

Oldfield Park Junior School

Inspection report

Unique Reference Number	109006
Local Authority	Bath and North East Somerset
Inspection number	309852
Inspection dates	18–19 June 2008
Reporting inspector	Peter Clifton

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	221
Appropriate authority	The governing body
Chair	Marilyn Bakshir-Gleave
Headteacher	Diana George
Date of previous school inspection	5 July 2004
School address	Lymore Terrace Twerton Bath BA2 2JL
Telephone number	01225 423477
Fax number	01225 424099

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size school. Most pupils attend from the local area. There is a slightly above average proportion of pupils with learning difficulties many of whom have behavioural needs or literacy difficulties. Most pupils are of White British origin. Nearly all pupils coming into Year 3 attended the neighbouring infant school. The school has very recently gained the Healthy School's award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has good features and is well supported by pupils and parents. Pupils' positive attitudes and good behaviour are the result of good care provided. The headteacher takes a strong lead to ensure that pupils feel safe and secure. Standards are broadly average and achievement is satisfactory. Pupils make satisfactory progress in developing basic skills and are soundly prepared for their next school. There are strengths in science and information and communication technology (ICT) where standards are above average. Leaders have accurately identified that further work needs to be done to raise standards in writing and mathematics. In writing, this is mainly because there are too few pupils working at the higher levels. In mathematics, pupils' do not have enough opportunities to apply skills through solving problems. However, leaders have made a good start in strengthening pupils' progress in writing, through improvements in the curriculum, although more remains to be done.

Parents comment that the school looks after their children well. Most say that the staff are very approachable and show considerable concern for the needs of the individual. Typical comments that summed the school up well were, 'The staff are helpful, thorough and approachable and have the children's best interests at heart' and 'The staff go to great efforts to ensure the children receive a stimulating education with plenty of opportunities for extra activities outside school hours.' Pupils largely enjoy their time in school and recall with enthusiasm the visits and trips which are a strength of the satisfactory curriculum. They like having responsibility such as being playground friends. They say, 'We like the amount of trust we are given, we run our own clubs.' Pupils know and understand about eating healthily and the importance of being active. Pupils say they feel safe. They show concern for each other's welfare such as in the playground, where they play enthusiastically with an excellent range of resources and games.

In lessons, teachers create a positive atmosphere for learning and pupils are keen to answer questions and show what they know. However, progress is satisfactory rather than good because teaching does not always provide enough challenge for all pupils. Some work is too easy, particularly for the more able pupils. Evaluation of teaching is not always sharp or regular enough in providing support to teachers to help them improve their work, and this is holding back development. Although several pupils know their targets, too little is done in lessons through marking and feedback to help them identify the next steps for learning so that they can set personal goals.

Leaders have a clear understanding of those areas of the school's work where pupils' progress needs to be strengthened. Improvement currently being made shows that the school is satisfactorily placed to develop further.

What the school should do to improve further

- Fully implement the plans to improve progress in writing and mathematics across the school.
- Strengthen teaching to ensure that work offers challenge for all pupils, particularly the more able.
- Improve the use of targets in lessons and through marking so that pupils are clear about their next steps for learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The school's tracking shows that most pupils make satisfactory progress. Pupils come into school with broadly average standards, although in some years, these are above average. In 2007, Year 6 results were much better than those in 2006 and showed that standards were average overall. Standards in English and mathematics were average. However, those in science were above average because the proportion of pupils reaching the higher Level 5 was above that expected. In English, the proportion of pupils reaching the expected Level 4 was above average. However, too few pupils reached the higher Level 5 and targets were widely missed because of weaknesses in writing. The current Year 6 pupils are on track to reach overall standards, which are similar to those in 2007. Leaders have worked successfully to improve the progress made in writing across the school. Those pupils with literacy difficulties are making satisfactory progress.

Personal development and well-being

Grade: 2

Pupils are proud of their school. Their social and moral development is strong and pupils grow in confidence and maturity as they move through the school. Most pupils have positive attitudes to learning. In lessons, they are attentive and keen to take part in discussions. The few pupils who find it difficult to concentrate on their work have made good strides in their personal development. Participation in extra-curricular clubs is high. Pupils behave well in lessons and around the school. They really like the 'Playpod' which provides an exciting range of resources for them to explore and investigate. For example, they use different materials to build dens and say 'we are never bored anymore'. Pupils have a good understanding of keeping safe and know that they can turn to adults if they are worried or upset. Playground 'buddies' take their duties very seriously and help pupils who may feel lonely. Attendance is average and is adversely affected by pupils being taken on holiday in term time. Relationships are a strength of the school and pupils say that 'people are helpful' and 'everyone plays together'. Pupils' contribution to the community is good. Older pupils run clubs for younger pupils and the members of the school council were successful in improving the playground environment. However, members of the school council do not have enough opportunities to take responsibility for leading and managing their own affairs. Pupils have a good understanding of adopting a healthy lifestyle because of the school's promotion of exercise, healthy lunches and availability of water. Pupils develop literacy and numeracy skills satisfactorily but have good skills in ICT and a good understanding of teamwork.

