

Oakfield Junior School

Inspection report

Unique Reference Number	125019
Local Authority	Surrey
Inspection number	340699
Inspection dates	7–8 October 2009
Reporting inspector	Peter Thrussell

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 of pupils on the school roll	249
Appropriate authority	The governing body
Chair	Dr Graham Hill
Headteacher	Mr Robert Hart
Date of previous school inspection	2 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff, and a group of pupils. They observed the school's work and looked at documents, including the school improvement plan, policies, monitoring records, governors' minutes, tracking data, local authority reports, and questionnaires completed by 139 parents and 240 pupils

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

- pupils' attainment and progress, and how well teaching contributes to their learning, especially in writing and mathematics, and particularly for boys
- how effectively assessment and support systems drive improvement in outcomes for pupils
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvement
- the effectiveness of curriculum developments in raising achievement and standards and in promoting community cohesion.

Information about the school

Oakfield is a two-form-entry junior school. The majority of pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is just below average, although a higher than average proportion of pupils have a statement of special educational needs. These pupils have varying difficulties or needs, including speech, language and communication difficulties. There is a designated learning difficulties centre which currently supports 16 pupils with statements of special educational needs. The school has gained a number of awards including Activemark, Artsmark and Eco-Schools.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the time of the previous inspection, standards have fallen in English and mathematics, and too many pupils have made inadequate progress in their learning.

In 2008, at the end of Year 6, standards were just above average in English, mathematics and science, but have declined further in 2009, to broadly average levels. In these two years the school has not met its statutory targets, at both the expected and higher levels. Progress in different year groups is inconsistent; while a small proportion of pupils make good progress, for too many pupils, progress is inadequate. The main reason for this is that teachers do not use assessment well enough to identify accurate starting points for pupils' learning, in order to plan appropriate and challenging work for all abilities. Consequently, more able pupils find the work too easy while it is too difficult for less able pupils. Some pupils themselves indicated that they would like harder work. In many of the lessons seen during the inspection, teachers' expectations were not high enough so that pupils' progress was inadequate. In some lessons, pupils were practising skills that had already been taught rather than extending them. Introductions and activities did not provide sufficient challenge or enough support in order to engage pupils fully in their learning. Although behaviour and attitudes to learning are generally good, these slip a little where pupils are not sufficiently engaged in lessons nor fully enjoying what they are doing.

The centre for pupils with specific learning difficulties is organised to take in pupils with speech, language and communication, and other learning difficulties, who need specialist support. It is very well managed, and staff prepare lessons that are precisely tailored to each child's individual needs. Progress, therefore, is good as lessons build steadily on pupils' aptitudes and ability.

The school has been far more successful in its provision for pupils' personal development. Pupils' attendance is extremely high. The curriculum is very well enriched, with specialist teaching in French and music. Lessons in these and other creative subjects, such as design technology, which have been recognised by a national award, are greatly enjoyed and engage pupils fully. Pupils appreciate the wide range of clubs that are attended by a very large majority. These include many sporting activities, supported through links with a nearby school. Pupils' understanding of the importance of

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keeping fit and having a healthy diet is excellent and has also been recognised by national awards.

Weaknesses in leadership have resulted in inadequate progress being made since the time of the previous inspection. The school's self-evaluation has not identified with sufficient urgency where provision and outcomes need to improve. Priorities for improvement, therefore, are not focused well enough on raising achievement and standards and improving the quality of teaching and learning. Although some positive actions are now planned, these are very recent and have yet to show any measurable impact. Very little indication is given of how they will be evaluated and measured in relation to raising achievement and standards. Improved tracking procedures are helping to show more quickly where pupils are not making sufficient progress. These have resulted in the grouping of pupils to take greater account of their different abilities in mathematics and aspects of literacy, such as spelling, but this arrangement has yet to show an impact on pupils' progress. The monitoring of teaching and learning through lesson observations is not frequent or rigorous enough, and tends to focus on aspects of teaching rather than on outcomes as seen in pupils' learning and progress. Given these considerable weaknesses, the school's capacity for sustained improvement is inadequate.

