

Oldfleet Primary School

Inspection report

Unique Reference Number	117807
Local Authority	Kingston upon Hull City of
Inspection number	354360
Inspection dates	23–24 June 2010
Reporting inspector	John Young HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair	Mr R Powels
Headteacher	Mr A Conlon
Date of previous school inspection	10 May 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching in every class in the school. This included a number of joint observations with the headteacher. They held meetings with school staff, a representative from the local authority, a governor and groups of pupils. They observed the school's work and looked at a range of other evidence including development plans, case studies, self-evaluation and procedures for safeguarding pupils. Inspectors also analysed the 112 responses to questionnaires returned from parents and carers, 26 from staff and 105 from pupils.

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

- the current achievement and attainment of different groups of pupils
- the reliability of the school's judgements on teaching and learning
- the current effectiveness of the Early Years Foundation Stage, given the major changes to staffing
- the impact of leadership and management in sustaining and building upon the outcomes and provision evidenced at the previous inspection despite significant staff changes.

Information about the school

At this larger than average size primary school almost all pupils are White British and live locally. The remaining tiny number of pupils originates from a range of minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The numbers of pupils with special educational needs and/or disabilities are similar to the national average. Very few pupils speak English as an additional language. Higher than average numbers of pupils join and leave the school other than at the usual times.

The school holds a number of national awards including the Healthy Schools Award, Investors in People, the ICT Mark (information and communication technology) and the Global Curriculum Award. The school provides a range of extended services, such as family learning programmes, a breakfast club and community use of the school's facilities. Over the past 14 months there has been a significant turnover of staff at all levels of the school, many due to retirement. There is a new headteacher, a new Early Years Foundation Stage leader and a number of new senior and middle leaders, as well as a new Chair of the Governing Body.

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?

3

The school's capacity for sustained improvement

3

Main findings

The educational experience pupils receive at the school is satisfactory. Some aspects are good, including the quality of care, guidance and support for pupils. Since his arrival the headteacher has been firm in his resolve to identify and tackle aspects of the school he felt required improvement. As a result, there have been major changes to the curriculum, assessment practice and teaching which are designed to boost the pupils' enjoyment, learning and progress. These changes are on-going and in some respects are underdeveloped. Consequently, their impact is not yet fully apparent. Some staff and parents and carers felt it was unwise to tinker with an approach that had delivered the goods in the past. Their concerns have not been borne out in reality. Inspectors found that pupils' personal development is good and that exposure to a broader, more balanced curriculum and creative, interesting teaching is helping them to secure academic outcomes that are broadly in line with expectations. The school has started on its journey towards being good.

Teaching is satisfactory and improving as the staff embrace more innovative approaches to learning. There is some good practice to be shared and adopted more widely, but equally there is too much inconsistency in quality which limits pupils' literacy and numeracy development. More-able pupils do not do as well as their peers in other schools. Curricular provision is currently satisfactory because many of the changes are recent and are not applied consistently across the school.

Pupils, including those with special educational needs and/or disabilities are happy, feel safe and say they enjoy coming to school. They demonstrate this through their regular attendance, good behaviour and their enthusiastic involvement in the life of the school. Pupils' awareness and take-up of healthy lifestyles is good and they are acquiring a range of skills that will aid them in the future. Their spiritual, moral, cultural and social development is good.

Safeguarding arrangements are good, with detailed policies and rigorous procedures in place. The promotion of community cohesion is satisfactory, but does not include a strong regional and/or global dimension, nor does it fully expand pupils' awareness of diversity beyond the school's immediate vicinity. Accurate self-evaluation, strategic improvement plans, satisfactory governance, together with some success in tackling highlighted issues, with some rising standards in Key Stages 1 and 2 indicate that the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise attainment and achievement, particularly among higher attaining pupils to

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- ensure they reach higher levels.
- Further improve the quality and consistency of teaching so that pupils' learning and progress improves, by:
 - improving the extent to which staff tailor their planning, delivery and the work they set to the individual needs of pupils
 - improving the consistency and quality of marking
 - sharing and embedding the best practice already in the school.
 - Improve pupils' access to, understanding of, and contact with groups that are distinctly different from themselves to enhance the effectiveness of the school's promotion of community cohesion.
 - About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The school is in a period of transition and major changes to teaching and learning and the curriculum are taking time to embed. Nevertheless, pupils have positive attitudes to learning and are developing key social, problem-solving, team-working and evaluative skills. This is facilitated by hard-working and enthusiastic staff.

Pupils' attainment by the end of Key Stage 1 and Key Stage 2 is broadly in line with national averages. This represents satisfactory achievement given that when they enter Key Stage 1 their attainment is lower, but not significantly lower, than expectations for their age. However, the proportion of pupils doing well at age 7 and 11 is below average. Inspection evidence and the school's latest data show that most pupils are making satisfactory progress and are on track to reach their challenging targets. This is true for all groups including those with special educational needs and/or disabilities and more vulnerable pupils.

