

# Oakfield First School

## Inspection report

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<b>Unique Reference Number</b>	109897
<b>Local Authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	288526
<b>Inspection dates</b>	12–13 June 2007
<b>Reporting inspector</b>	Graham Lee

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	5–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Jones
<b>Headteacher</b>	Mrs R J Sendorek
<b>Date of previous school inspection</b>	18 June 2001
<b>School address</b>	Imperial Road Windsor SL4 3RU
<b>Telephone number</b>	01753 861347
<b>Fax number</b>	01753 861350

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<b>Age group</b>	5–9
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves a mixed and changing community with some pockets of deprivation. Around two thirds of pupils are of White British heritage and the remainder from a diverse range of backgrounds. An increasing proportion of pupils speak English as an additional language. Significant numbers join or leave the school at other than the usual times. The school is recognised as an Investor in People and has been awarded the National Healthy Schools Standard and Artsmark Gold. Two out of three pupils spend two terms in Reception and the remainder join in Year 1.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'The head and all the staff all give 110 percent to ensure that the children are happy, cared for and receive a great education' commented one parent representing the overwhelmingly supportive views of most. Inspectors agree because Oakfield is a good school with a number of outstanding features. It provides an extremely happy, caring atmosphere where every child really does matter. It extends a warm welcome to all and ensures that pupils find success through the rich diversity of activities it offers. Consequently, pupils' personal development and well-being are outstanding. They are proud of their school, feel extremely safe and are very polite and friendly. They always do their best and achieve well.

Pupils achieve well because of good teaching and an interesting and creative curriculum which makes them eager and confident learners. From their broadly average starting points children in the Reception class make a flying start to their education because of a stimulating and lively learning environment. Pupils make very good progress in Years 1 and 2 and at the age of seven standards are significantly above average. They continue to make generally good progress in years 3 and 4 although they are not doing quite as well in mathematics as they are in English. At the same time the richness of the curriculum ensures that pupils achieve extremely well in science, sport and the arts. Pupils' good achievement in basic skills, together with their very positive attitudes to learning, means that they are well prepared for middle school and the world beyond.

The inspirational headteacher ensures that the school does not rest on its laurels and constantly seeks to improve pupils' achievement and the quality of its care and support. She is very ably supported by a dynamic senior team, highly effective governing body and committed staff. Leadership is innovative and creative. Staff at all levels are encouraged to work on a range of research projects and have developed considerable expertise which is widely recognised beyond the confines of the school. Consequently, the school is buzzing with ideas which makes it an exciting place for pupils to be. Leaders know the strengths of the school well and take decisive action to secure improvements when weaknesses are identified. For example, the standard of boys' writing was lagging behind that of girls some years ago. Strategies to improve boys' motivation to write were very successful, resulting in improved standards and achievement for all pupils in writing. All issues from the last inspection have been fully addressed and the school has outstanding capacity for further improvement.

The school's exemplary care and support of its vulnerable pupils is illustrated by the high quality provision for those with learning difficulties and disabilities. The very skilled team of teaching assistants make an excellent contribution to the quality of education for these pupils in particular. Consequently, they make exceptionally good progress both academically and socially. This was recognised by several parents in their responses to the questionnaire sent out prior to the inspection. The school also works very effectively with a range of outside agencies to meet their needs. Academic guidance is also good. Pupils of all ages are fully involved with reviewing their work and identifying areas where they could do better. Good systems are in place to help those in danger of falling behind. A great deal of data is collected about pupils' performance. However, teachers are not yet using this information to set sufficiently challenging targets for improvement.

### What the school should do to improve further

- Accelerate pupils' progress in mathematics in Years 3 and 4.

- Use data more effectively to set challenging targets to ensure that pupils make even more rapid progress.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good and standards are above average. When they enter the school in Reception, children have skills and understanding which are broadly average overall. Their rapid progress ensures that most reach, or exceed, the goals set for children of that age at the end of their two terms. Pupils who begin school in Year 1 often have limited prior experience and skills and many start from further back. All make very good progress and at the end of Key Stage 1 standards are well above average in reading and writing. Generally they do not do as well in mathematics. The school has identified that pupils have difficulties with mental strategies and as a result of an intensive focus on this aspect of mathematics, pupils' attainment is much improved in 2007, particularly at the higher levels. Pupils continue to make good progress in English in Key Stage 2 although in mathematics it remains only satisfactory in spite of evidence that the recent focus has led to some improvement. Pupils who speak English as an additional language are given effective support which enables them to quickly acquire the language and make good progress.

