

# Oakfield Community Primary School

Oakfield Lane, Dartford, Kent, DA1 2SW

**Inspection dates** 27–28 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards have risen and are well above average in mathematics and in English grammar, punctuation and spelling. Pupils make outstanding progress in mathematics.
- Pupils at an early stage of learning English make rapid progress and achieve well because of the high-quality support they receive.
- Early Years Foundation Stage provision is good and pupils make good progress.
- The school works hard to meet the needs of all pupils. Disadvantaged pupils are learning more rapidly so that the gaps between their attainment and that of their peers, both in school and nationally, are closing.
- Pupils show good attitudes to learning in most lessons, feel very safe and behave well.
- Teaching is good. Pupils are appropriately challenged to make good progress in most lessons. Systems for checking pupils' progress are well established.
- Leadership is effective. The school continues to improve. School leaders at all levels are highly committed to the community and constantly seek improvement in the opportunities they provide for pupils. Any weaknesses are rapidly addressed.
- Middle leaders are committed and effective.
- Extra-curricular provision is extensive and well supported.
- Governance has improved, as a result of recent changes in personnel. Governors are well informed about pupils' achievement and the quality of teaching and are increasingly effective in driving improvement.

### It is not yet an outstanding school because

- Pupils do not make as rapid progress in reading as they do in mathematics or in writing.
- Not all pupils have well-formed, legible handwriting.
- Evaluations of teaching are not recorded with sufficient rigour. Areas for development are not always explicitly defined.

### Information about this inspection

- Inspectors observed learning in 29 lessons, five of which were seen jointly with the school’s senior leaders.
- Inspectors looked closely at pupils’ written work for both the current and the last school year. They listened to pupils reading.
- Meetings were held with a group of pupils, the Chair of the Governing Body and two other governors, the schools senior and subject leaders and with a representative of the local authority.
- Inspectors took account of the 47 responses to the staff questionnaire and the 57 responses to the online questionnaire, Parent View.
- Inspectors observed the school’s work and looked at a range of school documents, including plans for improvement and records of the school’s checks on the quality of teaching. They also considered local authority notes of visit, minutes of governing body meetings and records relating to behaviour, attendance, safeguarding and the systems used to track pupils’ progress.

### Inspection team

George Logan, Lead inspector

Additional inspector

Janet Tomkins

Additional inspector

Alison Marshall

Additional inspector

Elizabeth Cole

Additional inspector

## Full report

### Information about this school

- Oakfield Community Primary School is much larger than an average-sized primary school.
- The school is part of the Galaxy Federation, a federation of Oakfield Community Primary School and Temple Hill Primary School, both in Dartford. An executive headteacher has oversight of both schools, with a shared governing body. Some staff have responsibilities across both schools.
- The school has an ethnically diverse intake, although the large majority of pupils are of White British heritage. There is a very small group of pupils of Gypsy/Roma heritage.
- Around one in every five pupils is at an early stage of learning to speak English.
- At about one in every five, the proportion of disabled pupils and those who have special educational needs is above the national average.
- In September 2014, the school established a specialist resourced provision for pupils with autistic spectrum disorder with a potential capacity of 12 pupils. This provision is still at an early stage of development. It accommodates three pupils at present, all from the Reception year.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is about one in every three pupils and is above the national average. This is additional funding for pupils known to be eligible for free school meals and those who are looked after.
- There are 22 classes. Nursery children in the Early Years Foundation Stage attend either a morning or an afternoon session. Reception children, all of whom attend full-time, are taught in three Reception classes. There are three classes in each year across the school.
- There is a children's centre on the school site. This is managed and inspected separately.
- The school offers both a breakfast and an after-school care club as part of its extended provision. Both were reviewed as part of the inspection.

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

- Build further upon pupils' improving achievement, by ensuring that:
  - pupils have more opportunities to develop their reading skills across a range of subjects and to extend further their understanding of the use of language
  - pupils have access to a wider range of free-choice reading material
  - pupils acquire a more fluent, legible and well-formed style of handwriting.
- Ensure that the monitoring of teaching is recorded more formally and systematically and that the areas for development are more explicitly defined.

