

# Oldfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	107266
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	287771
<b>Inspection date</b>	27 March 2007
<b>Reporting inspector</b>	Judy Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs H Mawer
<b>Headteacher</b>	Mrs M Redpath
<b>Date of previous school inspection</b>	7 May 2002
<b>School address</b>	Oldfield Lane Oldfield Keighley West Yorkshire BD22 0HZ
<b>Telephone number</b>	01535 642394
<b>Fax number</b>	-

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<b>Age group</b>	5–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very small rural school serving a cluster of villages and isolated dwellings to the west of Keighley. A few children come from further away. Attainment on entry varies widely overall but children start school with below average communication skills and there is a higher than average proportion of children with learning difficulties and/or disabilities. Because of the small numbers, children are taught in mixed age classes. Children come from a wide range of social and economic backgrounds, though the proportion eligible for free school meals is below average. The school holds the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with many outstanding features. Children make good progress overall. Those with learning difficulties and/or disabilities make very good progress. In relation to national standards the results in tests fluctuate widely because so few children take the tests each year. However, overall, standards at the end of Year 6 are average and children's achievement is good.

By the time they leave, most children read and write well and in conversation use a wide-ranging vocabulary, in spite of having below average communication skills when they start in Reception. They handle number and calculations confidently. This is because of good teaching and outstanding care, guidance and support. Teachers are largely successful in matching work to the wide range of ages and abilities in each class. There is very good provision for the least able, and some additional help for the most able, but average attainers are sometimes not challenged enough. Teaching assistants work closely with teachers and support small groups and individuals effectively.

As a result of the exceptional care and guidance, children's personal development is outstanding. Children enjoy coming to school and behave very well. Attendance is above average. Children with learning difficulties and/or disabilities make exceptionally good progress, both in developing basic skills and in learning to live in a community. Other children encourage those with learning difficulties and/or disabilities, and learn to respect them, for example by allowing them more time to think about answers, or being careful not to upset their personal routines. Teachers use their careful assessment of progress to set targets and they encourage children to reach them.

Personal development is also supported very well by the outstanding curriculum with its high number of very effective links with outside agencies, such as local sports teams and choirs and orchestras in neighbouring larger schools. There are excellent links with other providers. For example, music is taught by visiting specialists, and all children in Years 3 to 6 learn to play descant or treble recorders as part of their lessons in addition to the individual instrumental lessons chosen by some. Parents support their children well because they are welcome and fully involved in the life of the school. Provision in the Foundation Stage is good and children make good progress. Assessment is thorough and children are developing communication and other skills that prepare them well for more formal teaching in Year 1.

These outstanding aspects of the school are due to good leadership by a headteacher who combines vision, energy and commitment with a strong ability to analyse and evaluate. Systems for monitoring are rigorous and improving, particularly since Christmas 2006 when the headteacher was able to give up some of her teaching workload to spend more time managing and analysing the school's performance. Consequently, the headteacher and her colleagues and governors know the strengths and areas for development well and the school's capacity to improve is good.

### What the school should do to improve further

- Provide greater challenge for average attainers so that they progress as fast as their peers.

## Achievement and standards

### Grade: 2

The school has so few pupils taking national tests that great caution must be exercised when analysing results. Teachers' assessments show that children in Reception and Years 1 and 2 make good progress, so that by the end of Year 2 most can read confidently and write clearly to the standard expected of children this age. They have a sound grasp of number and simple calculations. Test results at the end of Year 6 over the last four years were broadly average, with variations due to the wide range of abilities of the very small numbers of children involved. The school's good system for tracking the progress made by each child shows that achievement is good.

Children with learning difficulties and/or disabilities make very good progress, achieving ambitious personal targets. Targets for average attaining children are close to national expectations, but in view of the very good attitudes of the children, could be higher. The school's drive since the previous inspection to improve writing has been effective, and standards are now in line with those of reading. Children of all ages use computers with confidence.

## Personal development and well-being

### Grade: 1

Personal development is outstanding. The atmosphere is that of a loving family in which all children, whatever their gifts or needs, are accepted and valued. Children follow the excellent examples of adults and are confident and friendly. They show a very good understanding of the need to live healthily and they behave safely in the classrooms and at play. Older children instinctively look after younger ones, sitting with them at dinner times, looking after them in shared activities and encouraging them in sporting activities.

In spite of being part of such a small community, children are outward looking in their views and opinions, and particularly accepting and respecting of differences in each other's characteristics and backgrounds. Children with learning difficulties and/or disabilities make exceptional progress in developing personal skills because they are so well supported and respected by their peers. Parents of children who have now moved on to secondary schools commented on how well the confidence they built up in Oldfield prepared them for life in a bigger community. Spiritual, moral, social and cultural development is exceptionally good and children care deeply about their community and its ethos.

The school is at the heart of the local community and the children play their part. They care for the environment and planted the beautiful display of daffodils along the roadside near the school. Within the school they contribute ideas and accept responsibility for themselves and others.

