

# 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>	337391
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Denise Morris

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 of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Jones
<b>Headteacher</b>	Dr Rosslyn Sendorek
<b>Date of previous school inspection</b>	1 June 2007
<b>School address</b>	Imperial Road Windsor SL4 3RU
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## Introduction

This inspection was carried out by three additional inspectors. During the inspection, 12 lessons were seen and inspectors observed seven teachers. They observed the school's work, and looked at pupils' books, lesson plans, the school development plan, assessment information, and attendance records. Inspection questionnaires were sent to all parents and 124 were returned. Pupils in Years 3 and 4 and many school staff also responded to questionnaires. Inspectors reviewed many aspects of the school's work.

It looked in detail at the following:

- the quality of teaching, to ensure that it is helping to improve pupils' progress in mathematics
- the school's use of data to determine if pupils reach challenging targets
- how well the curriculum is tailored to meet individual needs.

## Information about the school

Oakfield serves a varied area, with pupils coming from a wide range of social backgrounds. The population has changed in recent years and almost 40% of pupils now come from minority ethnic backgrounds; many of these speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities, mainly behaviour difficulties and/or autism, is about average. The school has several awards, including Investors in People, Healthy Schools and Artsmark Gold. There is Early Years Foundation Stage provision for children from the age of five who have two terms in the Reception class. Children who are five in the summer term join the school straight into Year 1. There are a Children's Centre and a Nursery on site that are not managed by the school. The school provides a daily breakfast club and an after-school club.

**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

Oakfield is a good school in which pupils thrive. It provides outstanding care, guidance and support for all its pupils, resulting in their good behaviour and excellent spiritual, moral, social and cultural development. Parents are accurate in their beliefs about the way the school fosters inclusion, and promotion of equality is outstanding. 'The school reflects the harmony of a multi-cultural society. Everyone is welcome, respected and valued,' is a typical comment from a parent. This was exemplified during an outstanding assembly in which pupils celebrated the start of the World Cup in South Africa with a 'mufti' day to raise money for charity. Pupils from many different countries and backgrounds were proud to wear their national dress or clothes to represent their country of birth. Pupils have positive attitudes and take part with enthusiasm in all that the school has to offer. The school contributes extensively to the local community through sharing resources, offering training and supporting change. It is well respected in the locality. For example, pupils were fully involved in developing ideas for the local park. They met with councillors to offer their opinions and ideas, many of which were taken up. Pupils have an excellent awareness of how to stay safe and healthy.

Most pupils achieve well both in their academic and personal development because of good quality provision. Consistently good teaching in most classes means that pupils make good progress from their starting points and attain above typically expected levels in reading and writing by the time they leave the school in Year 4. Levels in mathematics are broadly as expected. Achievement in music and art is extremely good.

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Enrichment activities are a particular strength of the overall good quality curriculum.

Year 4 pupils, for example, told inspectors how much they valued their residential trip to the Isle of Wight recently. They said that it really prepared them well for their transition to middle school. Provision for those with special educational needs and/or disabilities is particularly strong, ensuring that these pupils make excellent progress towards their targets. More able pupils are not always challenged well enough in mathematics lessons. The school has established highly effective partnerships with parents and external agencies. Children in the Early Years Foundation Stage get off to a good start in the Reception class. They behave well and enjoy playing and working together although they are not always fully involved in checking how well they are doing.

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The dynamic headteacher is rigorous about improvement and very ambitious for the future. She has undertaken very thorough self-evaluation leading to a clear view of the school's strengths and areas for development. Governors are regular visitors and support the school well. Their monitoring gives them a clear understanding of what needs improving. Very high quality of training for all staff, which is shared by many other schools, shows that leaders are committed to striving for excellence. Safeguarding procedures go well beyond current statutory requirements and are outstanding. The school provides good value for money. There has been good improvement, particularly in writing skills and in the use of data to track pupils' achievements since the last inspection, showing the school's capacity for continued improvement.

