

# Oldfield Park Infant School

## Inspection report

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<b>Unique Reference Number</b>	108997
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	337192
<b>Inspection dates</b>	10–11 November 2009
<b>Reporting inspector</b>	Patricia Potheary

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>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Wall
<b>Headteacher</b>	Joanna Claridge
<b>Date of previous school inspection</b>	0 October 2006
<b>School address</b>	Dorset Close Bath BA2 3RF
<b>Telephone number</b>	01225 422903
<b>Fax number</b>	01225 422903
<b>Email address</b>	Oldfieldpark_inf@bathnes.gov.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, breaks and lunchtime. They held meetings with governors, staff and groups of pupils and took account of views expressed through pupil and staff surveys and from meeting parents informally. They observed the school's work, and looked at pupils' work, data on progress, monitoring reports, policies, planning and 70 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- provision for, and pupils' achievement in, writing
- the effectiveness and use of assessment and target setting in lessons
- the work of leadership in improving outcomes.

## Information about the school

Oldfield Park Infant School is a two-form entry infant school. The Early Years Foundation Stage consists of two Reception classes. There are lower-than-average numbers of pupils with special educational needs and/or disabilities, and English as an additional language. The large majority of pupils are from White British backgrounds, with a small minority from a range of other ethnic groups. The school has received the silver Food for Life Award, the Healthy School Award, the Basic Skills Quality Mark, the Investors in People award, the Children's Rights Charter award and the Financial Management Standard in Schools certificate. There is a privately run breakfast club and after-school care on site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Oldfield Park is a good infant school with a delightful community spirit. The school is beautifully presented, providing a warm welcome to parents and pupils alike. Pupils of all abilities, including those with special educational needs, achieve well and make good progress in all their subjects. Pupils enjoy coming to school very much, several describing it as 'brilliant'. When pupils enter Reception their skills are below the levels expected for their age. Pupils make good progress in each year group and by the time they leave Year 2 their attainment is above that found nationally. These good standards have been maintained over several years.

Pupils attain well in writing, but not consistently so, and they do not do quite as well in this subject as they do in reading and mathematics. The school recognises this and has introduced several initiatives to raise standards in writing, although some are not yet well established. Writing skills are reinforced in other subjects, but this is not systematically organised to make maximum use of such opportunities.

The school has many strengths, particularly pupils' awareness of how to live healthily, which is promoted by the outstanding provision. For example, a beautifully organised vegetable garden is treasured by the pupils, who consequently understand a great deal about how to eat well. Pupils' contribution to the community is also outstanding, and they relish, for example, the many opportunities provided for them to support the environment. They even contribute to staff appointments, by helping with lesson observations.

Good teaching and a good, rich curriculum ensure that pupils build their learning systematically. Lessons are engaging and thoroughly enjoyable, with good use of technology to support learning. Pupils' skills are accurately assessed and they do have group targets. However, the use of this assessment is satisfactory rather than good. This is because these targets are not sufficiently individual and do not change frequently enough to ensure that all tasks provide enough challenge for all pupils. This is particularly noticeable in writing and mathematics. This means that individual pupils are not always clear about what they personally need to do to improve, and occasionally, for a few, progress slows.

Good quality leadership ensures that staff work closely as a team to keep improving the school. Very thorough self-evaluation has led to an accurate understanding of the school's strengths and weaknesses. There is an excellent record of the progress being made by different groups and individuals. This information is now used very regularly by all staff to identify areas for improvement. This has resulted in good improvements in a number of areas, including a substantial increase in attainment in mathematics over

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time. Given the school's good self-evaluation and track record of improvements, its capacity to improve is good.

The good care, guidance and support provided ensures that, regardless of any difficulty, all pupils are supported skilfully to achieve well and ensure their well-being. The school is outstanding in the way many parents are engaged to support their child's progress. Several parents are involved in high quality family learning programmes, for example, and all parents are free to share in the excellent school lunches. This all results in pupils who are well prepared for their next school and future achievements.

## What does the school need to do to improve further?

- Ensure that pupils do as well in writing as they do in reading and mathematics by:
  - fully embedding the strategies recently introduced
  - strengthening opportunities to improve writing in other subjects.
- Improve the use of assessment in lessons to increase progress and challenge for all pupils by:
  - identifying individual targets which are moved on regularly, particularly in mathematics and writing
  - making sure that pupils know which targets they are personally working towards and, as soon as they are achieved, what they need to do next.

