



# Oakfield Infant School

## Inspection Report

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**Unique Reference Number** 108332  
**LEA** Gateshead  
**Inspection number** 277947  
**Inspection dates** 26 January 2006 to 27 January 2006  
**Reporting inspector** Mrs Gianna Ulyatt

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

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<b>Type of school</b>	Infant	<b>School address</b>	Chowdene Bank
<b>School category</b>	Community		Low Fell
<b>Age range of pupils</b>	4 to 7		Gateshead, Tyne and Wear
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 4870354
<b>Number on roll</b>	179	<b>Fax number</b>	0191 4870354
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Rachel Taylor
<b>Date of previous inspection</b>	1 June 2000	<b>Headteacher</b>	Mrs Louise Easton

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Oakfield Infant School serves a mixed social area in Gateshead and has 179 children on roll, aged from 4 to 7 years. Of these, 113 are boys and 66 girls. The take up of free school meals is much lower than average and the number who do not speak English at home is half the national average. The percentage of children who have learning difficulties is below the national average and very few have a statement of special educational need.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Oakfield is a good school that gives good value for money and has some outstanding features. This confirms the accuracy of the school's own view of its performance. The children are eager to learn, and they enjoy a good education in a very caring and supportive environment. Their personal development is outstanding. They have very good attitudes and behave well. Children achieve exceptionally well and standards are very high, largely because of good teaching, a strong parental partnership and excellent uses of assessment. Teachers plan the curriculum well and place very strong emphasis on setting clear learning targets for all children and tracking their progress. In day-to-day planning, some activities do not take enough account of the gender imbalance. Teaching in the Foundation Stage is good because adults provide a rich range of practical and physical activities throughout the day. Standards are slightly above average by the end of the reception year. All children benefit from a good range of learning opportunities within and beyond the school day. The school is well led and managed. The senior management team, staff and governors work well together as a team with a clear and successful focus on providing the best education. The school has improved significantly since its last inspection and has good capacity for further improvement.

not applicable

### **What the school should do to improve further**

- Modify the day-to-day planning so that lessons take better account of the different dispositions and interests of girls and boys.

## **Achievement and standards**

### **Grade: 1**

Standards are very high and achievement is outstanding. Children start school with a very broad range of ability, but overall attainment on entry is average. By the end of the Foundation Stage, they reach standards slightly above national expectation and are well placed to begin the National Curriculum. Children throughout the school make outstanding progress so that, by the end of Year 2, they consistently attain very high standards in national tests. Test results in 2005 in reading and mathematics were particularly impressive, with more than half attaining the higher Level 3. In writing, one third reached the higher level. The school has quickly identified the fact that in general boys do less well than girls in reading, and girls achieve less well than boys in mathematics. Overall, however, the school caters very well for all its children. All those who have above average ability reach the higher levels. Children with learning difficulties and those who speak English as an additional language also achieve exceptionally well.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development is clearly at the heart of the school's work and is outstanding. Children love coming to school and say that the activities provided are 'great!' Their good behaviour, very good attitudes to work and relationships with others create a very happy learning environment which contributes to their success. Attendance and punctuality are excellent. Children show care and eagerly accept responsibilities such as becoming playground buddies. School council members are proud of the way they raise money to support projects like a new friendship bench. Children know teachers value their ideas. They are successfully encouraged to adopt a safe and healthy lifestyle through numerous physical activities and the annual 'Health Week'. Children's spiritual, moral, social and cultural development is good. They are sensitive to others' feelings and work and play happily together. They enjoy learning about different cultures and religions, and they understand that all people are different. Children's involvement with a local care home and their efforts to raise funds for charities reflect their very good awareness of the community outside school. Their very good grounding in social and academic skills prepares them very well for the next stages of learning and life in the wider world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors agree that teaching and learning are good, with some outstanding features. The learning environment is inspiring and teachers now place more emphasis on developing children's thinking skills through collaborative talk. A particular strength is the way teachers consistently explain to children exactly what they are going to learn and what will be expected of them. Children are very clear about their targets and work diligently towards them. They talk about their work with pride and enthusiasm. Teachers' marking is impressive because it shows children exactly what they have done well and what they next need to improve. Older children are beginning to check their work for themselves. Planning takes good account of differences in ability, but gives too little attention to the gender imbalance which makes the different responses of boys and girls more marked. At times, therefore, the concentration of some children drifts. Teamwork is particularly good and the very able teaching assistants offer good support. Children who have learning difficulties progress extremely well because they are carefully assessed, fully included and very well supported.

