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8 October 2014

Mrs Sue Boulton  
Headteacher  
Oakfield Primary School  
Morecambe Avenue  
Scunthorpe  
Lincolnshire  
DN16 3JF

Dear Mrs Boulton

### **Requires improvement: monitoring inspection visit to Oakfield Primary School, North Lincolnshire**

Following my visit to your school on 7 October 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 April 2014. 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:

- strengthen the links between improvements in teaching and their impact on pupils' progress, particularly pupils eligible for support through the pupil premium, those with special educational needs and the most able.

### **Evidence**

During the visit, meetings were held with you, other senior leaders, seven members of the governing body, and a representative of the local authority to discuss the action taken since the last inspection. The school improvement action plan was evaluated. A brief tour was made of the school.

### **Context**

Three teachers left at the end of the summer term. They were replaced by three teachers, including two newly qualified teachers. An assistant headteacher has been appointed from within the school.

## **Main findings**

You and deputy headteacher, well supported by the newly appointed assistant headteacher, have taken relevant actions to tackle the areas for improvement identified at the last inspection. Leaders have tackled weaker aspects of teaching and have introduced strategies to improve pupils' performance.

Meetings to evaluate pupil progress are more tightly focussed. Teachers have taken more responsibility for analysing progress and planning actions to improve learning. Plans are in place to take this accountability a step further by formally linking the performance management of teachers with the reviews of pupil progress. Leaders report that the better use of pupil targets is contributing to improving pupil progress.

Leaders have recently introduced a new procedure for pupils to respond to teachers' marking. This has been supported by training on how to match teachers' guidance more accurately to pupils' needs. The impact is yet to be reviewed.

A programme of more practical mental mathematics has been introduced in all years. Staff and governors report that pupils enjoy these activities. An analysis of the 2014 Year 6 test results showed particular improvement in the mental mathematics paper. Year 6 pupils made more progress in mathematics than in previous years. The most able gained Level 6 in mathematics for the first time, as a result of specialist teaching at the secondary school and extra tuition provided by a skilled parent. Training in the teaching of calculation at Key Stage 1 contributed to an increase in the proportion reaching Level 2b in mathematics at the end of Key Stage 1. A middle leader has recently been given an additional responsibility to work alongside the assistant headteacher to support training and development in mathematics.

Improvements in the teaching of reading have led to better results in 2014. The more consistent teaching of letters and sounds and the frequent checking by skilled practitioners resulted in most pupils in Year 1 meeting the national expectations. At the end of Key Stage 1, the proportion reaching the expected standard in reading increased as a result of better teaching and more secure knowledge of letters and sounds. At Key Stage 2, weaknesses in pupils' skills of inference and deduction have been tackled by a more systematic approach to teaching reading, new resources, more booster classes and a more structured approach to analysing text in Year 6. In response to pupils' views, a time for reading independently has been introduced for all classes.

At Key Stage 2 in 2014, there was an increase in the proportion gaining Level 5 in reading and mathematics. However, fewer gained level 5 in writing and results in grammar, spelling and punctuation declined. This was due to a weakness in spelling, and a lack of a systematic approach to teaching it, which leaders are beginning to tackle. Rates of progress increased in reading and mathematics.

In the Early Years Foundation Stage, a higher proportion reached a good level of development in 2014 than in 2013 when it was untypically low. Leaders say that more direct teaching of reading, writing and mathematics contributed to the improvement. In addition they received helpful support from joining a network of schools working on excellence in the early years.

The special educational needs co-ordinator joined the senior leadership team and has more

influence on whole school planning. A system for adults and pupils to talk calmly through conflicts has been established which has helped with the management of behaviour. For the first time, all parents of pupils with special educational needs have been involved in planning the programme of support for their children. Reviews of the impact of these plans will start this term.

A more co-ordinated approach is being developed for pupils eligible for support through the pupil premium. More analysis of the progress of this group is being carried out. A member of staff and a governor have been given a responsibility for leading this work and they have begun to meet to develop plans. An 'early bird' breakfast club for Year 5 and Year 6 pupils eligible for the pupil premium started this term.

The quality of physical education and sports is improving as a result of a greater use of specialist staff for dance and gymnastics and the appointment of a male teacher who is running football. After-school clubs are providing a more diverse range of physical activity and sports. Leaders are beginning to develop pupils as sports leaders and are seeking to improve the provision of outdoor sports.

Governors demonstrate strong commitment and are led by an energetic Chair of the Governing Body. Governors have specific responsibilities for subjects and aspects of the school, visit school regularly and are engaged in constructive dialogue about improvements.

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**

You and the deputy headteacher are relatively new to the roles and have drawn effectively on the support provided by the local authority. You have been open to suggestions and advice and benefit from regular school improvement review meetings. Local authority training and development has supported the development of literacy and mathematics. The local authority has identified schools to help leaders to explore examples of good practice. The school is part of a developing network of schools on the journey to 'good'. The assistant headteacher has recently been appointed as a specialist leader of education and contributes to the improvement of teaching and leadership in other schools in the local authority.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for North Lincolnshire.

Yours sincerely

Bernard Campbell  
**Her Majesty's Inspector**