



Oakdale Infant School

Inspection report

Unique Reference Number 133932
 LEA Redbridge

Inspection number 274840
 Inspection dates 7 – 8 June 2005
 Reporting inspector Malcolm Johnstone

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Infant School	School address	Woodville Road
School category	Community		South Woodbridge
Age range of pupils	3 - 7		Redbridge
			London
			E18 1JU
Gender of pupils	Mixed	Telephone number	020 89897895
Number on roll	310	Fax number	020 85329920
Appropriate authority	The governing body	Chair of governors	Mr Alan Stevens
Date of previous inspection	April 2002	Headteacher	Mrs R Williams

Age group	Published	Reference no.
3 - 7	June 2005	274840

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the Oakdale Infant School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

The school is a community infant school situated in South Woodford and serves families from a wide range of socio-economic circumstances. It is bigger than other primary schools with 310 pupils on roll. The majority of pupils are of white British origin although there is an above average number from a wide variety of minority ethnic backgrounds. Fifteen languages other than English are spoken with Turkish being the main one. There are seven pupils who are at the early stages of English language acquisition. The percentage of pupils identified as having special educational needs is below average. There are three pupils who have a statement of special need. The percentage of pupils known to be eligible for free school meals is similar to the national average. The school has suffered two major fires, most recently in 2003 when half the accommodation was lost.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This is a good school with some outstanding features. It has the overwhelming trust and support of the parents and is at the heart of its community. Pupils enjoy school and say that they feel safe and well looked after. Despite the ravages of the fires, the school has pulled together very well and there has been good improvement since the previous inspection. The school provides good value for money and there is good capacity for further improvement.

The headteacher, supported effectively by the deputy, all staff and governors leads the school very well. Management is good and the school monitors its general performance well, although the outcomes of the new initiatives to develop pupils' writing are not yet evaluated in a systematic way. There are good links with outside agencies that support pupils' general well being very effectively.

Pupils of all abilities and backgrounds achieve well and overall standards are above the national average. They compare well with those found in similar schools. Pupils' personal development is outstanding. The Foundation Stage is well led and managed. The exciting and vibrant atmosphere in the Nursery and the good teaching throughout the Foundation Stage enable children to make good progress and attain the goals expected for their age.

Teaching throughout the school is good and matches the school's evaluation. Teachers work very well together and are committed to improvement. Lessons are interesting and mostly challenging and all teachers show high levels of care and respect for the children.

The school views its overall effectiveness as good and this matches the inspection judgement well.

Grade: 2

What the school should do to improve further

- Provide more opportunities for pupils to use their writing skills in subjects other than English
- Ensure that the recent initiatives aimed at improving pupils' writing are monitored and evaluated in terms of their impact on standards

Achievement and standards

Children start school with broadly average attainment, although this varies from year to year with some intakes having above average attainment on entry. Most children reach or exceed the goals expected of them by the time they enter Year 1. All pupils, including those from minority ethnic backgrounds, those at the early stages of learning English, the more able and those who have special educational needs, make good progress as they move through the school. This reflects the good teaching and additional support they receive in meeting their needs and confirms the school's own evaluation of standards and progress.

By the end of Year 2, standards are above average in reading, writing and mathematics, although are not quite as high as in 2004. This is largely due to variations in the abilities of the different year groups. These high standards have been maintained since the previous inspection. Girls tend to do better than boys in writing, although for both groups, there are too few opportunities for pupils to write extended pieces of work in other subjects. Standards and pupils' achievements in information and communication technology have improved and are now above average.

Grade: 2

Personal development and well-being

The pupils' personal development and provision for their well-being are outstanding. The pupils have good attitudes, work eagerly and share with one another. They are happy learners who enjoy school. Relationships are very good and develop pupils' self-esteem very well. There is a very high level of racial harmony and pupils feel safe and confident; for example, they talk freely about the 'friendship stop' in the playground where they can go and find someone to talk to or to play with. Pupils' behaviour is mostly good, although a very small minority displays challenging behaviour. Strategies to deal with this are consistently applied and are effective in minimising the disruption to the learning of others. Teachers and learning support assistants provide exceptionally good role models and support pupils very well. Attendance is below average but as a result of the school's efforts, it is improving.

Pupils' spiritual, moral, social and cultural development is good. Pupils gain a growing understanding of other faiths and cultures. Class discussions, and efforts to help others less fortunate, support the children's moral and social development very well. Pupils enjoy healthy snacks of fruit and vegetables and are beginning to understand the importance of making healthy eating choices.

In personal, social and health education, science and physical education lessons the pupils learn how to stay safe and healthy. Playground 'crazes' such as skipping and the many activities provided in the very attractive playgrounds also provide excellent opportunities for physical and social development.