## Outcomes for individuals and groups of pupils

**2**

Pupils' strong enjoyment of learning is seen in the way they work hard to do their best and are keen to answer questions. They really enjoy writing neatly and solving number problems, for example. Attainment is above that found nationally in reading, writing, mathematics, science and information and communication technology, by the time pupils leave the school. Although attainment in writing is generally above average, it is closer to the national average than in mathematics and reading. Progress and achievement is good in all year groups and pupils of all abilities, regardless of ethnicity or gender, make equally good progress. Lessons are characterised by pupils' enthusiasm, such as one group who were inspired by going outside to learn. As pupils report, 'We do a lot of fun things every day.' In one lesson, for example, children worked well together making a story for their puppets to act, developing their speaking and writing skills well as a result. Pupils who arrive with little or no English quickly learn to speak and understand English because of the skilled teaching they receive.

Pupils think school is a 'safe and healthy place to be'. As one reported, 'I like this school because when I am sad they make me feel safe and take away my worries.' Behaviour is generally good and often exemplary, and in lessons good behaviour ensures that learning is not interrupted. There has, however, been a recent increase in some unkind behaviour by a few. Nevertheless, pupils are confident that each incident is well dealt with. The adoption of healthy lifestyles is outstanding, with pupils taking plenty of exercise, a high take-up of after-school activity and a big increase in the numbers eating

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the locally sourced, organic school lunches. Pupils' excellent contribution is typified by their enthusiasm for walking or riding scooters to school and their involvement in the local community. Their attendance has improved and is now good. Good spiritual, moral, social and cultural understanding is evident in the respect pupils show to people who are different to themselves.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching leads to good progress in the majority of lessons. Lessons are orderly and fun and teachers provide lots of interesting activities and use modern technology to make learning interesting, which pupils appreciate. As a result, pupils confidently use computers to research information. Relationships are very positive, which means pupils want to do their best. Teachers have a clear idea of each pupil's attainment based upon accurate assessment. They are therefore able to plan to set different tasks, so that groups of pupils can work at their own level. However, teachers do not use assessment to set pupils personal targets. For this reason, for a few pupils, some lessons lack challenge despite the good progress of the majority.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The well-organised curriculum meets the different needs of learners effectively, and includes strong provision for those identified as gifted and talented. The school pays careful attention to developing basic skills in many areas of the curriculum. For example, writing skills are supported in several subjects, but this is not yet sufficiently well planned in all subjects. The school collaborates very well with the local community and other professionals to help bring the learning to life. This includes a dance club, sports coaches, regular links with the local theatre and work in the community garden. Enrichment opportunities are excellent, with an extensive programme of trips, visitors and projects such as the highly popular walk to school Wednesdays. Pupils also particularly enjoy the philosophy lessons. The outside environment is exceptional, involving the children in designing wildlife areas, growing vegetables and regularly exercising on the 'timber trail'. The quality of arts provision is also high and pupils are currently enjoying practising for the Christmas production.

The school is beautifully cared for, with attractive displays demonstrating the high priority given to care, guidance and support. Systems to keep pupils safe are robust. The school has worked effectively to improve levels of attendance. Teachers recognise that the system for managing behaviour is not fully addressing the unkind actions of a few pupils and intend to review the school's strategies. Despite this there are many examples of the care and consideration pupils normally show each other. Those with limited English and other difficulties with learning receive good quality, skilled support to help them overcome barriers successfully. Links with other agencies are very effective in supporting this work. There is good preparation for transition to the next school, which parents appreciate. The information provided when children move classes is very effective in the way the next teacher can continue, right away, to build on what has been learned before.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher's excellent drive and ambition ensures that the school is at the forefront in several elements of practice, including, for example, the very effective way parents are included and engaged. Ambition and high expectations from leaders at all levels have ensured that the previous good standards have been maintained and improved upon. In addition to the raised attainment in mathematics, writing skills are improving across the school and reading has improved noticeably for the younger pupils.