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

- Improve achievement in mathematics for all groups of pupils by ensuring:
  - that teachers plan more practical tasks for pupils to consolidate their skills
  - that challenging tasks are provided for the more able pupils.
- Increase opportunities for children in the Reception class to be more involved in planning and checking their own learning.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and have very positive attitudes to learning, as reflected in their above average attendance. They achieve well so that by Year 2, pupils' skills are above average in reading and writing because of a very strong focus on these subjects. Their skills in mathematics are not quite as strong because there are too few opportunities for them to take part in practical aspects of the subject. In Years 3 and 4, there is a similar picture so that by the time pupils transfer to middle school, most have made at least good progress during their time at the school. Pupils with special educational needs and/or disabilities benefit from high quality support and specifically tailored tasks, resulting in their excellent achievement. More able pupils do not always achieve as well as they could in mathematics, because too few extension tasks that offer sufficient challenge are planned for them. Pupils achieve particularly well in music and art, and because they have a school pool, many learn to swim at an early age.

Pupils behave well and adhere to the school's 'golden rules' so that there is a harmonious atmosphere in almost all lessons. Their 'Healthy School' award is reflected in the many special events that help them to keep fit. This was exemplified in their recent 'walkathon' in which they walked 25 laps of the very large field to raise funds for Haiti. Their excellent contribution to the local community is shown by the way they support local day centres for disabled adults and the elderly by regularly singing to them. Outstanding cultural development is evident in the exceptional way that pupils from many different backgrounds and cultures play together in harmony. Pupils are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

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

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<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	1
<b>The extent to which pupils feel safe</b>	<b>1</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>1</b>

### How effective is the provision?

The school provides a broad and balanced curriculum, which is enriched by a wide range of extra-curricular activities, including well-attended breakfast and after-school clubs. Music is a particular strength of the school, with an excellent choir and many music groups. A large number of pupils, including all of those in Years 3 and 4, learn to play an orchestral instrument. The match between the more able pupils and the curriculum is not fully developed although planning to meet the needs of the gifted and talented pupils is more advanced. Teachers know pupils well and in most lessons, high expectations ensure that progress is good. Literacy and information and communication technology skills are promoted very well in other subjects such as history and geography, helping to extend pupils' achievements in reading and writing and developing their enquiry skills well. Assessment through marking is regular and helpful. The new tracking system and use of data are beginning to show a clear picture of pupils' progress as they move up through the school.

Parents overwhelmingly say that this is a safe, happy school where every child is valued as an individual. They say that they are very well informed about their child's progress through regular communication from the school. There is excellent cooperation between the school and a wide range of outside agencies and this is embedded in the school's philosophy. Thorough arrangements for welfare ensure that pupils feel happy and secure at school. Carefully tailored additional language support for those who speak

<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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English as an additional language ensures that this group of pupils achieves well and is fully involved in all the activities. Parents see the transition to middle school as a smooth and successful process.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>1</b>

**How effective are leadership and management?**

The headteacher has an inspirational vision for the school. It is shared with staff and parents alike. There is a very high level of partnership with support services and with other schools, which contributes significantly to pupils' learning. For example, links with an independent school in Windsor recently resulted in all 90 Key Stage 2 pupils receiving vocal coaching from the Director of the Queen's Music, St George's Chapel, Windsor Castle, and then performing in concert in the Chapel under his direction. Links with business partners have enabled the school to access funds to extend experiences for all pupils; a planetarium visit and the development of a small teaching room known as 'the Acorn room' at the school are two examples of this.

