

Oakfield Primary School

Morecambe Avenue, Scunthorpe, Lincolnshire DN16 3JF

Inspection dates

14–15 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Senior leaders are not making the best use of information about pupils' achievement. Reporting and assessment systems vary across subjects. This makes the comparing and measuring of pupils' progress inefficient and unclear.
- Leaders at all levels make regular checks on teaching and learning. However, the impact of their actions is not linked closely enough to improving outcomes for pupils across subjects.
- Governors do not have a secure understanding of improvement priorities or pupils' outcomes across subjects. As a result, they are not challenging and supporting leaders effectively.
- Teaching, while improving, is not consistently good. In key stage 1, teachers' subject knowledge is not yet strong enough to secure good outcomes for pupils across all subjects.
- Pupils in key stage 1 are not making the progress that should be expected of them, particularly in writing and mathematics. This is due to variability in the quality of teaching.
- Some of the most able pupils, particularly in key stage 1, are not challenged sufficiently. This means they are not reaching the standards they should, especially in writing and mathematics.

The school has the following strengths

- The headteacher has established a calm and orderly school environment. A positive and optimistic ethos is tangible. As a result, pupils' behaviour is a growing strength.
- The early years provision is enriching. The needs and interests of children are used well by teachers to plan learning that engages and stimulates. Progress from starting points is therefore good.
- The teaching of phonics (the sounds that letters represent) is good. Outcomes are consistently above those seen nationally over time.
- The teaching of writing in key stage 2 is leading to good outcomes for pupils. Teachers rigorously apply the school's marking policy skilfully to move pupils forward in their learning.
- The leadership of mathematics is having a positive impact in key stage 2. Improvements in teaching are now securing better outcomes for pupils.
- Teaching assistants are well trained and deployed to good effect. This means they have more of an impact on pupils' learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in key stage 1, particularly in mathematics and writing, by:
 - strengthening teachers' subject knowledge and embedding consistency in practices in each subject area across the key stage
 - equipping teachers with the skills and abilities to address misconceptions and give pupils precise feedback in a timely manner through the effective use of assessment information
 - providing a closer match of work to pupils' needs to ensure that all pupils are sufficiently supported or challenged to make good progress, including the most able pupils
 - sharing the strengths in teaching and learning practices seen in key stage 2.

