

# Oakfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	134867
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	341550
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sylvia Roberts
<b>Headteacher</b>	Mrs Janice Szymonowicz
<b>Date of previous school inspection</b>	14 September 2006
<b>School address</b>	Morecambe Avenue Scunthorpe Lincolnshire DN16 3JF
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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons or part lessons were observed and 11 teachers were seen. The inspection team observed the school's work and examined its policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors, pupils and parents. The inspectors analysed 126 questionnaires from parents and carers, and others from staff and pupils.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- improvements to outdoor learning in Early Years Foundation Stage
- the performance of the more-able pupils in writing and mathematics in Years 1 and 2
- improvements to provision and pupils' performance in mathematics
- improving pupils' progress and raising attainment in science in Years 3 to 6.

## Information about the school

Oakfield is a larger-than-average primary school. Almost all pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is above average. The nature of these difficulties lies mainly in the areas of moderate learning, and speech, language and communication. The proportion of pupils eligible for free school meals is about average. The proportion of pupils who leave and join the school at different times is high, particularly in Years 3 to 6. There is Early Years Foundation Stage provision for children in Reception. The school was formed in September 2005 after the amalgamation of an infant and junior school and is currently on two sites. During the past year, new buildings for Early Years Foundation Stage and Years 1 and 2 have been under construction on the main site. These buildings were near completion at the time of the inspection.

**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 Primary is a good school. There are some outstanding features to its work. Pupils thrive in this very positive school community. Care, guidance and support make an outstanding contribution to their personal outcomes. Pupils achieve well because of good teaching and a stimulating curriculum.

Pupils thoroughly enjoy school and participate with enthusiasm in a range of interesting activities. They relate extremely well to adults and to their peers. Behaviour in lessons and around the school is often exemplary. Pupils show first rate understanding of how to lead a healthy lifestyle by choosing healthy foods and participating in regular exercise. They make a good contribution to the school and to the wider community by taking part in local events and raising funds for a variety of charities. Attendance levels have improved to above average.

Children enter the Early Years Foundation Stage with knowledge and skills just below those expected for their age. They make good progress in all areas of learning. Pupils in Years 1 and 2 continue to make good progress. More pupils are attaining the higher levels in mathematics and writing because of the positive steps taken by the school. After the last inspection, attainment and progress dipped in mathematics and science in Years 3 to 6. Successful action taken by the school means that pupils are now making good progress in these areas. Attainment by the end of Year 6 is often affected by the high proportion of pupils who leave and join the school other than at the usual times. In the current Year 6, attainment is broadly average. Tasks in mathematics are well matched to pupils' needs and there are good opportunities for problem solving. In science, a clear emphasis is now placed on pupils' planning and carrying out investigations. Teachers establish very good relationships with their classes and use a range of methods to promote good learning. Tasks are usually well tailored to pupils' needs but occasionally they are not challenging enough for the more able and opportunities are missed for pupils to plan and organise their own work, such as deciding how to record data in science and apply skills. There are some inconsistencies in pupils' presentation of their work. A well planned curriculum is enriched by a wide range of additional activities.

Good leadership and management are the key to the school's success and to the improvements made. The headteacher, well supported by leaders, has established great teamwork among the staff. Partnerships with parents and carers are outstanding. Parents and carers are rightly very pleased with the care and education provided. Self-evaluation is systematic and effective action is taken to bring about necessary improvements such as those in mathematics and science. Since the last inspection, care, guidance and support, pupils' behaviour and understanding of healthy lifestyles have

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improved from good to outstanding. The school demonstrates a good capacity to improve further.

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

- Improve elements of teaching and learning to fully extend the more able by:
  - ensuring that in all lessons, there are challenging tasks to stretch the
- more able pupils
  - providing more opportunities for pupils to plan their own work, learn
- independently and apply a range of skills.
- Improve the consistency of pupils' written presentation by:
  - implementing consistent guidelines across the school on how pupils are
- expected to present their work.

## Outcomes for individuals and groups of pupils

**2**

Evidence from pupils' work, the lessons seen, assessments and national test results indicate that attainment by the end of Year 6 is broadly average in English, mathematics and science. Most pupils, including those that join other than at the normal starting points, make good progress. The school's clear and robust assessments show that children who start in the Early Years Foundation Stage and remain, tend to reach higher standards than those who join later and are at the school for a shorter time.