What does the school need to do to improve further?

- Raise achievement and standards in writing and mathematics by using assessment information to plan work that continually builds on pupils' prior learning and accurately matches their different learning needs.
- Improve leadership and management by
 - ensuring that improvement planning clearly identifies and prioritises actions to raise achievement and standards in writing and mathematics, that are then monitored and measured for their success
 - rigorously monitoring the quality of teaching and learning, with a strong focus on the progress pupils are making.

Outcomes for individuals and groups of pupils

4

Standards at the time of the previous inspection were significantly above average. Since that time they have fallen, with the most recent 2009 provisional results for Year 6 pupils being in line with those seen nationally. In 2008, boys, in particular, underachieved, especially in writing. More opportunities for role play and drama, and writing for a purpose in other subjects, have been introduced to develop their interest, ideas and language for writing. However, these have not been monitored to check whether there has been any discernable improvement in boys' performance. Those pupils with special educational needs and/or disabilities make satisfactory progress because of the additional support they receive.

Pupils' personal development, along with their spiritual, moral, social and cultural

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development, is good. However, their understanding of the different cultures represented in Britain is only satisfactory. Pupils have a good understanding of right and wrong, and generally behave well, showing consideration for each other. Their awareness of environmental issues has recently been recognised by a national award. Pupils make a good contribution to the school and play an active part in the local community. The school council was pleased to be able to choose and price adventure equipment for the playground. Pupils' good enterprise, leadership and team-working skills were brought to the fore in this project on budgeting for school improvements. These skills, together with pupils' outstanding attendance and their full, active and responsible participation in a wide range of additional activities, and despite weaknesses in academic achievement, mean that pupils are satisfactorily prepared for later life. Pupils feel safe in school and are aware of the importance of keeping safe and ways of doing it, knowing that they can turn to members of staff with any concerns.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is inadequate overall although some teaching was observed that

¹ 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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was good or satisfactory. Lessons have clear learning objectives that are shared with pupils, so that they know what is expected of them. However, opportunities for pupils to discuss these more fully within lessons, and to evaluate how well they have done, are frequently missed. Work is not matched closely enough to pupils' different abilities and much time is spent on work that lacks challenge, particularly for the more able pupils. Although extension activities are sometimes planned, pupils do not always have sufficient time for these following the completion of basic tasks. Teachers' expectations of the quality and quantity of work to be done in lessons are not always high enough, so that pupils waste time and are slow to start activities. In a few lessons, more challenge was evident and pupils made good progress. In one mathematics lesson, for example, pupils really had to think when asked to decide which lifts to take when travelling between a given number of floors, and so reinforced their use of number lines and counting.

Whilst the curriculum has many strengths, relative weaknesses in the provision for English and mathematics mean that it is no better than satisfactory. Links have been made between subjects, incorporating a greater use of literacy and computer skills, to make learning more relevant and interesting. However, these developments are not yet showing a measureable impact on achievement and standards. The wider curriculum enables pupils to have more interesting and rewarding experiences and is enriched with subjects, like French and music, that are taught by specialists and which pupils really look forward to. There is a very wide range of clubs and activities during lunchtime and after school. Activities cover interests and abilities in sporting and leisure, drawing effectively on the links with other local schools. Almost all pupils are keen to be involved, and many of them belong to several clubs. Pupils in every year have the opportunity to go on a residential trip, and this supports their personal development effectively.

Care, guidance and support are satisfactory. Pupils with special educational needs and/or disabilities are a particular focus for the teaching assistants who work in each class. Assistants are trained and led by the special educational needs coordinator, who oversees the withdrawal of pupils for further individual support. Their work is effective and as a result, these pupils make satisfactory progress. Good links with outside agencies provide effective support and guidance, especially for those pupils in the learning difficulties centre. Additional support is provided for some more able pupils, as well as those who are not making the expected progress, but this is not monitored for its impact on accelerating progress to show that these resources are deployed to best effect. The school provides effective encouragement for those pupils with particular gifts and talents, for example in music and sport.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>4</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>4</p>