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The development of teaching is being addressed continuously and thoughtfully by staff as a whole, although some lessons do not yet meet the needs of all pupils consistently. Nevertheless, the range of skills used in teaching lessons is increasing all the time. Governors bring a wealth of experience to their work and provide suitable challenge. They monitor and ensure, for example, that safeguarding procedures are fully in place and of good quality. As a result of careful, regular tracking of progress for different groups, equal opportunities are secure for all pupils and there is no evidence of discrimination. The school succeeds in encouraging good community cohesion, resulting in an evident respect and understanding by pupils of people at home and abroad who may be different to themselves. Links with the community are particularly effective in encouraging more local people to become involved with the school. The 'language of the month' initiative, for example, has recently increased parents' participation with the school and their links with each other.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

When children join the school their skills are usually below those expected for their age, largely because of limited communication, language and literacy skills. Good links with parents and pre-school providers ensure a smooth start and they quickly make friends and socialise well. By the time children leave Reception, they are reaching at least average standards in all areas of learning. Leadership is good in securing a safe, happy and productive environment where children make good progress, particularly in writing. This is in part due to thorough, accurate assessment, clear individual target setting and good teaching. Staff are skilled at helping children listen carefully and discuss what they



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are doing. The curriculum is broad and well organised to build learning systematically. However, not enough time is planned for children to find out things for themselves, or to encourage sufficient learning outdoors, which the school is beginning to address. The atmosphere is one of children thoroughly involved in what they are doing. In one session, for example, there was a wealth of activity, with children busy making 'cake' with play dough, writing cards to 'Elmer' the elephant, doing fine threading, or moving to music, all to encourage their motor skills for writing. Great attention is paid to caring for children's welfare and they quickly learn how to become more independent in looking after themselves and sharing with others.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents are overwhelmingly positive about the school. They appreciate many things, including the way their children enjoy school, how safe their children are, the exceptionally good provision to encourage healthy living and the effective school leadership. They also appreciate, as one parent commented, the 'truly exceptional' communication between home and school and the involvement of parents in their child's learning. The very few concerns expressed are reflected in the report findings.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oldfield Park Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 70 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	77	15	21	0	0	0	0
The school keeps my child safe	60	86	10	14	0	0	0	0
The school informs me about my child's progress	44	63	23	33	1	2	1	2
My child is making enough progress at this school	46	66	21	30	2	3	0	0
The teaching is good at this school	50	71	19	27	0	0	0	0
The school helps me to support my child's learning	47	67	23	33	0	0	0	0
The school helps my child to have a healthy lifestyle	60	86	10	14	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	67	16	23	2	3	0	0
The school meets my child's particular needs	47	67	21	30	1	2	0	0
The school deals effectively with unacceptable behaviour	44	63	22	31	3	5	0	0
The school takes account of my suggestions and concerns	47	67	21	30	0	0	0	0
The school is led and managed effectively	60	86	10	14	0	0	0	0
Overall, I am happy with my child's experience at this school	57	81	12	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 November 2009

Dear Pupils,

Inspection of Oldfield Park Infant School Bath, BA2 3RF

Thank you for being so welcoming when we visited your school. We very much enjoyed meeting you, joining you for break and seeing your lessons. Your school is a good school with many interesting things going on, just as you described. Staff work hard to keep improving the school and, for this reason, your work is getting better each year.

Skilled teaching helps you to make good progress in your lessons. As a result, you are doing particularly well in mathematics and science. We like the way you really enjoy your lessons and always try to do your best. You told us that your teachers make lessons fun and interesting and we can see that they help you to do well. We have asked them to see that you do even better with your writing, and so would like them to help you learn more about writing in other subjects. We also think you should have some individual targets, which are moved on as soon as you are ready. We think that this would give you a better idea of how to improve your own work. We are sure that you will discuss this with your teachers and help them by working hard and sharing your ideas.

There are many opportunities for you to take part in lots of different activities, which you clearly welcome. We are impressed with the way you eagerly take on responsibility, for example, the way you help at lunchtime and share your ideas about eco schools projects. Your behaviour is good, especially in the way you value learning. You show good respect for others, including those who have different beliefs and ways of living. But, sometimes one or two of you are not as kind as you should be to each other. You were keen to tell us that the school keeps you very safe and looks after you well. It is therefore very pleasing to see that you are helping yourselves by taking plenty of exercise and eating such a healthy diet, even growing your own vegetables!

We think that this, alongside your mature attitudes to working hard, helps you to be well prepared for your next school and future lives.

Yours faithfully

Patricia Potheary

Lead inspector

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