By Year 6, most pupils have developed into articulate and confident speakers because of the opportunities for paired or small group discussion. Pupils make good progress in reading and enjoy the range of reading texts available. Strategies to improve pupils' performance in writing are working well. Pupils write for a range of purposes and in different styles. They usually apply and develop their writing skills effectively in other subjects. For example, pupils in Year 4 wrote detailed and interesting accounts about being a child evacuee in their Second World War topic.

Pupils make good progress in mathematics and really enjoy the challenging and interesting problem solving activities provided. In a good Year 4 lesson, pupils quickly converted kilogrammes to grammes. They then calculated the ingredients needed to make a Woolton Pie' for a family of four. Pupils in Year 6 showed considerable concentration in finding the perimeter of complex shapes.

Pupils with special educational needs and/or disabilities make good progress because tasks and adult support are well matched to their needs. Both boys and girls are making good progress in English and mathematics. Differences in attainment are not significantly different from the national picture.

Recent past assessments indicate that pupils have not performed as well in science as in English and mathematics. Lesson observations and pupils' work show that there have been clear improvements here. Pupils gain scientific knowledge, understanding and skills well through regular practical investigations. However, there are occasions when tasks are not fully extending the more able.

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Pupils at Oakfield are extremely friendly, polite and supportive of each other. They feel safe and extremely well cared for at school. Pupils are confident that there is always a trusted grown up in the school to turn to if they have a problem or if they are worried. High expectations by staff and the high quality relationships lead to exceptionally good behaviour. Pupils on the school council represent their fellow pupils well and organise fund-raising events. Pupils are well prepared for their future economic well-being. Their personal and social skills are extremely well developed. They make good progress in acquiring and applying literacy and numeracy skills.

*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>	3
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>1</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>2</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?

Teachers create a very positive classroom atmosphere for pupils to learn. They effectively share the purpose of the lesson so pupils know what they are expected to learn. Pupils have positive attitudes to learning and respond enthusiastically to their teachers. A group of pupils told the inspectors, 'We come to school to learn.' and 'Teachers plan fun activities.' Clear and informative demonstrations, explanations and instructions promote learning well. Questioning is used effectively to challenge pupils

<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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and to check their knowledge and understanding. In most cases, teachers use assessment information well to plan teaching and learning. Activities and tasks are usually well matched to pupils' abilities so they are challenged well and make good progress. However, occasionally tasks are too teacher directed and do not always challenge the most able. This can also limit opportunities for pupils to plan and organise their own work. Pupils are set clear individual learning targets in reading, writing and mathematics so they know what they need to do to improve.

The curriculum promotes good academic progress for pupils and contributes extremely well to their personal development. A more exciting curriculum has been developed since the last inspection. Good links between subjects add meaning, relevance and enjoyment to pupils' learning. The enthusiastic teaching of French contributes well to pupils' language skills and to their cultural development. Health education is promoted exceptionally well. This and the varied physical activities provided make a valuable contribution to pupils' healthy lifestyles. A good range of additional activities including clubs, trips and visitors enrich pupils' learning. Popular clubs include, choir, gardening, French, multi-sport and science. During the inspection, a visiting speaker with a good range of artefacts gave pupils an interesting insight into life in Britain during the Second World War.

Outstanding care, support and guidance underpin the school's ethos. The very well organised, safe and secure environment provided is much appreciated by pupils and parents. First rate induction procedures enable pupils to settle quickly and thrive. Excellent strategies have been established for supporting pupils with emotional and behavioural issues. Pupils grow in confidence and many make outstanding progress in their personal development. A parent commented, 'My child was not doing very well at his previous school but, since coming here, he has turned into a well behaved young man.' Attendance levels have now improved to above average because of the positive action taken. Agencies contribute well to the school's high quality support for pupils and their families.

*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 experienced headteacher is highly regarded by pupils, parents and staff. She is effectively supported by the deputy headteacher, senior staff and governors in embedding ambition and driving improvement. There is a clear commitment to

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continuous improvement among the staff. As a parent commented, 'The headteacher leads her team well and makes the school a very special place.' Oakfield has clearly gained the confidence of parents and carers and they are delighted with the school's provision and service.