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

### **Grade: 1**

Pupils love their school. When asked what they liked best one pupil said, 'the whole school'! It is very clear that they thoroughly enjoy all aspects of school life. Pupils show exemplary attitudes to each other and there is an ethos of mutual respect between pupils and their teachers. Consequently, behaviour, both inside and outside the classroom is commendable. All these attributes contribute significantly to their outstanding personal development and well-being, including the spiritual, moral, social and cultural development dimensions. Pupils celebrate each other's achievements and value their individual differences. Pupils' community awareness is very well supported through work for charity and they are very confident in contributing their views through the school council. For example, they were instrumental in removing junk food from the menu (except on Fridays!), illustrating their exceptionally good understanding of the components of a healthy lifestyle. The importance of staying healthy and safe is well understood by pupils and many take part enthusiastically in the wide range of sporting and arts activities on offer. Attendance is good and the school is applying rigorous procedures in order to secure further improvement.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers have excellent relationships with pupils and high expectations of their work and behaviour. They have good subject knowledge and provide pupils with interesting activities which engage and motivate them for the most part. In the Reception class, teachers give children many opportunities to choose exciting activities for themselves which develops their independence and love of learning. In a lesson in Key Stage 1, the teacher introduced the idea of retelling Jack and the Beanstalk through the device of creating a filmstrip which captured pupils' imagination effectively. Teachers use questions well

to consolidate pupils' understanding. Occasionally, however, they talk for too long and do not give pupils sufficient opportunities to contribute or share their ideas. As a consequence the pace of learning slows and a few pupils become distracted. Teachers enjoy a highly effective partnership with teaching assistants who make a very important contribution to pupils' learning.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It allows pupils to be creative and to really enjoy their education. This excitement for learning begins in the Reception class where pupils explore the world around them through interesting themes. For example, the water topic provided children with opportunities to experiment with floating and sinking and to 'explore the bottom of the ocean bed' where they found many interesting creatures! Pupils' experience is considerably enriched through the many opportunities they have to participate in sport, drama and music. The high quality of this work has been recognised through the Artsmark Gold award. In Key Stage 2 pupils also learn French and Spanish. Strong provision for their personal development results in confident and responsible pupils. The curriculum also ensures that pupils achieve well in basic skills and gives them opportunities to use these skills in other contexts. For example, in a lesson in Key Stage 1, pupils were using their measuring skills effectively to carry out a scientific experiment on the distance travelled by toy cars. Information and communication technology is also used well to support learning in different subjects. The school also provides pupils with particular gifts and talents additional opportunities to pursue and develop them.

## **Care, guidance and support**

### **Grade: 1**

The school is a large family and every child is of the utmost importance. Each individual is well known at a personal level. One parent commented that, 'the staff value all the children and include them in all activities.' As relationships in the school are so strong, pupils feel able to discuss any problems with adults and through circle time in their classrooms. Pupils can also place questions in an 'Ask it Owl' box which allows problems or concerns to be shared in assembly. Care of pupils extends to offering opportunities for thoughtful reflection through a programme of relaxation and meditation techniques. Assessment procedures have improved since the last inspection. Targets were negotiated with individual pupils and their parents at a recently introduced 'progress and targets day'. These help pupils to focus on what they need to do in order to improve although they are not always matched closely to National Curriculum levels. Pupils with learning difficulties and disabilities are given excellent support which allows them to achieve very well.

## **Leadership and management**

### **Grade: 2**

The headteacher provides outstanding, highly effective leadership. Staff, parents and pupils rightly value the excellent role model she provides. She is very ably supported by a strong leadership team and together they promote a caring and safe learning environment and give staff excellent support and direction. The unity of purpose and excellent teamwork help pupils develop into confident and caring young people. Generally, subject leaders monitor their areas of the curriculum very effectively. However, there is insufficient rigour in the way that the school analyses and uses its data to ensure that pupils are set challenging targets in all subjects.

In particular, pupils could make greater progress in mathematics in Key Stage 2 through linking the current target setting process to National Curriculum levels. Leadership and management is, therefore, good overall. Governors also play an important part in the success of the school. They provide excellent support for the leadership team but also act as a critical friend in areas of school improvement.

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**Annex A**

## 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>
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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	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
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	2
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	2

### 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	1
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	1
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

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

25 June 2007

Dear Pupils

Inspection of Oakfield First School, Windsor, SL4 3RU

You may remember that I visited your school a little while ago with another inspector. I am writing to thank you all for being so friendly and helpful. We really enjoyed our two days at Oakfield and I thought you might like to know what we found out.

You and your parents are right to be proud of Oakfield because it is a good school which is outstanding in some things. You told us how much you enjoy school and what a friendly and caring place it is. Teachers plan lots of interesting things for you to do in lessons and you are very lucky to have many extra activities in sport, music and drama. You told us how much you enjoy these. We thought you worked hard in lessons and always try to do your best. You were all very polite and well behaved. Well done! You all feel safe in school because the staff look after you so well. You also know that it is important to eat well and take lots of exercise.

You are doing well because teachers give you work that helps you to get better. Those of you who find things a bit more difficult are given lots of help. You are doing well in reading, writing and maths by the time you leave although we think that some of you could be doing even better in mathematics.

The school is doing well because it has been led extremely well by your headteacher for many years. She gets lots of help from all the other staff and governors who are working hard to make things even better for you. We have asked them to do a couple of things that we think might help. We want them to set some really hard targets for you. We think this will help you do even better than you are now, especially in mathematics.

With best of luck to you all.

Yours truly

Graham Lee

Lead inspector