

Oakfield Church of England Aided Primary School, Ryde

Appley Road, Ryde, Isle of Wight PO33 1NE

Inspection dates

5–6 December 2017

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| Overall effectiveness | Requires improvement |
| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Requires improvement |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last inspection, governors and leaders have not acted swiftly enough to improve the school.
- Recent changes introduced by the executive headteacher and head of school have not had time to improve the quality of teaching and the progress that pupils make.
- Progress and standards in reading, writing and mathematics is not consistently good in key stage 1.
- Most-able pupils' progress, across the school, is not consistently good.
- Teaching, learning and assessment is not consistently good. Too few pupils write as well as they should. In 2017, pupils made significantly less progress in writing than the national average.
- Teachers' advice does not always precisely help pupils understand what they need to do next to improve their work.
- The school's new system for tracking pupils' progress more precisely is not yet fully established.

The school has the following strengths

- Children are well cared for in Reception classes. They settle in quickly and make good progress. Teaching is good in early years.
- Leaders and staff are united in their aim to strengthen the progress of pupils of all abilities, including the most able and disadvantaged.
- Leaders have ensured that pupils are looked after well. Pupils are happy and enjoy school.
- Leaders' actions have improved pupils' outcomes in mathematics and reading by the time they reach Year 6.
- The curriculum caters well for pupils' interests. Pupils' spiritual, moral, social and cultural development is good.
- Safeguarding is effective and pupils feel safe.

Full report

What does the school need to do to improve further?

- Improve outcomes for pupils by:
 - ensuring that a greater proportion of pupils reach the expected standards in reading, writing and mathematics by the end of key stage 1
 - improving the proportion of pupils that reach the expected standards in phonics by the end of Year 1
 - ensuring that, by Year 6, pupils' writing skills are improved
 - ensuring that a greater proportion of most-able pupils achieve the higher standards.
- Improve teaching, learning and assessment by:
 - developing pupils' writing skills and providing pupils with more opportunities to write at length across the curriculum
 - ensuring that teachers plan precisely for pupils' next steps in learning
 - ensuring that teaching challenges pupils, especially the most able pupils
 - ensuring that teaching assistants' questions deepen pupils' understanding.
- Improve leadership and management by:
 - embedding the school's assessment system fully, so that leaders and teachers can determine precisely how well pupils are doing in all aspects of learning, and take swift action should pupils fall behind
 - implementing plans to accelerate the progress of pupils, especially in key stage 1 and in writing, across all year groups.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Governors and leaders have not maintained a good level of education. Since the last inspection, pupils' progress in reading, writing and mathematics has been inconsistent, although there is improvement in reading and mathematics at key stage 2. However, pupils' progress in key stage 1 and writing across all age groups remains too slow.
- In 2016, the headteacher, at that time, became executive headteacher of two schools, including Oakfield Church of England Aided Primary School. In recent times, staffing difficulties and multiple moves to new school buildings contributed to complex management issues for leaders and governors. Consequently, leaders did not consistently keep their focus on ensuring that pupils made good progress across all areas of the curriculum.
- In September 2017, governors appointed two senior leaders to support the head of school, who has been in post for 18 months. Governors have recently strengthened senior leadership.
- The new leadership team has recently improved pupils' progress in reading and mathematics in key stage 2. However, leaders recognise there is much work to do to improve the school so that it is good in all areas of teaching, learning, assessment and outcomes.
- The new head of school has developed a range of new initiatives to tighten accountability procedures. Leaders set staff clear performance targets linked to the school's priorities. For example, each teacher has an objective related to improving pupils' writing skills. However, as targets have only just been set, it is too early to see the impact on pupil performance.
- Leaders acknowledge that monitoring of pupils' progress has not been sharp enough in the past. A new assessment and tracking system has been introduced so that teachers monitor pupils' progress more closely. While leaders and staff have high hopes that this system will be successful in identifying more precisely gaps in learning, it is too early to see its success.
- The local authority has recently intensified its support to the school as a response to their concerns about pupils' progress. While local authority advisors are providing effective support, it has not yet had sufficient impact on all areas of pupils' learning. School leaders are appreciative of the support of the local authority, and agree that it is beginning to have a positive effect on the quality of teaching.
- Leaders have ensured that staff are united in their aim to help pupils to become successful learners. Staff report they enjoy working at the school and morale is high. Leaders identify staff training needs well. Staff participate in regular training and are eager to hone their skills further.
- Leaders have developed a school with a caring ethos. Spiritual, moral, social and cultural development is particularly strong. Teachers provide opportunity for pupils to listen to each other and support others less fortunate than themselves. Teachers model respectful relationships well.

