

Oakdale Junior School

School Lane, Poole, BH15 3JR

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Attainment at the end of Year 6 has not been consistently above the national average since the last inspection, especially in writing and mathematics.
- In a minority of lessons, the quality of teaching requires improvement as some pupils do not make good progress. As a result, not all pupils achieve as well as they should.
- At times, teachers' expectations of what pupils can achieve are too low, especially for the most able.
- The quality of marking and feedback is not of a consistently high standard. Pupils have too few opportunities to act on the advice they are given, which limits their ability to improve their subsequent work.
- Year group leaders do not check the quality of pupils' work frequently enough. Consequently, poor presentation and handwriting are not routinely challenged.
- Until recently, there has not been enough detail or rigour in evaluating the success of actions to bring about improvements.

The school has the following strengths

- The headteacher, senior leaders and governors are taking positive action to raise pupils' achievement. This year, greater numbers of pupils at the end of Year 6 are on track to make expected or better progress.
- Teachers' positive relationships with pupils lead to a calm atmosphere in the school.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting themes, assemblies and displays. Regular opportunities for visits and out of school clubs enrich their learning.
- Pupils enjoy school and feel safe. They behave well in lessons and around the school.

Information about this inspection

- Inspectors visited 21 lessons and three assemblies. Seven of these observations were conducted jointly with the headteacher or deputy headteacher.
- Inspectors listened to a group of Year 6 pupils reading. Inspectors scrutinised samples of past and present work from all classes.
- Performance data were examined, with other school documentation, including minutes of meetings, school improvement plans, behaviour logs, attendance data and records relating to safety.
- Meetings were held with members of the governing body, a representative from the local authority, school staff and pupils.
- Inspectors considered 76 responses to the online parent questionnaire (Parent View) and 41 responses to the staff questionnaire. Informal discussions were held with parents before and after school.

Inspection team

Dale Burr, Lead inspector

Ken Buxton

Margaret Faull

Seconded Inspector

Her Majesty's Inspector

Additional Inspector

Full report

Information about this school

- In September 2013, the Borough of Poole reorganised its schools to accommodate a change in the age at which children transfer schools. As a result, Oakdale South Road Middle School became Oakdale Junior School. The school has undergone extensive building work to accommodate this move.
- Oakdale Junior School is larger than the average-sized primary school.
- The current headteacher joined the school in September 2012 and the deputy headteacher took up post in September 2013.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals or children in the care of the local authority) is below the national average.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is above the national average. The proportion who are supported through school action plus or a statement of special educational needs is above average.
- Most pupils are from White British backgrounds. A small minority speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum standards set for pupils' attainment and progress.
- The school runs a breakfast club, which operates before school.
- During the inspection, Year 5 pupils were not in school as they were attending a school residential visit.

What does the school need to do to improve further?

- Improve teaching and learning so that they are good or better by ensuring that all teachers:
 - set tasks that are suitably challenging for all pupils, especially the most able
 - give high-quality written feedback and regular opportunities for pupils to respond to the marking
 - require pupils to present their work in books to a high standard
 - make effective use of teaching assistants to support pupils' progress.
- Raise pupils' achievement in writing and mathematics by:
 - raising teachers' expectations of what pupils can achieve so that higher proportions make expected progress and more than expected progress
 - using the agreed handwriting programme to improve pupils' handwriting skills
 - improving pupils' mathematical skills and their ability to use them to solve problems.
- Strengthen the impact of year group leaders on raising standards by:
 - checking that work in pupils' books is set at the right level
 - checking the quality of teaching and learning so that greater emphasis is placed on how well pupils achieve.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils start Year 3 with skills typically above those expected for their age. By the time pupils leave Year 6, their achievement in recent years has been broadly in line with that of other pupils nationally.
- Not enough of the most able pupils reach the higher levels that they are capable of by the end of Key Stage 2. The most able pupils are not always fully challenged by the tasks set. In lessons, activities do not regularly build on what these pupils know so they often find them too easy.
- Pupils make slower progress in mathematics than in reading. In mathematics, pupils are not given enough opportunities to extend their understanding of mathematical skills and concepts.
- The headteacher has addressed weaknesses in pupils' writing with some urgency and, as a result, there are signs of improvements. End-of-year teacher assessments indicate the current Year 6 pupils are on track to achieve better results than those in previous years. A large majority of pupils in other year groups are also making faster progress than was previously the case.
- Reading skills are taught well. Pupils develop an enjoyment of reading from an early age and benefit from a structured approach to teaching phonics (sounds that letters make). Pupils confidently use phonics to read unknown words and apply these skills when reading on their own.
- Disabled pupils and those with special educational needs make good progress, especially in reading. Higher-level teaching assistants provide effective small-group support, which is well matched to the pupils' needs.
- Pupils with English as an additional language achieve well. They make good progress from their starting points and most pupils are on track to reach the standards expected for their ages.
- Pupils eligible for additional funding receive good support. Their attendance has improved and they are making good progress in increasing their rate of learning. The gap between their achievement and that of other pupils at the school is closing and is currently one term behind their peers at the end of Year 6. The 'Easter School', which ran for a week during the Easter holiday, was particularly successful at supporting this group of pupils in developing and improving their literacy and numeracy skills.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because some pupils do not make enough progress; this is particularly noticeable for the most able pupils. This occurs when teachers set activities that are not challenging enough..
- Teachers' marking is not of a consistently high standard. Although pupils' work is checked regularly, not all teachers use the agreed marking policy to ensure that pupils know how to improve their work. Marking is better in writing, where feedback is often thorough and gives guidance about improvements.
- Some teachers' expectations of pupils' work are too low. Not all teachers demand high-quality work from pupils, particularly in relation to their presentation and handwriting. Where expectations are high, there is a clear expectation that work will be set out neatly and that pupils will produce their best efforts.
- Much of the best teaching occurs in Year 6, which ensures that pupils make good progress and enjoy their work.
- Relationships are positive across the school. Pupils are attentive and follow instructions quickly

and willingly. Pupils work well individually or when asked to engage in partner work.