Quality of provision

Teaching and learning

Grade: 3

In classes, the pupils are well managed and there are good relationships. Most pupils are enthusiastic to show what they know and readily take the opportunities provided to discuss ideas with each other and clarify their thinking. Teaching assistants work effectively in small

groups to help pupils, particularly those with literacy needs. The teachers display good subject knowledge and use the interactive whiteboards effectively to capture the pupils' interest. Whilst planning is detailed, not enough is expected of the more able pupils by setting them sufficiently challenging tasks. On a few occasions, they have to complete easy tasks before moving on to harder work and their learning slows. In most lessons, learning is moved on well through a range of different activities; however, in a few lessons the pace of learning is not always brisk enough, for example when the pupils have to complete too many similar sums in mathematics.

Curriculum and other activities

Grade: 3

The school's strong emphasis on pupils' emotional, social and health needs is resulting in their good personal development. The good range of visits and visitors coming to the school is helping the pupils to deepen their understanding of the topics they are pursuing. There is good provision for extra-curricular activities especially in music. Many pupils enjoy going to the school choir and there is a good range of other interesting activities such as 'gumboot' dancing.

The school has recognised the need to improve writing and has successfully introduced schemes which are raising standards. However, leaders rightly recognise that there are missed opportunities for pupils to apply their skills particularly in mathematics. The curriculum is not always sufficiently adapted to meet the needs of the more able pupils. French has been successfully introduced and there are good practical approaches in science. The good provision in ICT is helping pupils to develop good skills and enhance their work in different subjects, for example the newsletter which reports on 'Boudicca's Disastrous Defeat'.

Care, guidance and support

Grade: 3

Leaders are rightly proud of the high level of concern for pupils' social and emotional needs. Parents and pupils recognise the care shown by staff and particularly the headteacher who provides a strong lead in this area. The school works closely with outside agencies. Procedures to safeguard pupils meet current requirements. Leaders are taking firm steps to improve attendance. Pupils with behaviour difficulties receive good support. There is some good support provided for pupils with literacy needs when they are withdrawn to work with adults in small groups to develop basic skills. However, in lessons, the needs of these pupils are not always met sufficiently well. Some pupils know their targets but these are not specific enough or used regularly enough to help in their learning and marking does not provide sufficient information about the next steps for learning. As a result, pupils are often unclear about what they need to do to improve.

Leadership and management

Grade: 3

Well planned strategies are being used to raise standards in writing. Whilst these are having a positive effect, leaders recognise that further changes are needed. Subject coordinators are developing their work well. They rightly acknowledge the need to be more involved in monitoring and evaluation of lessons so that they can drive through change more effectively. The school has a mostly accurate view of its overall performance but does not always make areas for improvement explicit enough, such as what needs to be done to improve teaching. This is the

main reason why learning has yet to result in consistently good progress across the school. Pupils' progress is tracked systematically, and the resulting analysis of this information is helping leaders to identify where improvements are needed. For example, they are clear about the progress being made in different year groups, ensuring that appropriate support is put in place where needed. Governors are supportive and realise they are not yet sufficiently involved in strategic planning and monitoring. Leaders have forged good links with the adjacent infant school and the secondary school to aid transition.

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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
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

20 June 2008

Dear Pupils Inspection of Oldfield Park Junior School , Bath BA2 2JL

Thank you for the warm welcome you gave us when we visited your school. We enjoyed talking to you and were impressed with your friendliness and confidence. The valuable information you gave us was a great help. Your school provides you with a satisfactory education and you are making satisfactory progress. The leadership of your school is satisfactory.

What we most liked about your school:

- Adults make sure that the school is a happy and welcoming place. Most of you enjoy school, have positive attitudes to learning and behave well.
- You are doing well in science and information and communication technology (ICT).
- The school provides good care and ensures you are safe and secure.
- The resources you have to play with at lunchtime are excellent.
- Lessons are often interesting, which is helping you to enjoy learning.
- Visits to different places contribute well to your learning and enjoyment.
- Improvements have been made to help you with writing.

We have asked your headteacher and others to do these things:

- Make further changes to help you improve your writing and develop your problem solving skills in mathematics.
- Make sure that the work you are given is not too easy, especially for those of you capable of reaching the higher standards.
- Extend the use of targets in lessons and through marking so that you have a clearer idea about what you need to learn next.

With your hard work, you can help your school to improve further.

Yours sincerely

Peter Clifton Lead Inspector

20 June 2008



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With your hard work, you can help your school to improve further.

Yours sincerely

Peter Clifton
Lead Inspector