- The majority of parents are appreciative of the support and level of education provided for their children. However, a number of parents who responded to the online questionnaire were less positive and had concerns, mainly around communication. Out of the 27 parents who responded to the questionnaire, two thirds would recommend the school to another parent.
- The curriculum provides a broad learning experience for pupils. Leaders have developed Spanish, music and the arts, physical education and a range of humanities subjects to stimulate pupils' interest. Pupils attend a wide range of extra-curricular activities, including sports, music and art. Leaders organise trips and visits to enhance the curriculum.
- Leaders use the extra funds provided to support disadvantaged pupils, pupils with special educational needs (SEN) and/or disabilities and for the development of sports teaching well. Governors monitor the spending of these funds to ensure that they are used wisely and contribute positively to pupils' experiences and healthy lifestyles.

Governance of the school

- Governors say that, in recent times, there has not been enough focus on pupils' progress due to other priorities across the federation, and the move to new school buildings.
- Governors recognise that monitoring of leaders' actions to deepen pupils' progress has not been sharp enough in the past. Governance has recently been strengthened. Governors now have a range of skills and knowledge so they can effectively support and challenge school leaders.
- Prior to the inspection, governors had not ensured that the website was up to date with statutory requirements. The website was updated by the end of the inspection.
- Governors share leaders' ambition and know the school well. They visit the school regularly to do spot checks on safeguarding, leaders' monitoring of teaching and learning and the impact of pupil premium funding.

Safeguarding

- The arrangements for safeguarding are effective. Governors and leaders have ensured that there is a strong safeguarding culture in the school.
- School leaders have ensured that correct procedures are in place when recruiting staff to make sure they are safe to work with children. Thorough records are kept, including administrative checks on suitable personnel, on a single central register.
- Leaders ensure that staff are trained well in safeguarding, including in keeping pupils safe from radicalisation. Records show that staff have taken swift action, including contacting other professionals when they have safeguarding concerns about a pupil. Leaders work with families to secure appropriate support for pupils.
- Pupils say that they feel safe. Parents and staff agree that pupils are safe in school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment varies across the school. Although teaching has improved, teachers do not match learning activities to the needs of the pupils consistently well. Consequently, progress is not as strong as it could be across subjects and year groups, including for most-able pupils.
- Leaders acknowledge that the teaching of writing is not yet good. Teachers do not give enough opportunities for pupils to write at length. Teachers' expectations for writing in all subjects are not consistently high. Teachers do not always recognise precisely what pupils should be working on next to improve their writing. At times, basic errors are not picked up, such as letter formation or simple punctuation. Consequently, inaccuracies hinder the quality of pupils' writing. One pupil, when reflecting on their writing, said, 'I don't like writing as it's not good enough yet' and another said, 'My writing isn't fast enough.'
- Leaders have begun to help teachers enhance their teaching skills to promote progress in writing. Teachers are using strategies to develop pupils' vocabulary, prior to beginning a writing task. Texts and drama activities harness pupils' interest and imagination effectively. While these strategies are supporting pupils' writing for a variety of purposes, there is not yet evidence of pupils writing successfully at length.
- Teaching at key stage 1 is weaker than key stage 2 because expectations about what pupils can achieve are too low. For example, pupils' books do not show enough practice of writing and mathematics. The teaching of phonics does not result in enough pupils reaching end-of-year expectations.
- Teaching of mathematics is improving, especially at key stage 2. Teachers develop pupils' calculation skills well and ensure that pupils' knowledge and understanding of number and shape are secure. Pupils use resources effectively to help solve mathematical problems. Teachers are beginning to develop pupils' problem-solving skills using real-life scenarios, and to encourage discussion about how to devise solutions.
- Teachers ask pupils questions to check understanding and to deepen learning, although this is more successful in key stage 2. Teaching assistants are developing their questioning skills, but currently have varying success in supporting learning well. This is also the case in the early years.
- Teaching does not always provide challenge to most-able pupils, especially in key stage 1. Expectations for most-able pupils are not consistently high across the school. In mathematics, there is more difficult work provided to pupils, especially in Year 6. As a consequence, most-able pupils in Year 6 are making good progress in mathematics.
- Teachers' feedback to pupils on how to improve their work is variable in its effectiveness. Leaders recognise that teachers' feedback is inconsistent in promoting pupils' learning, and are working to support teachers to become more effective in supporting pupils to make progress.
- Parents are kept regularly informed about their children's progress. They are encouraged to support their children by reading with them or by helping them with homework.