Pupils feel safe, listened to and valued because they believe staff genuinely care about them and help them if they feel sad or troubled. They know how to keep themselves and others safe. Pupils are encouraged to take responsibility for their own behaviour in and out of lessons and do this well. They know which foods are healthy and the importance of regular exercise. Consequently, a good number of pupils have school lunches and participate in and lead the good range of sporting activities available. Pupils are proud of their school and pleased to contribute to its smooth running. They volunteer to help in assembly and by answering the office telephone at lunchtime. Pupils enjoy putting on performances that are appreciated by the local community. Further afield, they contribute by collecting for charities. Pupils' acquisition of workplace and other skills that will aid them in the future is satisfactory. Strong social skills are moderated by the limited opportunities for pupils to be involved in enterprise activities and there is some inconsistency in the development of their basic skills. Attendance is average. Pupils' social, moral, spiritual and cultural development is good. They are respectful and know right from wrong. They show a real sense of enjoyment when

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singing hymns and reflect on how others might feel. They also make insightful comments such as 'learning about others' lives and beliefs makes us more understanding.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has a satisfactory impact on pupils' learning overall. More effective lessons were characterised by clear objectives, high expectations, lively debates, investigative tasks and role play, during which pupils clearly demonstrated their competence. This was vividly illustrated in a Year 6 lesson when pupils conducted a House of Commons-style debate about the pros and cons of football fans blowing the vuvuzela horn during World Cup matches. However, inconsistencies remain in planning, delivery and effectiveness. Some staff do not allow pupils to lead their own learning, nor make learning active or use a range of stimuli to sustain pupils' interest. A concern is the frequency with which pupils, irrespective of ability, are given the same tasks which limits the progress of more-able pupils in particular. A revised, more reliable system for assessing, monitoring and evaluating pupils' progress has been introduced, which staff

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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are using to inform their intervention strategies. There is inconsistency in the quality of marking and feedback to pupils but older pupils know their targets and are using self- and peer-assessment effectively.

The range and content of curricular opportunities is currently satisfactory and improving as the curriculum is further developed to offer more breadth and to ensure that it closely meets all pupils' needs and interests. There is a strong focus on developing pupils' literacy and numeracy skills. The move towards a more integrated approach to subject delivery through theme-based work is proving popular among pupils and is giving them greater opportunities to reinforce their knowledge and understanding. Music, art and drama continue to be real strengths. Pupils receive their full curriculum entitlement and particularly enjoy using ICT, going on visits and the visitors they receive. However, pupils do not get the recommended two hours of high quality physical education. There are a range of enrichment activities which pupils attend in good numbers.

The good care, guidance and support for pupils reflects the school's ethos and underpin pupils' good personal development and progress. Staff know pupils well which helps pupils to feel secure, a view shared by their parents and carers.

The emotional literacy coordinator, parent support advisor and teaching assistants are key figures who work closely with parents and carers, teachers and external agencies to ensure all pupils, including the more-vulnerable receive the advice, guidance and support they need. Support for promoting attendance is good and the persistent absentee rate is lower than average. The quality of academic guidance is also developing with more effective target setting, monitoring and evaluation. The school environment supports learning well, with classrooms and public areas that provide learning prompts and celebrate pupils' achievements. Transition arrangements are sound.

These are the grades for the quality of provision

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

How effective are leadership and management?

The perceptive and strategically-minded headteacher has a clear vision for the school which he has effectively communicated to staff and also shared with parents and carers. He is well supported by capable senior and middle leaders and hard-working staff. Coherent plans for improvement are being systematically implemented. The large majority of staff fully support the new direction the school is taking and have welcomed the changes taking place, which have given them greater autonomy, and also clarified

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their specific accountabilities. Many of these developments are at the fledgling stage so have yet to demonstrate their full impact. Regular, rigorous scrutiny of all aspects of the school's work, together with a range of training and support, is leading to a more consistent approach to planning and delivery. However, inconsistencies remain.

The school engages satisfactorily with parents and carers by: enabling them to share their concerns and suggestions through the new parent council or the parent support advisor; regularly communicating with them, and offering adult learning classes. The school is satisfactorily developing a number of curriculum, support services and transition partnerships to enrich pupils' learning and well-being. Most of these have not been established long enough to show significant impact. The school promotes equality of opportunity and tackles discrimination satisfactorily. A good aspect is the emphasis placed on closing the attainment gap between different groups of pupils. The promotion of community cohesion is also satisfactory but limited by the lack of opportunities pupils have to engage with people and communities distinctly different from their own, or to increase their awareness of the diversity beyond the Greatfield Estate. A good feature is the positive ethos and harmony in the school.