### **Curriculum and other activities**

#### **Grade: 2**

Curricular provision is good and national guidelines are successfully adapted to meet the needs of all children in the school. Learning is exciting and meaningful for children because of the good links between subjects. The curriculum for children in the

Foundation Stage is good, with many practical activities planned to engage children's interest and effectively link all areas of learning. The good emphasis on literacy, numeracy and information and communication technology ensures that the children use these skills well. Children benefit greatly from a wide range of enrichment activities, including days dedicated to special themes such as 'Dinosaurs' and 'Around the World'. Local visits are planned, visitors are invited, and children say lunchtime clubs and after-school physical activities are 'absolutely great!' Personal, social and health education very effectively promotes an early understanding of staying healthy, keeping safe and being a good citizen. Well established links with the junior school ensure a smooth transfer to the next stage.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support for all its children. Procedures for child protection and all risk assessments are securely in place. Relationships are very good; children feel safe and secure and know whom to turn to with any problems or concerns. The very good partnership between teachers, support staff, parents and outside agencies ensures that children's well-being contributes to their outstanding achievement and personal development. Excellent assessment arrangements give teachers an accurate view of each child's academic and personal progress, which they track meticulously as children move through the school. All children feel well supported in their learning and well challenged in their work. Parents are delighted with their children's progress and particularly value the workshops organized to help them support their child's learning at home. The early identification of children with learning difficulties ensures they receive good support. The very good induction procedures help children settle quickly into school routines.

## **Leadership and management**

### **Grade: 2**

The acting headteacher is well supported by the acting deputy and senior management team, and has worked very hard to maintain the school's good development during the temporary absence of the headteacher. Expectation is high and staff have a common purpose to give all children the best possible education. The inclusion of all children is at its heart and good links with outside agencies support its work. The school knows its strengths and areas for improvement because it is rigorous and honest in its self-evaluation. Very effective use of assessment information gives the school an accurate picture of areas needing improvement. For example, the analysis of standards at the end of Year 2 identified aspects of provision needing attention. These now feature as a priority for whole-school development. Through peer observation and work scrutiny, subject leaders monitor learning and support colleagues. Their work helps to drive the continued high standards. In response to the last inspection, the school seeks and values parents' views through a termly forum. Governors are well informed and supportive. They play a full and active role in school affairs. The school

has good capacity to improve further. Oakfield Infants deserves its good local reputation.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

## Text from letter to pupils explaining the findings of the inspection

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26 January 2006

Dear Children

First of all I would like to thank you all for being so helpful, kind and polite during our very enjoyable visit to your school. You are a very happy group of children with wonderful ideas and we know you like coming to school. It was a great pleasure for the inspectors to talk with you about your friendships and things you especially enjoy in school.

We particularly enjoyed joining you for assembly. We think you listen very well and say your prayers with true respect. You have a very good understanding about sharing and being friends with others, not like the Rainbow Fish. You also show great kindness in the way you raise money to help other people who have nothing at all.

We like the way your teachers and all the other adults care for you and give you many chances to learn to read, write, use the computer and work out problems in mathematics. We were very impressed with the way you have improved your playground and we love the dinosaur.

We are particularly impressed by the way most of you listen well to your teachers and really enjoy your work. That is why you are doing so well in your tests and why your workbooks are lovely to look at. We like the way teachers mark your work so you know exactly how well you are doing and what you have to think about next.

We know there are more boys than girls in the school, so we have asked your teachers to think about different activities that will suit you all better. We hope that you in turn will concentrate harder in lessons and all do your very best in all subjects.

With best wishes

Gianna Ulyatt

Lead Inspector