- Teachers have focused successfully on improving pupils' reading skills, especially at key stage 2. Through providing text-based resources when planning topics of work, teachers encourage excitement for reading. Established routines, such as reading at home, have enabled pupils to practise their reading skills frequently.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Adults put pupils' welfare needs at the heart of the school's work. Leaders ensure that pupils are well supported in their social and emotional development.
- Parents are positive about the care that their children receive. The parent questionnaire responses included comments such as 'Teachers are kind and caring and there is always someone to speak to' and 'The school has a warm atmosphere and community spirit.'
- Leaders support the small number of vulnerable pupils who need extra care very well. An alternative learning centre provides a safe, nurturing environment where pupils thrive.
- There are effective systems to address bullying. Nevertheless, a small minority of pupils and parents comment that bullying behaviour is not always dealt with well. Leaders and governors listen to views about bullying and have conducted their own investigations into how the school deals with the very small amount of bullying and unkindness. As a result, adults consistently emphasise kindness and respect as a high priority in school. Pupils are confident that they can speak to a member of staff should they have any worries.

Behaviour

- The behaviour of pupils is good
- The school environment is calm and purposeful. The vast majority of pupils are well behaved and are attentive in lessons. Pupils move about the site sensibly and are considerate of others, including holding the door open for visitors.
- Leaders take well-considered action to improve attendance, which was well below average in 2016. Levels of attendance, including that of disadvantaged pupils, have improved towards national average.

Outcomes for pupils

Requires improvement

- Pupils make inconsistent progress. Variations in the quality of teaching mean that pupils make slower progress in some classes and subjects. Too few pupils, especially in key stage 1 and in writing, make the progress that they should.
- Over half of pupils in Year 1 did not achieve a good level of development when in Reception classes.

- Pupils' outcomes and rates of progress in reading at the end of key stage 2 in 2017 improved to above the national average for middle- and high-ability learners and disadvantaged pupils. However, this improvement was not replicated in writing, where progress slipped to well below the national average. Rates of progress in writing remain slow across the school for most pupils.
- In 2017, pupils at key stage 1 did not make enough progress in reading, writing or mathematics. Teaching at key stage 1 is not secure enough to ensure that pupils catch up. Current key stage 1 pupils do not make enough progress in reading, writing and mathematics.
- In 2017, about half of the pupils reached the required standard in the phonics screening check carried out at the end of Year 1. Teachers help pupils catch up in Year 2, although not all pupils make strong enough gains to reach the expected standard.
- In 2017, Year 6 pupils' progress in mathematics improved and is now at national average, including for disadvantaged pupils. Pupils currently in key stage 2 are also making good progress in mathematics.
- Reading in key stage 2 is stronger than in key stage 1. Pupils' reading skills are stronger in key stage 2 and pupils are encouraged to tackle more challenging texts. For example, in Year 6, pupils are reading 'Romeo and Juliet' and learning to understand the meaning of Shakespeare's language.
- Most pupils who have SEN and/or disabilities and who are supported with an education, health and care plan make good progress.
- Disadvantaged pupils benefit from additional support and are making steady progress towards catching up with their peers.
- Most-able pupils make inconsistent progress. Not enough pupils are working beyond the level expected for their age, particularly in their writing skills. Leaders are aware that this is a priority area for improvement.