## Inspection judgements

### The leadership and management are good

- The leadership of the executive headteacher is strong and effective. He has high expectations of staff and pupils alike and this has enabled the school to sustain the trajectory of improvement, particularly in pupils' achievement, identified at the last inspection. All senior leaders, subject leaders and governors subscribe fully to the school's vision for improving the well-being of children and their families in the community.
- The leadership of teaching is effective, so that pupils experience good teaching. Senior leaders tackle weaker teaching in order to secure rapid improvement. Their evaluations of the quality of teaching are accurate. However, the recording of their observations is often informal and not explicitly aligned to specific criteria. Areas for development are not always clearly defined, to support the measurement of subsequent improvements.
- Systems to manage teachers' performance are, overall, effective. Evidence from a range of sources is evaluated in order to measure teachers' impact on pupils' learning. Teachers' targets are linked to what pupils should achieve. Middle leaders have a strong vision for improvement. The mathematics leader, for example, has driven the current high achievement in mathematics. Other subject leaders are relatively recent appointments and it is too early to see a significant impact.
- The school tackles difficulties in staff recruitment by training potential teachers in-house through recognised programmes. They also develop middle leaders who have demonstrated capacity and a commitment to the school's vision.
- The school's self-evaluation is accurate. The improvement plan is focused on appropriate priorities. All staff understand their role in school improvement. Staff use information on pupils' attainment and progress successfully to plan challenging lessons.
- The use of funding to accelerate the progress of disadvantaged pupils is having a positive impact on their achievement. Funding is appropriately focused on specific individual needs, both social and academic.
- School leaders promote pupils' personal and social development effectively. This ensures that pupils are kept safe and behave well. Safeguarding requirements are met.
- Provision for pupils' spiritual, moral, social and cultural development is good. Regardless of background, all pupils learn about British values through events such as visiting London landmarks, learning about public services, and using local facilities, parks and monuments.
- Leaders have reviewed the structure of the subjects taught to accommodate well the current changes to the New National Curriculum. The school has worked cooperatively with its federation partner and with other schools locally to restructure their provision. Extra-curricular provision is extensive and well supported.
- Activities funded through the primary school sport funding have significantly increased pupils' participation in sports clubs and competitions. Additional staff training ensures that the changes are sustainable.
- The school receives support from the local authority in line with what is normally provided to schools judged to be good. Parents are highly supportive of the school.
- **The governance of the school:**
  - Governors are clear about the strengths of the school and where improvements are needed. A significant number of governors are recent appointments, many of whom bring substantial expertise to the role. Governors have undertaken relevant training. They visit the school frequently. Key governors understand how the school's performance compares with that of schools nationally. They challenge school leaders with confidence, and are increasingly involved in school improvement. They successfully promote good relationships. They understand the strengths and weaknesses of teaching well. Governors ensure that pay increases and promotion properly reflect individual teachers' effectiveness. Governors are fully committed to ensuring the school promotes tolerance, provides equality of opportunity and tackles any discrimination. They understand in broad terms the impact of additional funding on gaps in attainment between disadvantaged pupils and others. They ensure, along with senior leaders, that statutory duties are met, including those for the safeguarding of pupils.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils show positive attitudes to learning in most classes. Where teachers plan engaging activities and encourage an active response, pupils are often very enthusiastic. Pupils play together harmoniously in the playground.

- Teachers generally respond quickly to any low-level disruption in lessons.
- The 'outdoor classroom' provides well for pupils who feel insecure in school and require an alternative approach to learning in a supportive environment.
- Pupils undertake duties, for example as play leaders, and contribute well to the smooth running of the school.
- Inappropriate behaviour is rare. Exclusions have declined and are now few. Thorough records of any incidents are maintained. Pupils realise that their actions may affect others.
- Pupils' attendance has improved and is now broadly average.
- The breakfast and after-school clubs provide well for pupils who arrive at school early or need to stay late.

### Safety

- The school's work to keep pupils safe and secure is good. The school site is secure. Risk assessments are thorough. Safeguarding arrangements meet national requirements. All visitors are thoroughly checked.
- Pupils feel safe in school, confident that adults will manage any difficulties that arise.
- The school prepares pupils well to face everyday risks. Pupils appreciate, for example, the hazards of cyber bullying. The school helps pupils protect themselves from the dangers associated with internet abuse.
- Pupils know that bullying may take different forms. They are confident that adults will 'sort things out' should any issues arise.