- Teaching assistants are deployed well to support pupils' needs. They provide good-quality guidance, which helps the pupils to make the progress planned. However, on occasion, teaching assistants are not involved productively. This is often because the teacher has not planned well enough for the teaching assistant's time to be used most effectively.
- Teachers promote an enjoyment of reading. Pupils read regularly and are provided with books which are suitably challenging and help to develop their language skills, including vocabulary. Pupils in Year 3 are supported to read by strengthening their knowledge and use of phonics, which help them sound out unfamiliar words.
- Pupils' spiritual, moral, social and cultural development is a strength. Pupils are knowledgeable about global issues. For example, through the school's link with Burkina Faso School in Africa, pupils learn about problems such as sanitation and deforestation.

The behaviour and safety of pupils are good

- The behaviour of pupils is good and they enjoy school. Pupils are courteous to visitors and staff. They are proud of their school.
- Incidents of bullying are rare. Appropriate procedures are in place to deal with different forms of bullying, including cyber-bullying. Pupils told inspectors that they know what action to take should bullying occur. The majority of parents who responded to Parent View agree that the school deals effectively with bullying incidents.
- The school's work to keep pupils safe and secure is good. Pupils say behaviour at playtime has improved over the last year because of the increased range and quality of activities provided and the good level of adult support and supervision. The school's decision to arrange playtimes at different times for different age groups and introduce play leaders has reduced the number of behaviour incidents.
- Across the school, relationships between adults and pupils are strong. Leaders have worked successfully to integrate a large number of new Year 3 and Year 4 pupils into the school.
- Leaders have taken action to improve pupils' attendance; it is now above the national average. The school successfully promotes attendance in newsletters and through a weekly 'Praise' assembly.
- Behaviour and safety are not outstanding because not all pupils challenge themselves to complete work of the highest standard. Occasionally, some pupils need to be reminded about the school's safety rules for playing tag-based games in the playground.

The leadership and management require improvement

- The school's leadership and management require improvement because, since the last inspection, pupils' progress has declined. In recent months, the school leaders have demonstrated a better understanding of teaching and learning in classes, by regularly checking the quality of teaching and the impact of intervention on pupils' progress.
- Targets set for teachers' performance management are not always sufficiently challenging. Even though they are linked to the national Teachers' Standards, performance targets for experienced teachers are not always rigorous or demanding enough.
- Year group leaders, while dedicated, are at an early stage of taking responsibility for improving pupils' progress in their year groups. They are committed to improving pupil outcomes, but have not yet had enough opportunity to assess the quality of teaching and learning in their specific year groups.
- The headteacher has very clear expectations and a strong desire to improve the school's performance. Her vision and commitment to the needs of the pupils are having a positive impact on improving the school. A large majority of staff are supportive of her vision for school

improvement.

- Senior leaders are accurate in their judgements about the teaching. In addition to lesson observations, senior leaders are also increasingly using information about pupils' performance as further evidence to assess the quality of teaching across the school.
- The access and inclusion manager is having a positive impact on pupils' progress. The support provided for pupils eligible for additional funding, as well as for disabled pupils and those with special educational needs, is very effective. Consequently, behaviour and achievement for these groups are improving.
- The local authority provides effective support. Teachers' assessments of pupils' skills, particularly in writing, have strengthened because of this help.
- Leaders use the additional sports funding that the school receives to improve teachers' knowledge and skills in physical education. A broad range of sports activities is available to all pupils. As a result, pupils' skills and participation rates are improving. This is having a positive impact on their physical well-being.
- Pupils' reading and writing skills are developed well through good planning. Pupils enjoy a range of visits which enhance their learning and develop their skills and knowledge.
- Pupils' attendance at extra activities is high, with over three-quarters of them participating in at least one club. The school is rightly proud of its extensive range of additional activities, which includes sports, as well as music and other creative activities. These activities are contributing well to pupils' spiritual, moral, social and cultural development.

■ **The governance of the school:**

- Governors have an accurate picture of the school's strengths and weaknesses. They recognise the significant challenges the school has faced with the restructuring of a middle school to a junior school. Governors recently conducted a review of the school's performance. They are now more involved with the monitoring of school improvement, which is beginning to have a positive impact. They have a developing knowledge about the quality of teaching. Governors are up to date with issues relating to the performance management of staff. They understand how teachers' pay is linked to the progress pupils make and have supported the school's efforts to challenge underperformance. They use information well to check pupils' achievement and compare school results with national figures. Governors know about the additional funding given to the school to support potentially vulnerable pupils and physical education, but they are not routinely checking the impact the work is having. Governors ensure that the school meets the statutory safeguarding requirements. Record-keeping, in relation to safeguarding, is thorough and keeping the pupils safe is a priority.
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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	131691
Local authority	Poole
Inspection number	443812

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Middle Deemed Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	545
Appropriate authority	The local authority
Chair	Mr C D Mann
Headteacher	Mrs Eileen Bissell
Date of previous school inspection	29–30 April 2010
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