

Oakfield First School

Imperial Road, Windsor, SL4 3RU

Inspection dates 23–24 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils make consistently good progress in reading, writing and mathematics.
- When pupils leave the school in Year 4, their attainment is above average.
- Attainment at Key Stage 2 has been above the national average for three years. More pupils achieved the higher grades than in schools nationally.
- Teaching is consistently good. Reading, writing and mathematics are all taught well. Teachers ensure pupils learn well and that work is interesting for them.
- The skills of teaching assistants are well used. They make a positive contribution to the learning of disabled pupils and those who have special educational needs.
- When pupils are at risk of falling behind, the school works particularly well with parents to support their children’s learning.
- Pupils’ behaviour is good in lessons and around the school. Their positive attitudes to learning support their good progress.
- Pupils say that they feel safe in the school. The vast majority of parents responding to the online and school surveys agree with this view.
- The headteacher is passionate about the wide range of additional activities, including the arts and music, which enrich the life of the school. These give pupils memorable experiences, including singing with other schools in large concert venues.
- Leaders, managers and governors have ensured that teaching and achievement have continued to improve and are good.
- Governors are a particular strength of the school. They carefully balance their roles of providing both support and challenge to school leaders.

It is not yet an outstanding school because

- Teaching is not outstanding overall. Sometimes, teachers do not have high enough expectations or provide enough challenge for pupils. They do not always ensure they write regularly. Some marking does not show pupils the next steps to improve their work.
- The Early Years Foundation Stage requires improvement. Work is not always hard enough so children do not achieve as well as they should. Staff do not check on children’s progress regularly enough to make sure they achieve well.

Information about this inspection

- The inspection team observed a range of 17 lessons in different year groups. Two observations were carried out jointly with the headteacher. Inspectors also carried out shorter visits to lessons to observe aspects of the school’s work.
- The inspection team looked at pupils’ work in lessons and examples of work completed in the last school year. They spoke to pupils about their learning and listened to pupils in Year 2 and Year 4 reading.
- Meetings were held with senior staff and those responsible for subjects or areas, pupils, members of the governing body and a representative of the local authority.
- The 82 responses to the online Parent View survey were scrutinised, along with the information from the school’s own surveys and correspondence from parents. Inspectors also spoke to parents informally when they brought their children to school.
- Inspectors reviewed a range of documentation including the school’s own review of its performance and plans for the future; records of the management of staff performance; information on the achievement of pupils; the governing body minutes; and behaviour, attendance and safeguarding records.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Ann Longfield

Additional Inspector

Full report

Information about this school

- This first school is similar in size to the national average for primary schools.
- Pupils come from a wide range of ethnic backgrounds with the largest group being White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of disadvantaged pupils known to be eligible for pupil premium funding is well below average. The pupil premium is additional government funding for pupils who are known to be entitled to free school meals or are in the care of the local authority.
- The Early Years Foundation Stage is taught in two Reception classes and children attend school full time for a full year from September.
- There have been significant changes to the governing body since the previous inspection, including a new chair.
- The school has a range of awards and recently received its fourth Artsmark gold award.

What does the school need to do to improve further?

- Improve teaching so that it is outstanding overall, by teachers:
 - having higher expectations and providing more challenge for pupils
 - giving pupils more opportunities to write regularly
 - regularly showing pupils the next steps in their learning through marking, and making sure that this guidance is acted upon.
- Raise achievement in the Early Years Foundation Stage by:
 - making sure work is hard enough and provides faster progress in learning
 - developing ways of checking accurately on children's progress throughout the year.

