Inspectors observed teaching in all classes.
- Meetings were held with pupils, leaders and managers, members of the governing body and a representative of the local authority. Inspectors also spoke to the local authority district manager for schools.
- Inspectors held informal discussions with parents. They also took account of 53 responses to the Parent View online survey and 15 questionnaire responses from staff.
- They looked at pupils' work in lessons and also separately with leaders. Inspectors heard pupils reading and observed them in class and around the school, including at informal times.
- A wide range of school documentation was considered. This included: information provided by the school relating to the attainment and progress of pupils and groups of pupils across the school; the performance management of staff; evidence of checks on teaching by the school; external evaluations of the school; the school's website; the school's action plans; minutes from governing body meetings; the school's self-evaluation, and behaviour records and safeguarding information.

## Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

## Full report

### Information about this school

- Oakfield Primary School is slightly smaller than the average primary school.
- Most pupils are of White British heritage, with the next largest group of pupils coming from a Bangladeshi background.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported through the pupil premium, which is additional funding for pupils eligible for free school meals, those in the care of the local authority or those with a parent or carer in the armed services, is below average. There are pupils from each of these groups in the school.
- There has been a recent increase in the number of pupils who have challenging behaviour entering the school.
- A very small number of pupils attend off-site alternative provision for three mornings a week.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been significant changes to staff recently, including the appointment of three newly qualified teachers. Several staff were on maternity leave last year, including the deputy headteacher and the special educational needs coordinator. The headteacher was on leave for part of the first term and two members of staff are currently on maternity leave.
- The early years leader has helped to support other local schools.

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

- Increase the proportion of good teaching by ensuring that:
  - teachers always have the highest expectations so that the presentation of pupils' work is as good as possible
  - marking is always of the highest quality and pupils are always provided with an opportunity to respond to comments in marked work
  - information on pupils' learning is used effectively to set work at just the right level for pupils with different abilities and needs
  - pupils' work is checked regularly so that they make good progress and learning is moved on.
- Raise the quality of leadership and management to outstanding by ensuring that:
  - the role of middle leaders, particularly those new to their post, is developed so that pupils with special educational needs, some of whom are supported through the pupil premium, always make similar progress to their peers
  - leaders undertake a more formal analysis of behaviour outside of lessons to monitor trends and patterns and evaluate the impact of actions taken, more regularly
  - the proportion of pupils attaining at the highest levels, particularly in writing, increases.

## Inspection judgements

### The achievement of pupils

**is good**

- Attainment at the end of Key Stages 1 and 2 in English and mathematics has improved since the previous inspection. Pupils, including those from White British and Bangladeshi backgrounds, make good progress during their time in the school.
- Children enter the Early Years Foundation Stage with varying skills. Usually they enter with skills which are in line with those typically found for their age in communication and language, number, physical development and personal and social development, but below those typically found in reading and writing. They get off to a flying start in the Reception class and enter Year 1 with attainment which is above average in reading and mathematics, but with writing levels which are broadly average.
- Pupils make good progress across Key Stages 1 and 2, achieving well over time. Work in pupils' books supports this view, so that by the time pupils reach the end of Key Stage 2, they have made good gains in their learning.
- Year 6 pupils made rapid progress across Key Stage 2 in mathematics in 2012 and good progress across Key Stage 2 in mathematics and reading in 2013. Progress in writing was less strong.
- Although in 2013 the most able pupils did not make as much progress as similar pupils nationally, current school information indicates that the most able pupils make good progress.
- The proportion of pupils who attain at the higher levels at the end of Key Stage 1 and Key Stage 2 is increasing, although the proportion reaching Level 6 (the highest level) at the end of Key Stage 2 in writing is only just developing.
- Pupils supported through school action and a small number of pupils with special educational needs made rapid progress in mathematics across Key Stage 2 in 2012 and the very few with a statement of special educational needs made rapid progress in reading and mathematics across Key Stage 2 in 2013. Current school progress information indicates that disabled pupils and those with special educational needs, including the very few who attend off-site provision or who have challenging behaviour, generally make as much progress as they should and often make good progress in reading and mathematics. A small number of disabled pupils and those with special educational needs, including the very few who attend the off-site provision, make slower progress in writing.
- The very few pupils who speak English as an additional language make good progress, and they attain better than similar pupils nationally.
- The vast majority of pupils supported through pupil premium funding make similar progress to their peers but occasionally their progress is slower, particularly in writing. This is often because they have additional learning needs or have joined the school other than at the usual times. Although there are sometimes gaps of between two and three terms in English and mathematics between these pupils and their peers, current school information indicates that by the time these pupils reach Year 6, the gaps have narrowed to half a term in mathematics and one term in English. In 2013, eligible pupils attained better than similar pupils nationally in the reading, mathematics and spelling and grammar tests, but not in writing.
- Pupils' scores in the Year 1 linking sounds and letters (phonics) check in 2013 improved to above the national average, and this trend is set to continue for current Year 1 and Year 2 pupils.

### The quality of teaching

**is good**

- Pupils report that they enjoy coming to school because of the friendships they have, because teachers make learning fun and educational visits extend their learning well.
- Pupils are interested in learning because there is a positive climate for learning.
- Displays of 'star learners' and pupils' work celebrate pupils' achievements. The use of 'working

walls', for example, guides pupils in their learning well, so that, as one pupil pointed out 'there is inspiration everywhere'. Learning is well planned and teachers demonstrate good subject knowledge.