The headteacher, governors and staff have successfully brought two schools together and have, more recently, managed the inevitable disruption caused by major building works extremely well. Leaders of English, mathematics and science are effectively involved in monitoring and improving their areas of responsibility. This has had a positive impact on pupils' attainment and progress. Good use has been made of local authority staff in bringing about improvements, particularly in mathematics. Senior staff have a clear overview of the quality of teaching through regular monitoring and support.

The governors are supportive and have a good understanding of the school's performance. A number devote considerable energy and time to their role. The school is held to account through constructive challenge. There are good procedures to protect and safeguard pupils. Recommended good practice is adopted and there are well established quality assurance and risk assessments. Safety and safeguarding issues are effectively integrated in the curriculum. All pupils in the school are highly valued and fully included in all activities. Discrimination is tackled effectively and the school strives to ensure that all groups of pupils do well.

Community cohesion is promoted well. The school has a clear understanding of the local community it serves through effective monitoring. Different cultures and faiths are promoted well through the curriculum. Positive links and partnerships with other organisations are developing well in order to broaden pupils' horizons of the wider global community.

*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>



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## Early Years Foundation Stage

Leadership and management effectively promote good provision and good outcomes for children. Effective induction arrangements and strong partnerships with parents enable children to settle quickly. Adults establish good relationships with the children. The children grow in confidence and relate well to adults and to their peers. Children feel safe, secure and well cared for because of the good attention given to care and welfare. They make good progress in their personal and social development. Assessment is used well to plan teaching and learning, but assessing children's knowledge and skills on entering the school is not always sharp enough in all areas. Children are provided with an interesting range of learning activities which enable them to make good progress. Good attention is given to developing speaking, listening, reading and early writing skills. Numeracy skills are promoted well through practical activities and discussion. Children make good gains in these core areas. Outdoor learning activities have improved since the last inspection and this area makes a valuable contribution to children's learning, particularly in physical development. The children and staff look forward to using the new and improved facilities on the main site.

*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

The inspection team received a good response to the survey with nearly half of the parents and carers returning the questionnaire. The vast majority are happy with their child's experience at the school. They are particularly pleased with the quality of teaching, leadership and management, safety in school and their child's progress. The inspection team fully supports these positive views. Parents' and carers' concerns seem very few. As a parent wrote, 'Any concerns are rapidly answered and sorted.' A few parents did not feel that their child enjoyed school but inspectors found that the vast majority do.

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

Ofsted invited all the registered parents and carers of pupils registered at Oakfield Primary 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 293 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	72	30	24	5	4	0	0
The school keeps my child safe	94	75	32	25	0	0	0	0
The school informs me about my child's progress	86	68	40	32	0	0	0	0
My child is making enough progress at this school	93	74	31	25	1	1	0	0
The teaching is good at this school	97	77	28	22	1	1	0	0
The school helps me to support my child's learning	91	72	33	26	0	0	0	0
The school helps my child to have a healthy lifestyle	86	68	38	30	1	1	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)	73	58	41	33	1	1	1	1
The school meets my child's particular needs	86	68	39	31	0	0	0	0
The school deals effectively with unacceptable behaviour	76	60	49	39	0	0	0	0
The school takes account of my suggestions and concerns	76	60	41	33	0	0	0	0
The school is led and managed effectively	95	75	31	25	0	0	0	0
Overall, I am happy with my child's experience at this school	92	73	33	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"> <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.**



11 March 2010

Dear Pupils

Inspection of Oakfield Primary School, Scunthorpe, DN16 3JF.

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school. It has some outstanding features.

These are the school's main strengths.

- You thoroughly enjoy school and your attendance is good.
- The school is a very welcoming and pleasant place in which to learn.
- Children in the Early Years Foundation Stage get off to a good start.
- You are making good progress because of the good teaching you receive.
- A good range of learning activities is provided, including clubs and visits.
- You get on extremely well with each other and your behaviour is outstanding.
- You have a first-rate understanding of how to keep healthy and fit.
- You feel safe at school because the teachers and other adults take excellent care of you and provide very good support and guidance.
- You make good contributions to the school and to the wider community.
- The school is well led and managed by your headteacher and other senior staff.

We have asked the headteacher and teachers to do a few things to make the school even better.

- At times, some of you could make even more progress in lessons by:
  - being given harder work, especially those of you who find learning easy
  - having more chances to organise your own work and work independently.
- Some of you could improve the presentation of your work and your teachers should provide you with clear guidance on how to do this.

You can help by continuing to work hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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