Early years provision

Good

- Children enter Reception class with skills below those typical for their age. They settle in well because adults get to know them very quickly. Leaders have good links with families and keep in touch regularly with them about their children's progress.
- The early years leader and staff provide a stimulating and exciting learning environment. Children chose from a range of activities that have been carefully planned to provide a variety of stimuli and help them learn about the world around them.
- Leaders ensure that all areas of the curriculum are addressed through activity or play. They emphasise speaking and listening in order to help children make progress in their early reading, writing and communication skills.
- Adults are good role models for children. They ask questions that extend learning and explore children's understanding. Children are encouraged to talk and find things out for themselves.
- Teachers monitor children's progress well. Weekly discussions about each child enable

all staff to know the next steps in learning for individual children. This means that all adults in the provision know the learning needs for all the children.

- Parents are positive about the progress their children are making in early years. They speak positively about transition arrangements from pre-school and value the care their children receive.
- The early years leader is aware that not enough children with lowest starting points gain the good level of development required at the end of Reception Year. Case studies show that most of these children are now making stronger progress.

School details

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| Unique reference number | 118193 |
| Local authority | Isle of Wight |
| Inspection number | 10039660 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 293 |
| Appropriate authority | The governing body |
| Chair | Robin Oulton |
| Executive Headteacher | Laura Bosworth |
| Telephone number | 01983 563732 |
| Website | www.oakfieldcepri.iow.sch.uk |
| Email address | office@oakfieldcepri.iow.sch.uk |
| Date of previous inspection | 24–25 September 2013 |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Oakfield Church of England Aided Primary School is a larger-than-average-sized primary school.
- Oakfield and Arreton St George’s Church of England Aided Primary School formed a federation in 2009. They share a governing body. In September 2016, the former headteacher of Oakfield Church of England Aided Primary School became the executive headteacher for the federation.
- There is a high level of social need in the locality. The proportion of disadvantaged pupils eligible for extra funding is above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.

- A pre-school facility is run by a private provider and shares the school site.
- The school met the government floor standards in 2016, which are the minimum expectations for standards and progress in Year 6.

Information about this inspection

- Meetings were held with the executive headteacher, head of school and senior leaders. Inspectors also held meetings with two groups of staff and considered 30 responses from staff to the questionnaire.
- The lead inspector met with a group of governors.
- Phone calls were made to two local authority representatives. A meeting was held with another local authority representative.
- An inspector spoke with a number of parents at the school gate and considered 27 responses to the online questionnaire.
- Inspectors observed teaching and learning in around 30 lessons. Senior leaders accompanied the inspectors during most observations.
- Inspectors carried out a scrutiny of pupils' work across the year groups and subjects. Meetings were held with two groups of pupils, and inspectors spoke with a number of pupils during the inspection. Inspectors also considered 51 responses from pupils to the questionnaire.
- Inspectors looked at a number of documents, including: school improvement plans; analysis of the school's performance information; information relating to the attendance of pupils; safeguarding and child protection records; and minutes from governors' meetings.

Inspection team

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|---------------------------|------------------|
| Sue Child, lead inspector | Ofsted Inspector |
| Penny Orme | Ofsted Inspector |
| Becky Greenhalgh | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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