

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566933
Direct F 01695 729320
Direct email:
ggleaden@cfbt.com



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Mrs Rachel Davies
Headteacher
Oakfield
Hopewell Road
Hull
HU9 4HD

Dear Mrs Davies

Requires improvement: monitoring inspection visit to Oakfield, Kingston upon Hull

Following my visit to your school on 2 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that first hand evidence collected by the governing body to monitor the impact of actions taken to improve the school is recorded.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, the Chair of the Governing Body, and a representative of the local authority to discuss the action taken since the last inspection. The school and the governors' action plans and other evidence provided by the school were evaluated. The headteacher took HMI on a tour of the school.

Context

One teacher retired in April 2014. The local authority appointed a school improvement partner for the school following the inspection in December 2014.

Main findings

The headteacher, who is well supported by governors and senior leaders, has shared a clear direction for improvement with a focus on attainment and teaching and learning. There is an action plan which identifies the key actions linked to success criteria and termly milestones. The local authority representative commented that governors and senior leaders have had, 'a big impact in a short space of time.'

Teaching and learning has improved. The vast majority of teaching and learning is judged to be good or better. Senior leaders are rigorous in their monitoring of teaching and learning through formal lesson observations, informal 'drop ins' to lessons, analysis of progress data and scrutiny of students' work. Senior leaders have made paired observations with the local authority representative and a consultant headteacher to quality assure their judgements. They also have worked with the local authority representative to develop their reports to the governing body.

Professional development opportunities, coaching and feedback from observations are contributing to better teaching and learning. Regular staff meetings have included training on the use of practical activities in lessons and of independent and collaborative skills. During the tour of the school, Year 11 students were seen working independently in both English and mathematics lessons. Teachers are working in coaching pairs to share good practice. Teachers, whose practice is not yet good, have had opportunities to observe good teaching and learning in other schools.

There has been a focus on homework with a revised policy which has been shared with parents and students. Students have regular opportunities to enhance their learning and well attended homework clubs have been set up.

Attendance has increased since the inspection in December 2014, particularly of Key Stage 4 students and those who are looked after by the local authority. The school uses a wide range of strategies to make these improvements including formal legal processes and an imaginative rewards structure.

The impact of all these changes is that students are more thoughtful about their own learning and this is beginning to accelerate progress.

Governance is improving. The review of governance was completed in February 2014 and as a result governors have carried out an audit of their skills and set up a working party. The working party has produced an action plan to improve governance. They have a new training matrix to identify governors' training needs and have set up a buddy system for new governors. The senior leaders have developed an induction programme for governors. Governors regularly gather first hand evidence of the school's work through meetings with the headteacher, observation of senior leadership team and attendance meetings and learning walks. Any evidence which shows the impact of actions taken to improve the school should be recorded.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school makes good use of the time provided by the local authority representative and a consultant headteacher who are regular visitors to the school supporting the monitoring of teaching and learning, performance management and self-evaluation.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Kingston upon Hull City of.

Yours sincerely

Helen Lane

Her Majesty's Inspector