The school's arrangements for safeguarding pupils are good. Policies and procedures in relation to the safer recruitment of staff, health and safety, site security and risk assessment are secure and carefully monitored by the headteacher and reviewed by governors. Members of the governing body discharge their duties satisfactorily and know the school well. They are still coming to terms with the full extent of their roles but there is some good capacity. Value for money is satisfactory because resources are deployed suitably to secure satisfactory outcomes for individuals and groups of pupils and provide largely satisfactory provision. Financial management is sound.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Most children enter the Nursery class with knowledge and skills lower than expected for their age. They make steady progress in all six areas of learning and by the end of the Early Years Foundation Stage their skills and dispositions remain lower, but not significantly lower than age-related expectations. This represents satisfactory achievement. Caring, hard-working and knowledgeable staff have created stimulating indoor and outdoor areas which provide for all areas of learning. Sessions are carefully planned to ensure a balance between adult-led and child-initiated activity. However, the chance for children to pick and choose how and where to occupy themselves is not always available. Staff have high expectations for behaviour, effort and hygiene which children respond to positively. Children have good relationships with adults, most behave well and make friends, and this helps them to feel safe and happy. Children willingly join in with familiar ring games, by holding hands in a circle and performing actions to accompany the words. They are keen learners and the majority sustain their concentration well, although sometimes they need adult support in this. They enjoy using ICT but provision for multicultural education is underdeveloped. The new Early Years Foundation Stage leader has initiated changes which have impacted positively on provision. All requirements, including those for safeguarding are met and, following a thorough audit of provision, the leader is clear about the strengths and what could be better. She is working with other providers to implement best practice. Revised assessment procedures are beginning to help ensure staff identify the next steps in children's learning more effectively.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire were positive about the school and its work on behalf of their children. They agree that their children enjoy school and that the school keeps their children safe. They also believe their children are making enough progress. A small minority of parents and carers voiced concerns about how effectively the school is led and managed, how well it deals with unacceptable behaviour and whether the school takes account of their suggestions and concerns. Inspectors investigated these issues but found little or no evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oldfleet 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 332 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	46	56	50	2	2	1	1
The school keeps my child safe	63	56	45	40	3	3	0	0
The school informs me about my child's progress	47	42	52	46	13	12	0	0
My child is making enough progress at this school	43	38	62	55	5	4	0	0
The teaching is good at this school	53	47	55	49	1	1	0	0
The school helps me to support my child's learning	41	37	61	54	7	6	0	0
The school helps my child to have a healthy lifestyle	41	37	69	62	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)	30	27	64	57	5	4	0	0
The school meets my child's particular needs	40	36	63	56	3	3	0	0
The school deals effectively with unacceptable behaviour	38	34	50	45	12	11	9	8
The school takes account of my suggestions and concerns	26	23	67	60	10	9	5	4
The school is led and managed effectively	35	31	55	49	11	10	9	8
Overall, I am happy with my child's experience at this school	43	38	62	55	2	2	3	3

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). 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">■ 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.



25 June 2010

Dear Pupils

Inspection of Oldfleet Primary School, Hull, HU9 4NH

Thank you for being helpful to the inspectors when we visited recently. We learned a lot from observing your lessons and talking with some of you. We also read with interest the views you, your parents and carers expressed in the questionnaires.

After studying all the evidence, we judged that currently the school provides you with a satisfactory education, with some aspects that are good. We know that you think the school is much better than this and with your help it may be in the future.

We found that the teaching you receive is satisfactory overall, and in some classes it is good. This is helping you to reach standards that are broadly in line with national averages. However, your learning and progress would improve if all your lessons were as good as the best we saw. You make a good contribution to school and local community life and take your sports ambassador and school council roles seriously. You lead healthy lifestyles and are gaining social and work skills that will help you in the future. The new curriculum, which is still developing, provides you with a range of visits, visitors, and exciting topics which you like. I enjoyed watching Year 6 in a House of Commons-style debate discussing the pros and cons of fans blowing the vuvuzela horn during World Cup matches. Staff take good care of you and you get the guidance and support you need. The youngest children in your school make satisfactory progress during their time in the Early Years Foundation Stage unit.

In order for the school to improve further we have asked staff to:

- continue to raise your attainment and achievement, particularly for those of you that are more-able so that you the reach higher levels
- further improve the quality and consistency of teaching so that your learning and progress improves
- improve your access to, understanding of, and contact with groups that are different to you, so that your awareness of the diversity in society improves.

You can all play your part by continuing to work hard and attending school regularly.

Yours sincerely,

John Young

Her Majesty's Inspector

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