## The quality of teaching is good

- Pupils experience mainly good teaching in literacy and mathematics. Most teachers provide good levels of challenge so that learning is good. This was evident, for example, in a successful Year 5 mathematics lesson for less able pupils, where pupils were extending their knowledge of number bonds, place value and the calculation of area. The task was challenging and stimulating. Pupils showed a high level of engagement, competing to give their answers, suggesting new ideas and encouraging the others.
- Disadvantaged pupils do well because their progress is carefully tracked and they receive effective support. Learning support staff are well trained and successfully support small groups and individuals.
- Pupils at an early stage of learning English are supported well, both in specific sessions with the specialist teacher and in their own classes.
- The teaching of phonics (the sounds letters make) is effective, with additional support provided for pupils who have not made sufficiently rapid progress. The teaching of reading is not yet as effective. There are fewer opportunities for pupils to practise their reading across the curriculum or to extend their skills and understanding of language further.
- In a few lessons, teachers are not sufficiently attentive to the pace at which pupils are working, so that time is wasted in low-level activities, or tasks fail to provide sufficient challenge.
- The school has established generally effective systems for checking and improving pupils' progress. Teachers' marking is mostly thorough and shows clearly what pupils have to do next. Targets are used effectively by teachers to guide pupils' progress, although they are not always annotated in pupils' books.

## The achievement of pupils is good

- Children enter Nursery, and subsequently Reception, with levels of knowledge and skill which are well below those typical for their age. Good teaching ensures that children make good progress. Outcomes have improved steadily, so that many now leave Reception attaining at levels above those expected.
- Pupils' attainment at the end of Key Stage 1 is building steadily on the improving Reception outcomes. Attainment is now broadly average. Intensive programmes to promote better achievement in reading and writing are having an increasingly positive impact upon achievement. Slightly more Year 1 pupils than average attained the expected standard in the phonics screening check in 2014.
- Pupils' attainment at the end of Key Stage 2 has improved steadily since the last inspection, particularly in mathematics and in English grammar, punctuation and spelling, where standards were well above average in 2014. Standards in reading and writing were broadly average. The school's data suggest that, in 2014, most Year 6 pupils made outstanding progress in mathematics and good progress in English grammar, punctuation and spelling and in writing.
- Progress in mathematics is the strongest element in pupils' achievement in all year groups. Progress in reading is not quite as strong because teachers have focused more on pupils' knowledge of phonics than

on developing fluency and understanding of texts read. Some pupils have poorly formed handwriting.

- The gap between the attainment in English and mathematics of disadvantaged pupils and that of others in the school, as well as of all pupils nationally, is narrowing. The average gap in each case is now around two terms.
- Pupils who are at an early stage of learning English achieve exceptionally well across the school. They almost always make more rapid progress than the other pupils and attain at higher levels, because of the good specialist support they receive.
- The few Gypsy/Roma pupils make steady progress in developing their basic skills, although variable attendance means that some do not fully benefit from the opportunities available.
- Disabled pupils and those who have special educational needs are supported well and make progress that compares favourably with that in other schools.
- The most able pupils are ambitious to succeed and are well supported. A significant number attained the challenging Level 6 in mathematics in 2014.
- Pupils in the new autistic spectrum disorder unit are supported well. Staff have a good understanding of their needs. Teaching is effective and supported pupils are already making good progress.

### The early years provision

is good

- Early years provision has improved steadily. Effective teaching of phonics, rigorous assessment, careful targeting of the most able and effective leadership together ensure children make good progress.
- Children's attainment on leaving Reception was above what was typically found in 2012, but was lower in 2013. The proportion of children achieving a good level of development in 2014 was well above the national average. Consequently, in most years, children are well prepared for entry to Year 1.
- The school ensures that children are challenged to achieve well, including those who have special educational needs. All adults have high expectations and plan challenging activities. There is a good balance between teacher-directed and free-choice activities, with frequent access to outdoor learning opportunities.
- Children show self-sufficiency when selecting resources and settling down to activities. They have positive attitudes to learning, demonstrating persistence and resilience.
- Staff ensure that early years children behave well and are safe and well looked after. Children are encouraged to take risks and to learn from them. Good links are established with parents, who have a positive involvement with the school. Parents share significant moments in their child's development with the school.
- Staff know individual children well. Thorough checks and observations provide accurate information about children's developmental needs.

## 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>	135179
<b>Local authority</b>	Kent
<b>Inspection number</b>	453016

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	656
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mandi Hunt
<b>Headteacher</b>	Garry Ratcliffe
<b>Date of previous school inspection</b>	29 February 2012
<b>Telephone number</b>	01322 220831
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