- Increase the effectiveness of leadership and management, including governance, by:
 - ensuring that all leaders, including governors, have a precise understanding of the school's strengths and areas requiring improvement
 - developing consistency across subjects in terms of assessment methods and reporting practices
 - using the wealth of information gathered about pupils' achievements and the quality of teaching more strategically to prioritise improvement actions that are directly linked to outcomes for pupils
 - making sure that governors and senior leaders use performance management procedures effectively, holding adults to account for the outcomes of pupils more robustly.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management can be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The headteacher affords leaders at all levels a wealth of professional development opportunities to build and draw on expertise. Regular checks on the quality of teaching and learning take place across subjects and key stages by middle, phase and subject leaders. The value of the information they gather is weakened, however, by a lack of consistency in how it is presented and shared. Senior leaders do not yet draw the information together to shape improvement priorities succinctly or effectively.
- Leaders and managers are not yet securing good outcomes for all pupils. Some of the most able pupils, and those in key stage 1, do not make the progress or reach the standards that should be expected of them, particularly in writing and in mathematics. Teaching is not consistently good.
- Senior leaders are successfully addressing several areas for improvement identified at the previous inspection. By employing the principles of various initiatives, pupils' behaviour and their attitudes to learning have improved considerably. This is particularly evident in key stage 2 within mathematics, where pupils persevere, enjoy learning and challenge themselves to do their level best.
- The local authority works closely with the school, supporting and challenging leaders, via the 'progress team'. Together they monitor teaching and learning and agree improvement priorities. The most recent evaluation of the school's performance, however, is overgenerous, and fails to focus with sufficient precision on what it needs to do to secure consistently good outcomes for pupils.
- Senior leaders' insistence on consistency regarding the school's policy on feedback and marking is paying off. Pupils in key stage 2 know precisely what they are doing well and how to improve their work in mathematics and writing. This approach is not yet being applied successfully within key stage 1.
- Much work is being done by leaders to improve outcomes for pupils who have special educational needs or disability and those in receipt of pupil premium funding. Interventions are carefully mapped out and evaluated, and any additional money is used wisely. This is resulting in better progress and reducing gaps in attainment across subjects for a proportion of pupils, particularly in key stage 2. Any positive impact in key stage 1 is, however, less evident.
- Leaders actively promote pupils' spiritual, moral, social and cultural development across the curriculum. Pupils are immersed in topics based on their needs and interests across key stages. These offer a wealth of opportunities to explore other cultures and countries, and to learn about people with different faiths or beliefs. Pupils, therefore, have a growing respect for, and understanding of, their own and other communities and are well prepared for life in modern Britain.
- Additional sport premium funding is used effectively by leaders to boost opportunities and experiences for pupils. Teachers' confidence and ability in delivering physical education to higher standards have developed from training provided by the extra money. New, good-quality resources and outdoor learning experiences are stimulating. As a result, pupils' physical, emotional and social skills are developing well.
- **The governance of the school**
 - Governors are not receiving easily understood, consistent information about the performance of pupils across subjects and key stages in relation to national standards. Their knowledge and understanding about school-specific strengths and weaknesses are lacking. As a result, leaders are not held stringently to account and performance management procedures are not tied effectively enough to improvements in pupils' outcomes.
 - Although existing governors bring a range of experience to their improvement work with leaders, several unfilled vacancies on the governing body mean that capacity to support and challenge is limited and limiting. In response, a recruitment drive and skills audit have been commissioned by the chair of the body. These are yet to have a perceptible impact.
 - Governors' roles and responsibilities have recently been redefined. This is beginning to have a beneficial impact on the work to drive improvement for pupils who have special educational needs or disability. This area is carefully monitored with an experienced eye by governors. Consequently, progress for this group of pupils is improving across subjects, particularly in upper key stage 2.
- The arrangements for safeguarding are effective. Action is taken regularly to ensure that practice and procedures meet the highest standards. The system for checking on the suitability of adults to work with children, for example, is monitored and amended where necessary to ensure that it remains rigorous and reflects the most recent national guidance. This active measure protects pupils. The headteacher ensures that all adults are well trained and vigilant. Leaders, including governors and staff, are therefore aware of their responsibilities regarding the 'Prevent' duty, alert to risk and sensitive to individual needs. Records

show that any concerns are quickly reported and dealt with in an effective and timely manner. Working closely with other professionals and services, leaders ensure that the needs of those with particular vulnerabilities are well met.

