

# Oldfleet Primary School

## Inspection report

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<b>Unique Reference Number</b>	117807
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	290932
<b>Inspection dates</b>	10–11 May 2007
<b>Reporting inspector</b>	Carole Cressey

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynne Hornsby
<b>Headteacher</b>	Mr Keith Gordon
<b>Date of previous school inspection</b>	1 January 2003
<b>School address</b>	Bradford Avenue Greatfield Estate Hull HU9 4NH
<b>Telephone number</b>	01482 782200
<b>Fax number</b>	01482 782200

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Most children come from White British backgrounds. All pupils in Hull are eligible for free school meals, so comparison with national figures is not appropriate. The percentage of pupils with learning and behavioural difficulties is well below average. The number of pupils who enter the school after the Reception class is increasing and in the current Year 6 is well above average. The attainment of children when they start school is significantly below average for their age. The school has a breakfast club.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'There has never been a day when my child didn't want to go to school. He enjoys everything about it, even the hard work!'

This parent's comments reflected the views of the vast majority of parents and the inspection confirms their confidence in Oldfleet Primary School.

This is a good school with outstanding features and gives good value for money. It is well led and managed. The school has a very accurate insight into its strengths and weaknesses and knows what needs to be done to improve further. The headteacher leads the school with an outstanding sense of purpose and is highly respected and regarded by pupils, parents and the community. His calm authority and exceptionally warm relationships help teachers, support staff, and parents to build well on pupils' learning.

The way the school nurtures all its pupils and especially those with complex difficulties and/or disabilities is excellent and, as a result, all pupils are effective learners who are able to take advantage of all the school has to offer. Since the last inspection the school has been very successful in raising parents' and children's aspirations and this has been pivotal to the rise in standards and achievements. An example of this is that one pupil thought it was important 'to learn loads every day because she wanted to go to university and become a lawyer!' Pupils in this school now believe they can be successful in a whole range of areas, including sport, drama, art and music as well as in their academic subjects. National tests are not to be feared but are a way to prove to themselves and their parents that they are successful learners.

Since the last inspection, the school's drive for higher standards and achievement has been very successful. The school is rightly very proud that in 2006 it was in the top 100 most improving schools. Current standards are not as high as last year because a significant number of pupils with complex special needs have moved into the school during Key Stage 2. However, standards overall are average; the school feels it will reach its challenging targets and pupils are making good progress in most subjects. Standards in writing are still not high enough but they are improving. Pupils do not have enough well planned opportunities to write in different subjects and, at times, higher attaining pupils are insufficiently challenged.

Pupils' personal development is outstanding. Displays provide pupils with high aspirations, like that of the ex-pupil who appeared as Billy Elliot in London's West End and the girl about to appear in a professional production of Annie.

Pupils enjoy school immensely, work very hard and are keen to do well. They show a very good understanding of how to stay healthy, keep themselves and others safe and become responsible caring members of their school and community. Pupils leave Oldfleet fully prepared for what life has to offer.

Throughout the school, including the Foundation Stage, teaching and learning supported by a good curriculum are consistently of a high standard. High expectations, very good relationships and excellent assessment systems underpin the teaching and learning ensuring good progress.

### What the school should do to improve further

- Provide more opportunities for pupils to use and develop their writing skills in all subjects and ensure in these lessons higher attainers are consistently challenged.

## **Achievement and standards**

### **Grade: 2**

Standards are average and pupils achieve well. Test results in 2006 showed a significant improvement on previous years. The school met its own challenging targets in all subjects except writing. Overall, standards were significantly above average and pupils made good progress from a very low starting point. The number of pupils reaching the expected level in reading, mathematics and science was above average and well over half reached the higher levels. Attainment and progress in writing was satisfactory. Standards were below average and pupils did not achieve as well as they did in other subjects.

Children's attainment when they first enter the school is significantly below that expected for their age. Once they are immersed in the stimulating learning environment of the Foundation Stage they make good progress towards the expected goals for their ages. When pupils enter Year 1 the majority are still working below expectations. However, good progress continues in Key Stage 1 and by the end of Year 2 standards are broadly average. Pupils continue to work hard and make good progress in Key Stage 2 and at the end of Year 6 the number of pupils reaching the expected level in reading, maths and science is average. Although standards in writing are still not high enough, they are improving throughout the school. Pupils with learning difficulties and/or disabilities do well and make good progress towards their individual targets. Girls and boys do equally well.

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

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Pupils show a tangible thirst for learning, behave exceptionally well and are polite, inquisitive and confident. Pupils know how to keep themselves safe and that a balanced diet and regular exercise are essential for a healthy lifestyle. They choose sensible meals at lunchtime, enjoy lots of fresh air and take a good amount of exercise through physical education (PE) lessons and keep fit activities during lesson times. The school council takes its role very seriously and is especially proud that the school governors accepted their request for an outdoor stage. Pupils show their responsibilities to the wider community, through fundraising for charities, planting trees in the school grounds and taking responsibility for the recycling of the school's waste paper.