- Marking in books is regular; it reinforces learning and often provides pupils with suggestions about how to improve. As a result, most pupils understand what they need to do to move forward in their learning.
- Parents are provided with useful information about how homework complements learning in lessons and this supports pupils effectively.
- Pupils' work is usually set at the right level but occasionally information about pupils' learning is not used well and work is either too easy or too hard.
- Pupils' learning is guided effectively and pupils are questioned to check on and deepen their understanding. Occasionally, in some classes, this is not consistent.
- The presentation of pupils' work is not always as good as it could be and not all written comments guide pupils as well as they possibly could. Pupils are not always expected to respond to comments. Consequently, although pupils make good gains in their learning, they do not yet achieve outstandingly well.

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

- The behaviour of pupils is good.
- The school has worked successfully to improve pupils' behaviour in lessons. Pupils have positive attitudes to learning. Typically they behave well, listen and are attentive because the content of lessons engages them well and work is usually set at the right level.
- Pupils said that behaviour around the school was not always as good as in lessons because a few pupils occasionally do not take good care of school equipment.
- Observations of pupils during the inspection indicated that they behaved well in lessons and at informal times, playing well together and lining up in an orderly way. Logs of behaviour and staff comments indicate that this good behaviour is usual for pupils. Very occasionally, when teaching is not strong, pupils disengage from their learning.
- The school's work to keep pupils safe and secure is good.
- Pupils, including the very few who attend the off-site provision, say that they feel safe at school because the teachers supervise them well, the site is secure and they know what to do in case of a fire. Individuals indicated that the 'what's on my mind' box in their classroom helped them to feel secure.
- Pupils have a clear understanding of bullying and know about different forms of bullying such as verbal, physical and racist bullying. They report that bullying is rare and that it is effectively handled by the school. Although a minority of parents who responded to the Parent View survey indicated that they believed bullying was not well handled, most parents said that their children felt safe and were well taken care of. School records of bullying confirm that incidents are few and that appropriate actions are taken.
- Pupils have a good understanding of right and wrong, and the school manages those who have challenging behaviour well, with marked improvements in their attitudes to learning. Pupils are polite and friendly.
- There have been no permanent exclusions of pupils in the past few years. Pupils' attendance has improved and is now just above the national average for all groups of pupils.
- While leaders discuss pupils' behaviour in staff meetings which are minuted, they have only just started to undertake a formal analysis of behavioural incidents, and they do not regularly evaluate the impact of actions taken to bring about improvements.

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

- All staff believe that the school is well led and managed and individual members of staff praised

the way that staff work as a team. They are united in their vision for pupils to achieve well.

- Senior leaders have been successful in raising attainment at the end of Key Stages 1 and 2 and at improving pupils' phonic scores, their attendance and rates of progress. The capacity for further improvement is therefore evident.
- Changes in school staff, as well as an increase in pupils entering the school with more challenging behaviour have not had an adverse impact on leaders' pursuit of improvements.
- Checks on children's learning in the Early Years Foundation Stage and early years practice have improved since the previous inspection, and are now strong.
- Leaders have accurately identified best practice within the school and this is being shared through coaching of staff.
- The local authority has offered good but increasingly light touch support to the school, as its overall effectiveness has improved.
- Middle leaders support senior leaders well but their roles are not as well developed as possible, particularly for those who are new to their positions. As a result, there are a few pupils with special educational needs or who are supported through the pupil premium who are making less progress than their peers, and attainment at the highest levels in writing at the end of Key Stage 2 is only just developing.
- The large majority of parents who completed Parent View or spoke with inspectors' are supportive of school leaders and would recommend the school to other parents. Most believe their children are happy at the school.
- Leaders promote equality so that the vast majority of pupils achieve well and they have appropriate policies in place to ensure that discrimination is not tolerated.
- Leaders' evaluations of school performance identify accurately some key strengths and areas for development, which are helping the school to move forward. Evaluations of identified areas are regularly carried out and are closely aligned to whole-school actions related to teaching, achievement, leadership and management and behaviour for learning.
- Leaders have a track record of tackling underperformance well, and they ensure that progression along pay scales is securely linked to teachers' performance.
- Well-organised subjects provide pupils with good opportunities to develop literacy and numeracy skills across subjects. Pupils' spiritual, moral, social and cultural development is promoted well through lessons, a range of extra-curricular clubs, assemblies, 'circle time' and educational visits.
- The additional sport funding is spent on developing links with a local sports college and improving the skills of teachers. Pupils have good opportunities to take part in physical activities and the school is looking to increase these so that pupils' health and well-being improve.

#### ■ The governance of the school:

- The governing body has become more active since the school was last inspected. As a result of additional training, it has a clear understanding of pupils' achievement and the quality of teaching in the school. Governors ask searching questions about, for example the achievement of pupils with special educational needs and how pupil premium funding is spent. They ensure that this funding is used appropriately so that gaps in learning between eligible pupils and their peers are closing. They ensure that sport funding is spent appropriately and plan to measure the impact of the spending on pupils' participation rates in sport and their health and fitness. The governing body ensures that there is a clear link between teachers' performance and salary progression and they know how underperformance is tackled. They ensure that safeguarding meets 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

<b>Unique reference number</b>	115993
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	431016

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Sutton
<b>Headteacher</b>	Elizabeth Smith
<b>Date of previous school inspection</b>	5–6 March 2014
<b>Telephone number</b>	02380862530
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