The school promotes equality of opportunity very well and is exceptionally rigorous in eliminating discrimination. For example, as part of their good community cohesion project, the school has promoted activities for local women and children, including annual celebrations of Eid and Diwali in which families bring food from their own cultures to share with others. Leaders are rigorous in embedding improvements and demonstrate ambition in the way they carefully evaluate outcomes. Self-evaluation has already highlighted the issues from this report and a good start has been made to improve achievement in mathematics by introducing 'setting' in classes across Years 3 and 4. Increased training is also being provided. The school is a true 'professional learning community' and the high quality training that this provides for all staff has a positive impact on provision and outcomes for pupils. Governors are supportive and challenging. They fully meet their statutory duties and regularly hold the school to account for its decisions. Safeguarding, including child protection procedures, are particularly robust and extremely effective.

*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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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

Children enjoy their time in the Reception class. They benefit from a broad range of activities both in the classroom and in the outdoor play area. Although this is a small area, staff make the best possible use of it to promote learning and children share wheeled toys with an on-site nursery where there is more space. During the inspection, children showed how much they enjoyed playing outside as they 'fished' in the paddling pool for plastic fish. However, there were lost opportunities during this activity to promote counting. Most children have the skills that are expected for their age when they enter Reception. They achieve well and make good progress in most areas of learning. As a result, many exceed their goals by the time they enter Year 1. They make better progress in communication, language and literacy than in mathematical development because they do not always have enough opportunities to learn about numbers through practical tasks. Children make very good progress in personal, social and emotional development. This is evident in their good behaviour, their awareness of healthy eating and in the way they share and take turns. They play happily with their peers and grow in confidence and self-esteem.

Leadership is good. Children are very well looked after and welfare arrangements are rigorous. Children's achievements are regularly assessed and monitored although children do not have enough opportunities to be involved in this aspect themselves.

*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



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## **Views of parents and carers**

Parents' views are overwhelmingly positive. They are very supportive of the school and are extremely pleased with their children's education. 'Oakfield is a very happy and truly inclusive school,' is a typical comment from a parent. All of the parents who responded to the inspection questionnaires said that their child enjoys school and that the school keeps them safe and helps them to lead healthy lives. 'Oakfield is a great place to go to school,' wrote a parent whose children have come from another country. Parents feel that the school prepares their children exceptionally well for their transition to middle school.

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

Ofsted invited all the registered parents and carers of pupils registered at Oakfield First 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	69	38	31	0	0	0	0
The school keeps my child safe	84	68	40	32	0	0	0	0
The school informs me about my child's progress	62	50	58	47	4	3	0	0
My child is making enough progress at this school	69	56	49	40	3	2	0	0
The teaching is good at this school	92	74	30	24	1	1	0	0
The school helps me to support my child's learning	74	60	47	38	3	2	0	0
The school helps my child to have a healthy lifestyle	69	56	54	44	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)	60	48	57	46	0	0	0	0
The school meets my child's particular needs	59	48	62	50	1	1	0	0
The school deals effectively with unacceptable behaviour	53	43	65	52	2	2	0	0
The school takes account of my suggestions and concerns	56	45	62	50	2	2	0	0
The school is led and managed effectively	93	75	27	22	3	2	0	0
Overall, I am happy with my child's experience at this school	96	77	27	22	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



14 June 2010

Dear Pupils

Inspection of Oakfield First School, Windsor SL4 3RU

Thank you for your help during our recent visit to your school. This letter is to tell you about the things we found out about your school.

- Your school gives you a good education.
- You enjoy school and come to school regularly.
- Behaviour is good and you get on well with each other. We could see that you know how to keep fit and healthy.
- You do well in your lessons, particularly in literacy lessons so that your reading and writing skills are good.
- Some of you could do better in your numeracy lessons, particularly those who find mathematics easy.
- Your teachers mark your work regularly and help you to improve.
- Lots of you know your targets and check your work regularly.
- Leaders of your school look after you and keep you safe. You have an excellent awareness of how to keep yourselves safe

We are asking your school leaders to improve two things to help you do even better

- to let you do lots of practical things in mathematics lessons
- to help the youngest children check their work like older pupils.

You could help with these by working hard in your mathematics lessons and by making sure that you all get involved in checking your work.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead Inspector

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