Cooperation, enjoying each other's company and learning to accept praise and helpful criticism are all regular features of life in this school. As a result, pupils are becoming well-rounded individuals who are exceptionally well prepared to maximise the opportunities that education offers them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school with some outstanding features. In the Foundation Stage, exciting activities and the very effective deployment of teaching assistants give children a good start to their education. Throughout the school, teachers provide pupils with the tools they need to be successful learners. Constant reminders about what pupils already know, along with prompts, guidelines and sharply timed tasks keep them focused and working

hard. Pupils' efforts are very regularly praised and pupils are constantly encouraged by teacher comments such as 'keep going, you are doing well.' As a result, pupils are becoming very confident learners who believe they can do well. Reading, mathematics and science are taught very well. The teaching of writing is improving and teachers are successfully providing pupils with the precise skills they need to be competent writers. However, there are not yet enough opportunities for pupils to use their writing skills in other subjects and higher-attaining pupils are not always sufficiently challenged to extend these skills, especially in whole-class lessons.

Regular and rigorous assessments inform teachers of the level of understanding and progress of each pupil and underachievement is quickly identified and addressed. The marking of pupils' work is very good and provides them with clear and challenging information on how they can improve further. In Year 6, an excellent tool to improve pupils' writing is being developed. Teachers and parents are fully involved in helping pupils improve a specific piece of work. This is having a profound effect on progress and raising standards.

## **Curriculum and other activities**

### **Grade: 2**

The school has a good curriculum which has recently been revised around a thematic approach to deepen learning and make it more interesting and relevant. For example, information and communication technology (ICT) and art, both strong features of the curriculum, are used effectively to support learning in other subjects such as science and history. However, the links with English are still tenuous and there are missed opportunities for pupils to use their literacy skills in other subjects in order to secure improvements in standards in writing. A very good programme of enrichment is available to pupils of all ages. Educational trips, along with visitors to school, provide a range of stimulating first-hand experiences and add fun and interest to pupils' learning. For example, during the inspection the Foundation Stage children visited 'Honeysuckle Farm'.

Parents speak with fondness about the school's annual productions which involve their children, the most recent being 'Bugsy Malone'. An excellent programme of social and health education provides pupils with the necessary tools to develop personal safety, care and healthy living. Pupils are very well prepared for the next stage of their education.

## **Care, guidance and support**

### **Grade: 1**

Pupils achieve extremely well in their personal development and make good gains in their academic development because of the very good care the school provides for them. Arrangements to safeguard pupils meet all statutory requirements. No child is excluded from this very inclusive school. Whether children begin school in the Nursery or move from another school, all are warmly welcomed. Highly effective strategies are quickly put in place to help and support pupils with complex learning or behaviour difficulties or for whom school so far has been an unhappy experience. One pupil said the teachers really care about you, especially the headteacher; 'If you bunk off he comes and gets you and that is a lot better than kicking about the streets.' A school counsellor is regularly available to talk to youngsters and help with any problems. A breakfast club ensures pupils are well cared for before school and are able to start the school day with a hearty breakfast inside them. Teachers track each pupil's academic progress carefully and set challenging targets which are shared with pupils and their parents to enable them to improve and reach their full potential.

## Leadership and management

### Grade: 2

Leadership and management at all levels are good with outstanding features. The leadership of the headteacher is excellent. Governors know their school well and provide good support and challenge. The headteacher rightly recognises that pupils can only be effective learners if they are nurtured in an ordered, caring and supportive environment. Oldfleet successfully provides this for all its pupils.

The headteacher has successfully created a very strong management team which contributes to the very caring and increasingly challenging ethos. The evaluation of national and school based test results are used well to set challenging whole-school targets. Through effective monitoring of the teaching and learning, and the introduction of rigorous assessments standards have risen. Pupils in this school are now achieving well in most subjects. The school knows that standards in writing are not yet high enough and has implemented a range of successful strategies including 'The Talk Project'. These are beginning to have an impact and standards are rising.

The overwhelming majority of parents think their school is good. Their confidence is well placed. Oldfleet is a good school with a good capacity to improve.

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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	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	2

### 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>	2
<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	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

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

14 May 2007

Dear Pupils

Inspection of Oldfleet Primary School, Hull, HU9 4NH

Thank you so much for being so friendly and welcoming when we visited your school a short while ago.

Your school is a good school with some outstanding features. It was good to see how well behaved you are and how regularly you attend school. Your attendance is actually better than most schools, so do keep that up.

We could see by the work in your books and displays around the school that you are doing well in reading, mathematics and science. We do think your writing could improve so we have asked the school to help you to do more writing in other subjects and provide harder work that really challenges you. You can help by always trying to do your very best writing, whatever the subject.

The other things we liked about your school were the way you seem to know the importance of eating sensible food and taking lots of exercise. Do keep that up because it is so important to staying healthy and happy. We could also see how confident Year 6 pupils were about taking the SAT tests because you see it as a chance to show parents and teachers just how hard you have worked. The school council's request for a stage for your playground was an excellent idea. So many of you seem to be good at music and drama and your parents are very proud of the shows you put on each year that this stage should be very useful. In fact, two pupils from your school have been so good that they have had parts in shows in London. What a wonderful achievement!

We were especially pleased to hear that really enjoy learning and know the importance of a good education so that you will have good jobs when you leave school. Keep on working hard and you will be able to achieve your ambitions.

Yours sincerely

Carole Cressey

Doug Lowes

Joan Locke