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	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leadership and management are inadequate. The school's senior and middle leaders have been slow in responding to the fall in achievement and standards in writing and mathematics since the previous inspection. While procedures for tracking pupils' progress are improving, so that underachievement can be more readily identified and addressed, these have had limited impact on pupils' learning and progress. Systems for monitoring the quality of teaching and learning have not been sufficient to sustain or improve the good quality reported at the last inspection. The governing body has not been sufficiently vigilant in ensuring that weaknesses have been addressed. The school improvement plan provides governors with insufficient means to monitor and evaluate actions that are being taken, especially those to raise achievement and standards. Safeguarding procedures are satisfactory, with all policies and systems in place to ensure pupils' safety and well-being. The effectiveness of the school's engagement with parents and carers in their children's education and the life of the school is good. The views and suggestions of parents and carers are sought regarding school improvement. Considerable fundraising is a testimony to their support. Good links with other schools within a local federation provide specialist support, particularly for speech and language therapy, and contribute effectively to curriculum provision. The school works hard to engage pupils in its life, especially through its curriculum enrichment and many extra curricular activities. Nevertheless, equality of opportunity is inadequate as individuals and groups of pupils underachieve, and systems are not in place to monitor how effectively gaps in achievement, such as that between boys and girls, are being closed. Community cohesion is promoted satisfactorily. An evaluation has been made and the school is starting to identify further areas that it needs to focus on to develop pupils' knowledge and understanding of different communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

Just under two thirds of parents and carers returned questionnaires. Their responses are very positive, with little disagreement on the different statements. There are positive comments on the extent of extra-curricular activities and how the school teaches the 'whole child'. The inspection team does not agree with parents that their children are making enough progress at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oakfield Junior 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 139 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	63	51	37	0	0	0	0
The school keeps my child safe	103	74	35	25	0	0	0	0
The school informs me about my child's progress	28	42	73	53	2	2	1	1
My child is making enough progress at this school	62	45	64	46	6	4	0	0
The teaching is good at this school	83	60	47	34	0	0	0	0
The school helps me to support my child's learning	66	48	63	45	6	4	0	0
The school helps my child to have a healthy lifestyle	60	43	74	53	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)	71	51	57	41	0	0	0	0
The school meets my child's particular needs	66	48	62	45	3	2	0	0
The school deals effectively with unacceptable behaviour	78	56	51	37	1	1	0	0
The school takes account of my suggestions and concerns	61	44	62	45	2	1	0	0
The school is led and managed effectively	85	61	43	31	1	1	0	0
Overall, I am happy with my child's experience at this school	101	73	36	26	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 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 October 2009

Dear Pupils

Inspection of Oakfield Junior School, Fetcham, Surrey, KT22 9ND

Thank you for taking part in the inspection. We spoke with some of you during our visit and you were interesting to talk to, polite and helpful. You spoke quite enthusiastically about enjoying school and all the things you take part in. Although there are some successful aspects to the school, we have decided that the school needs something called 'special measures' as it is not doing well enough overall and needs help to get better quickly, particularly in regard to raising standards in English and mathematics and improving the quality of teaching and learning.

These are some of the things that the school does well.

- It ensures that you benefit from many sporting activities, know how to keep fit and eat the right things.
- It provides you with many school clubs and lots of interesting visits, including residential ones.
- It widens your learning experiences with subjects such as French and music, which you particularly enjoy.
- It encourages your parents and carers to be involved in the life of the school, and to support you in your learning.
- It effectively supports pupils in the Centre so that they make good progress.

These are the things that the school needs to improve.

- You need to do better in your writing and mathematics. The school must check carefully how well you are doing in order to plan work in these subjects that is just right for each one of you, not too easy and not too difficult. This will ensure that you are all fully engaged in lessons and making much better progress.
- Those who run your school must plan actions to ensure that you all do better, especially in writing and mathematics, and that lessons in these subjects in particular are well taught. These actions must be carefully checked to ensure that they are working well.

Inspectors will be coming to visit your school to check that improvements are being made. Meanwhile, you can all help by striving to do your very best.

Yours sincerely

Peter Thrussell

Lead Inspector

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