## Quality of provision

### Teaching and learning

#### Grade: 2

Children learn well because teaching is good and teachers are well supported by a team of teaching assistants. Teachers assess children's progress accurately and so ensure that work is well matched to the needs of individuals in spite of classes containing a wide range of ages and abilities. Teaching assistants are well prepared for work with smaller groups. For example,

in a literacy lesson, Reception children worked with magnetic letters and boards to form and read three-letter words, while Year 1 children read and wrote longer words and Year 2 children converted singular nouns to plurals. Teaching assistants worked with two groups while the teacher focused on the third. In a later lesson the teacher worked with a different group.

Teachers have a good understanding of the different ways children learn, and make sure lessons include lively visual resources, often through good use of the interactive whiteboards in each classroom, and provide many opportunities for children to work individually and in pairs or groups. As a result, children enjoy their lessons. Questioning is very good. Children are encouraged to think harder and express themselves clearly because teachers wait for them to think, and allow them to explain fully. Children are rarely expected to answer with a single word. Those who through their learning difficulties could find responding in class difficult are encouraged and applauded for their successes. Children of all abilities are expected to work hard, and enjoy doing so. Average attainers are given work that matches their current levels, and they cope well. However, at times they could be expected to cover more challenging tasks.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding and suits the needs of all the children. As well as meeting the requirement to teach the National Curriculum and religious education, the school capitalises well on its small size and situation. For example, during the inspection the whole school was carrying out a project on mini-beasts which included searching the school grounds and local gardens for snails, worms and other small creatures. This involved the very willing cooperation of parents. Pupils make numerous trips and visits that enrich the curriculum. For example, history lessons have recently been enriched by visits to a Tudor village and a Roman settlement, and there are many day and residential visits throughout the year. The headteacher is very effective in making sure children learn about, and are involved in, the wider community. There are regular and frequent visits to local schools to share sports facilities and, despite its small size, the school fields several sports teams. Visits by a school group from Africa and by groups of Asian dancers widen children's experience and knowledge of multicultural communities.

Children are well prepared for the future. They are taught effectively about keeping safe and living healthily. An enterprise scheme for older children requires them to use initiative and responsibility in raising funds for charity and reinforces the school's thorough preparation for the move to secondary school.

## **Care, guidance and support**

### **Grade: 1**

All children are given exceptionally good care, support and guidance, so that no one is excluded from any aspect of the school. Teachers and other staff know all children individually and are outstanding in the way they care for them. Care is based on planning that is rooted in accurate assessment of all aspects of children's personal and academic needs. The school is meticulous in the way it uses risk assessments and meets all child protection requirements.

An electronic system for tracking children's progress is used well to set realistic but suitably ambitious targets for all children. Children know what they have to do to achieve their targets and are also encouraged to set short-term goals for themselves and each other.

A very effective pastoral system enables teachers and teaching assistants to support and encourage small groups of children and each be a person to turn to in need. These groups are

also a very effective way of gathering children's views. They meet half-termly to discuss such matters as uniform or activities. Parents are committed to supporting their children and are closely involved in helping to run out-of-school activities in term time and during the holidays.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The success of the school reflects the consistently good leadership by the headteacher over a number of years. She has established an ethos that responds very well to the changing needs of the school and its community. It is not a place where things stand still. Changes in requirements are seen as opportunities and all adults in the school are fully behind improvements, whether to the physical environment or to teaching or curriculum changes. Much of the success is due to rigorous but not heavy-handed monitoring, so that governors are well informed when decisions are made.

The headteacher monitors the work of all staff accurately and uses the information well. For example, after monitoring the work of teaching assistants, the school is to provide them with additional training in the use of computer software. The governors work closely with the school and have appointed representatives to oversee aspects such as child protection and the Healthy Schools Initiative. The inspection confirmed the school's analysis of its strengths and areas for development and awards higher grades to some aspects.

Time and resources are used effectively. Teachers are given preparation time while visiting specialists teach their classes. Additional staffing now enables the headteacher to spend more time on monitoring and on analysing information about children's progress and this is enabling even better evaluation and planning. Progress since the previous inspection is good. Although the school costs more than average per child, in view of its many strengths it gives good value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance 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	1

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Oldfield Primary School, Oldfield Lane, Oldfield, Keighley, West Yorkshire, BD22 0HZ

Thank you very much for making me so welcome when I visited your school. I enjoyed my day with you very much and I think you are fortunate to go to such a good school in such a beautiful place. You are growing into kind thoughtful people who care for and respect each other.

I am sure you know that your school is much smaller than most schools but this is not in any way a disadvantage. Your teachers make sure you have all the chances children in bigger schools get to learn about all the things you need to be taught, and to find out about the wider world and the different lives other people live. I think you care very much about your school and its surroundings and look after them very well. I am glad I was able to visit you in the spring so that I could see the lovely daffodils planted by children from Oldfield. I am very impressed with the way you take part in so much sport and are able to play football matches against larger schools.

I think your lessons are interesting and I could see you enjoy them. Although you work well in your lessons, and learn a great many skills and interesting facts, I think some of you could do even better. I am asking your teachers to look and see which of you could do better still, and help you to set even more challenging targets. Your part will be to try even harder!