Quality of teaching, learning and assessment **requires improvement**

- The quality of teaching is inconsistent across key stages. Although some considerable strengths were identified, the extent of teachers' subject knowledge and practice across key stages remains variable. As a result, too few pupils in key stage 1 make the progress that should be expected of them, especially in writing and mathematics.
- Teachers do not match work to the needs and abilities of pupils with consistency. Skills in identifying strengths and addressing misconceptions in pupils' work and learning vary across key stages. This means that some of the most able pupils are not challenged sufficiently to reach the higher standards they should, particularly in writing and mathematics.
- The teaching of mathematics is improving and some strengths are developing rapidly. By using innovative practices to excite and immerse pupils in mathematical reasoning and problem solving, teachers are developing their fluency in tackling the fundamentals of mathematics and a deeper conceptual understanding. Progress for pupils in key stage 2 consequently is much improved from its previously weak position. Leaders are addressing the variability in teachers' subject knowledge to secure better consistency across key stages.
- Pupils' work is marked regularly and they are encouraged to improve their work. The rapid marking that takes place in mathematics using 'same day intervention' principles allows teachers and pupils to identify strengths and areas of need quickly. This new way of working is not yet consistent across key stages, however.
- Teaching in English is securing some very strong progress in writing. Teachers in key stage 2 use good subject knowledge, technical vocabulary and accurate grammar to secure good outcomes for pupils. Marking and feedback are also well established. Pupils' writing skills, understanding and use of language are developing effectively. This successful practice is not as well developed in key stage 1.
- The teaching of phonics is leading to good outcomes for pupils over time. Teachers articulate sounds carefully and insist that pupils do so too. Well-coordinated liaison across the early years and key stage 1 means that the teaching of phonics is monitored and evaluated well with 'master classes' taking place to support continuous improvement.
- Teaching assistants are trained and deployed to good effect. They deliver tailored intervention sessions, the impact of which is thoroughly monitored to ensure that pupils are progressing as expected. This is leading to better outcomes for a proportion of pupils who have special educational needs or disability and for those in receipt of pupil premium funding, across subjects. Inconsistencies in teaching across key stages, however, mean that progress for these groups, overall, remains variable.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils' attitudes to learning and belief in themselves as successful learners have improved considerably since the previous inspection. Using some innovative practices, leaders have established a culture that promotes confidence, self-esteem and effort, while rewarding cooperation and consideration for others.
- Pupils feel safe and parents agree that the school looks after their children capably. The school environment is attractive, secure and well looked after. Informal breaks are supervised competently by 'buddies' and 'prefects', as well as adults, meaning that any incidents are dealt with promptly and appropriately. There is a culture of vigilance.
- Pupils say bullying is rare and are confident that any issues will be dealt with swiftly and fairly by adults. Pupils believe that the recently established pastoral team is extremely helpful and is having a positive effect on behaviour generally. They feel that pupils are better able to empathise and be considerate of others.
- Teachers equip pupils with a good level of awareness of how to keep themselves safe online. The 'staying safe' group is making a positive contribution to this work. Pupils are able to express clearly, not just the

benefits, but also the risks, of online activity. This means that they are alert and mindful when using technology, an essential set of skills in today's climate.

Behaviour

- The school environment promotes and rewards good conduct. Positive, mutually respectful relationships between adults and pupils are established. The behaviour of pupils is therefore good and disruption in lessons is rare.
- Pupils enjoy coming to school every day. Any isolated incidences of persistent absenteeism are tackled head-on. This ensures that no group is disadvantaged by poor attendance. Indeed, several groups of pupils choose to come early to school to take advantage of extra support and challenge sessions being offered prior to official start times. This demonstrates a shared understanding between home and school and is reflected in the good attendance and punctuality of pupils over time.
- Behaviour and safety logs are detailed, appropriately monitored and evaluated for patterns. A recently installed online recording programme, 'Behaviour watch', is further supporting practice. Poor behaviour is identified and addressed swiftly.

Outcomes for pupils

require improvement

- Inconsistencies in teaching are affecting outcomes for pupils and resulting in variability between key stages, particularly in writing and mathematics. Those pupils in key stage 1, as well as a proportion of the most able pupils, are not consistently making the progress they should.
- The picture for disadvantaged pupils is variable over time. It is recently, however, beginning to show improvement, particularly in key stage 2. This is due to the effectiveness of teaching and learning in this key stage and the concerted efforts of leaders with responsibility for this area of improvement. Currently, an increasing proportion of disadvantaged pupils are therefore drawing more closely in line with other pupils across subjects.
- The position for pupils who have special educational needs or disability is similar to that of disadvantaged groups. Outcomes vary over time. Again, teaching in key stage 2, coupled with a strengthening collaboration between leaders, is beginning to support better progress for these groups across subjects. This is, however, not yet consistent.
- Standards in mathematics have been significantly below the national average over time in key stage 2. The proportions of key stage 1 pupils reaching the higher standards in mathematics in 2015 fell significantly below others nationally. Recent improvements are clearly bringing about positive change, particularly in key stage 2. These improvements are not yet firmly embedded.
- Pupils' skills in writing are developed very effectively in key stage 2. This is a significant area of strength in the school over time. In 2015, the proportion of key stage 2 pupils reaching the very highest standards in writing was greater than the national picture. Work in books and current progress information show that this high quality is being maintained. Writing outcomes in key stage 1 and the early years are more variable, particularly for the most able.
- The teaching of phonics is highly effective and leads to pupils from all starting points making good progress. Pupils who are at risk of falling behind are given valuable, timely intervention and support. This ensures that the aspirational targets set are met year after year. The school outstrips national standards.