Inspection judgements

The leadership and management are good

- The headteacher is passionate about ensuring that the school provides opportunities beyond the subjects taught in the classroom, to prepare pupils well for their futures and their next stage of education. She is ably supported by the assistant headteacher. Almost all staff who responded to the questionnaire were positive about the leadership of the school.
- All experienced staff are supported to take on a subject leadership role. They are well supported in their development. This year, they have effectively reviewed all subjects taught and planned for the new National Curriculum which started in September. The curriculum is effective in developing pupils' skills and subject knowledge in different areas. It gives priority to the development of English and mathematics.
- Leaders strive to ensure that teaching is of the highest quality. The management of staff performance is very thorough. Targets set for staff include those linked to improving the achievement of individual pupils and areas for staff to focus on to improve their teaching. This has been successful in ensuring teaching is consistently good.
- The arts and music are a particular strength of the school. All pupils in Key Stage 2 learn to play a musical instrument as part of the curriculum. There is a good variety of other musical activities, including handbells and recorder clubs. The choir sings at a wide range of events. Pupils said the experience of singing at The O2 and the Royal Albert Hall with lots of other schools was 'fantastic' and something they would always remember.
- Pupils' spiritual, moral, social and cultural development is promoted well. Classes have class charters and class golden rules, and the school council is voted in by pupils. Even from a young age, the school actively promotes British values and prepares pupils for life in modern Britain. Pupils take on a variety of responsibilities including the roles of sports leaders, arts leaders and play leaders. Pupils learn about different cultures and faiths, and tolerance of each other. The different backgrounds of the school's pupils are celebrated.
- Pupils take part in a wide range of trips and visits. Year 1 pupils enjoyed visiting the Victorian museum which inspired their writing when they returned to school and Year 2 pupils talked enthusiastically about the recent adventure evening in the school grounds.
- The government sports funding is used effectively to provide sports all pupils can succeed in. The school is committed to providing a range of competitive sports teams and had great success last year, winning all events in the local area. Teachers have developed their confidence and their skills in teaching sport. Resources for sport have been improved. The school has effectively helped pupils in developing their skills in sport and in healthier lifestyles.
- The school works closely with local middle and first schools to support pupils on the important moves from one stage to the next. All schools use the same assessment which has been agreed with the middle schools so there is consistency in the area. The headteacher is active in promoting local partnerships and leads local singing festivals for first and middle schools, and workshops for first schools. She also provides training for teaching assistants for local schools.
- The additional government funding for disadvantaged pupils is used well to support them. The headteacher also works with parents to help support their children's learning. This work is effective in raising achievement for these pupils.
- The school is effective in promoting equality of opportunity, fostering good relations and tackling discrimination. Staff act as excellent models for pupils and encourage mutual respect across the whole school. Safeguarding arrangements are thorough, effective and meet statutory requirements.
- The school has an accurate understanding of its work. Plans for improvement have appropriate priorities with clear steps for improvement. These are checked regularly. Senior staff and governors work closely on reviewing the school's work and planning for the future.
- The local authority has provided effective support, particularly around making sure that judgements on the quality of teaching are accurate, through shared lesson observations and discussions about pupils' achievement.
- **The governance of the school:**
 - Governance has improved and is very effective. Governors have reviewed their performance and acted on the outcomes. They balance appropriate rigour and challenge with support. They have an excellent understanding of the published data on the pupils' achievement and have improved their knowledge of pupils' progress within the school. They know how different groups of pupils are performing, including those for whom the school receives additional government funding. They are able to ask leaders suitably challenging questions and work with them to bring improvements where performance in areas

of the school or for groups has been weaker. They oversee the performance of staff and sign off pay awards for staff. The new updated policy ensures clear links between pay and performance. Governors know about the quality of teaching in the school and receive updates from senior staff on their lesson observations. They each have links to different areas of the school and visit regularly to talk to pupils and staff and to see the work of the school for themselves.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils behave well in classes and around the school. Routines are well established and teachers ensure pupils move around classrooms sensibly so little time is wasted.
- Pupils are polite, friendly and welcoming to visitors. They enjoy taking on responsibilities, such as being members of the school council and arts leaders.
- Pupils are supportive of one another and pupils of different ages and backgrounds play together harmoniously in the playground. Older pupils look after younger pupils and make sure they have someone to play with.
- Pupils have positive attitudes to learning in all classes. They cooperate well and find work generally interesting. However, on occasions when they are not challenged enough, their attention can slip.
- Pupils say that behaviour is good and they do not have concerns about bullying. They know about different types of bullying including cyber, physical and repeated verbal bullying. They say that if anyone is unkind teachers sort it out quickly. The vast majority of parents who gave their opinions say that behaviour is well managed in the school. The inspection found that these views are accurate. School logs show few incidents, with appropriate action taken when needed and pupils encouraged to reflect on their actions.
- Pupils behave well in assembly. In the singing assembly, they sang enthusiastically, and were able to perform to a high standard and to sing different parts.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in the school, and the vast majority of parents who gave their opinions agree with this view.
- Leaders and staff apply clearly understood policies effectively. They work closely with parents and other agencies when required to ensure pupils are kept safe.
- The school carries out appropriate risk assessments to ensure pupils are safe in school and when taking part in trips and activities. Pupils know how to keep themselves safe in different situations, including on the internet, with strangers, around water and when crossing roads.
- The school's work to support families facing difficulties is strong. The school works closely with families to support their children in school.
- Attendance has improved and is above average. Pupils are routinely punctual to school and to their lessons.