Grade: 1

Quality of provision

Teaching and learning

Teaching is good throughout the school and this enables pupils of all abilities to achieve well and make good progress. Teachers have high expectations of the pupils. They know them well and plan work that meets their varying needs. However, in a few lessons, the pace of learning slips for groups who are working independently when the work does not offer enough challenge. The best lessons are well prepared and organised and motivate, enthuse and consistently challenge the pupils. Teachers' instructions and explanations are clear and they use questions well to ensure understanding. The pupils work hard and want to do well. However, in subjects other than English, pupils writing is too often constrained by worksheets and other writing frames that hamper their development as writers.

Pupils with learning difficulties and those who are at the early stages of learning English are taught well and they make good progress towards the relevant targets that are set for them. Teaching assistants play an important and effective part in ensuring very good support for all pupils, but especially those with specific learning needs. Teachers regularly check the progress of all the pupils and keep detailed records of their achievements. The information is used well by teachers to set targets for improvement. The teachers value the pupils' work and encourage them to share it with others; for example, in an English lesson, a child with learning difficulties was thrilled that he was chosen to read out his work.

Grade: 2

Curriculum and other activities

The school judges its curriculum to be good. However, the inspection team feels that the quality and range of what the school provides are outstanding. Provision for pupils with special educational needs is excellent. The curriculum meets the full range of the pupils' needs because the teachers plan well

together and track and check what the pupils know and can do. The very well organised provision in the Foundation Stage and throughout Years 1 and 2 gives the pupils learning activities that are interesting and relevant.

Outstanding opportunities are provided to extend and enhance the curriculum. During the inspection; for example, a local farm brought farm animals into the Nursery. The children were surprised and delighted when a hen laid an egg! There are exceptional opportunities for all the children to take part in a wide variety of extra curricular activities, including gardening, sports and music.

Grade: 1

Care, guidance and support

The school's care and support for the pupils are outstanding. Their academic and personal development is very carefully monitored and this enables their individual needs to be well met. The pupils say that they feel secure and very well cared for and are confident in expressing their opinions.

Health and safety procedures are regularly reviewed and are effective. There are very good arrangements for Child Protection and all adults recognise and actively promote the pupils' safety and well being.

Well-planned activities in personal, social and health education, circle time and assemblies support and promote pupils' personal and emotional development very well. The school works very well with external agencies when they are needed to provide appropriate help for pupils with specific emotional and behavioural problems. The very good induction and transfer arrangements mean that the pupils feel valued as individuals and are confident about their ability to cope with new situations.

Grade: 1

Leadership and management

Inspectors agree that the overall leadership and management of the school are good. The headteacher leads the school very well with effective support from all staff and governors. She has a high profile in the school and is very well respected by pupils, staff and parents. All who work in the school are

committed to inclusion and racial harmony is very strong. The care and concern for every child as an individual permeate the work of the school. The headteacher and her deputy have done particularly well in leading the school through the traumatic period after the major fire, maintaining the good standards and morale of the staff. All who work in the school are keen to improve their own performance.

Management is good. There are good general systems to monitor pupils' progress and the quality of teaching and learning, although there has been no systematic and rigorous evaluation of the recent initiatives aimed at improving standards in writing. The school development plan, devised with input from staff and governors is a good blueprint for action on relevant issues. Resources are managed well and financial management is good. The school runs very well on a day-to-day basis. The governors support the school well, fulfil their statutory duties and are involved in the school's self-evaluation process. They have an influential role in school development and hold the school accountable for its performance.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	Yes/No
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes/No

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	
How well are learners cared for, guided and supported?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes/No

The extent to which schools enable learners to be healthy	Delete as appropriate
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Delete as appropriate
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Delete as appropriate
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Oakdale Infant School
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9 June 2005

Dear Children,

Thank you very much for welcoming us to your lovely school. We really enjoyed talking with you and your teachers. We like the way you work in lessons and try to do your best. We think that your teachers give you lots of exciting things to do. You tell us that you get lots of help and support from all the adults in school. We agree that your headteacher and all the teachers and helpers care very much about you and work hard to keep you safe and happy. Your headteacher has good ideas about how to make things even better for you. The teachers are good at helping you when you have any problems with your work, or when you are unhappy about anything that has happened.

We were really pleased to see how well you have been working on your computers and how good you are at using the programs to help with your work. You are doing well with your reading and mathematics and your writing is good. We have asked the teachers to look at new ways to make your writing even better. It was good to see that you are being very grown-up about eating healthily and making sure that you eat fruit at playtimes instead of sweets.

We are sure that you all know how important it is to come to school regularly so that you do not miss any of the exciting things that are happening. It was great when the farm animals were brought to the nursery and exciting when one of the chickens laid an egg. We would not have liked anyone to miss that.

All the inspectors join me in wishing you every success in the future and I am sure that all your teachers and parents are proud of you.

Yours sincerely

Malcolm Johnstone