Early years provision

is good

- Effective leadership, alongside good teaching and learning, has ensured that the early years provision has improved since the previous inspection. Action planning to improve children's outcomes further is based firmly on the needs of the child. All staff are involved. This positive teamwork results in good communication and drives improvement.
- Typically, a significant proportion of children enter with skills below those expected for their age. Provision is increasingly effective in ensuring that children catch up and make good progress. This means that by the time they leave the early years, almost two thirds of children are well prepared for the next stage of their learning and development as they move into Year 1.
- Early years staff view their work as an enjoyable privilege. They are respectful of children and hold high aspirations for each individual. This leads to a warm, welcoming ethos that puts the needs and interests

of children and their families firmly at its centre. The curriculum and environment spiral from this viewpoint and are therefore both stimulating and informative.

- Teachers and support assistants are well trained and highly aware of their responsibilities with regards to the safe keeping of young children. Strong, positive links with parents and external partners, such as health and nursery providers, allow teachers to respond quickly to any concerns. Vigilance, safety and protection are bywords of their daily work.
- Teachers and other adults are positive role models for children. Rules and routines are firmly established. Coupled with strong relationships, these mean that children behave well and their attitudes to learning are positive. Courteous and curious learners abound.
- The proportions of children reaching a good level of development by the end of the Reception Year are broadly in line with the national average. Given their starting points, this shows good progress. Occasionally, some of the most able children are not sufficiently challenged to reach the higher standards they could, particularly in mathematics and writing.

School details

Unique reference number	134867
Local authority	North Lincolnshire
Inspection number	10012065

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Caroline Kupfers
Headteacher	Sue Boulton
Telephone number	01724 842246
Website	www.oakfield.n-lincs.sch.uk
Email address	admin.oakfield@northlincs.gov.uk
Date of previous inspection	29–30 April 2014

Information about this school

- This is a slightly larger than average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is above average. The pupil premium is additional government funding for pupils known to be eligible for free school meals or children looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is lower than the national average.
- In 2015, the school met the government's floor standards which are the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed teaching and learning across classes and key stages. Several observations were conducted in partnership with members of the senior leadership team.
- Meetings were held with teaching assistants and teachers, subject and phase leaders, as well as the senior leadership team. Inspectors also met with governors, including the chair and the vice-chair of the governing body, a representative from the local authority and several groups of pupils.
- Inspectors listened to pupils read, scrutinised their work and talked with pupils informally during breaktimes.
- A wide range of the school's own information and documentation was studied, including the school's self-evaluation, the joint development plan, constructed in partnership with the local authority, and records of the checks made on teaching and learning. Information about the performance management of staff and safeguarding practices were also examined alongside policy documents.
- The opinions of staff were taken into account via their responses to Ofsted's questionnaire and through formal and informal discussions.
- The views of 32 parents expressed in Ofsted's online questionnaire, Parent View, were considered along with parents' comments offered via freetext and by written communication to the lead inspector. The results of the school's own survey of parents' viewpoints and the views of parents who spoke directly with inspectors were also considered.

Inspection team

Fiona Manuel, lead inspector

Chris Smith

Sue Birch

Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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