The quality of teaching is good

- Teaching is consistently good across all year groups, including in English and mathematics. This supports pupils' good progress. Pupils understand their work and teachers introduce them to a wide range of topics. Mathematics teaching has been developed and now pupils develop skills more thoroughly across the school. Their achievement in mathematics is now similar to that in reading and writing by the time they leave in Year 4.
- Pupils write in a wide range of styles and make good progress in developing their writing. However, their progress is not as strong as it could be because they do not write regularly enough.
- Teachers have the respect of their pupils and routines are well established so pupils do not waste time. Teachers are good models for their pupils.
- The skills of teaching assistants are well used. They help disabled pupils and those who have special educational needs to manage the work and make good progress in their learning.
- Teachers plan work which is interesting in a wide range of subjects. Homework is used effectively to focus on spelling, writing and the development of mathematics. Sessions have been held for parents to help them to understand how early reading and mathematics are taught so that they can support their children

at home.

- Pupils' books are marked regularly and include positive comments about the work. However, they do not always include clear next steps so that pupils can see how to improve in the future. Teachers do not make sure that pupils routinely act on comments to ensure they have understood.
- Teachers usually have high expectations for their pupils but do not always have the very highest expectations. Sometimes, they do not challenge pupils enough to do their best so they make the most rapid progress possible.

The achievement of pupils

is good

- Pupils make good progress across the school. All groups of pupils, including those from White British backgrounds, those from a wide range of ethnic groups, and those who speak English as an additional language, make good progress.
- Reading is a strength of the school and pupils are encouraged to read widely and often, both at school and at home. Pupils learn their early reading skills well. Following average results in the Year 1 phonics (letters and their sounds) check in 2013, the school adjusted the way in which phonics was taught across Key Stage 1. The changes made sure that work was at exactly the right level for pupils. There was more support for individuals and groups. This work was effective and the proportion of pupils reaching the expected standard in the Year 1 phonics check in 2014 improved to be above the national average.
- Attainment at Key Stage 1 in reading, writing and mathematics has remained above the national average over the last three years. Mathematics skills have been developed more thoroughly than in the past and pupils now do as well in mathematics as in other subjects. In the most recent tests, performance in reading and mathematics was similar, although it dipped slightly in writing. Despite pupils making good progress in their writing, there are not enough opportunities for them to write regularly to ensure they develop their writing skills at the most rapid rate.
- Progress continues to be strong in Years 3 and 4. Attainment is above average when pupils leave the school in Year 4. The majority of pupils achieve standards above expectations for their age and do equally well in reading, writing and mathematics. They are extremely well prepared for the next stage of their education in middle school
- Disabled pupils and those who have special educational needs are well supported in class and outside lessons, individually or in small groups. They are able to join in lessons and make good progress.
- More-able pupils are well supported and given work that is usually hard enough. They achieve well at the end of Key Stage 1 with more pupils achieving the highest levels than nationally. High proportions achieve standards above national expectations for their age in Key Stage 2.
- The school supports pupils who are eligible for the additional government funding well. They receive extra help in class, in small groups and individually. One-to-one support has also been provided for pupils and their parents to help improve progress and this has been effective. Although numbers are too small to make useful comparisons between the attainment of these pupils and that of others over time, their progress is improving.

The early years provision

requires improvement

- Achievement requires improvement because children do not always have work that is hard enough to help them move forward in their learning and ensure that more children do well by the end of the year. The school has not checked on children's progress regularly and made sure that staff know exactly how well children are doing. As a result, they cannot plan the next steps accurately to help children make fast progress. Consequently, progress is slower in the Early Years Foundation Stage than the rest of the school as the quality of teaching is less strong. Leadership is also less strong than in other areas of the school as it has not ensured children's faster progress.
- Children have well-developed social skills and are able to concentrate on activities. Children share activities and resources well with each other. They play well together and are kept safe. They follow instructions from staff and have positive attitudes to learning. These positive behaviours support them well when they enter Key Stage 1.
- Children enjoyed topical activities of scooping the flesh from pumpkins and squash, and other children enjoyed drawing monsters. In another lesson, the children were well supported by an adult and made particularly strong progress in their writing. They wrote simple sentences with many children doing this accurately.
- Adults' skills are well used in different areas and there are positive relationships between staff. However,

the leadership of the area has not been strong enough to ensure that children make good progress and achieve well. The leader has introduced a new assessment system to record children's progress which is in the early stages of development.

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	109897
Local authority	Windsor and Maidenhead
Inspection number	448407

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	First
School category	Maintained
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Des Nelhams
Headteacher	Rosslyn Sendorek
Date of previous school inspection	10–11 June 2010
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