



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Oakfield Church of England Voluntary Aided Primary School

Appley Road

Ryde

Isle of Wight PL30 1NE

Previous SIAS grade: Outstanding

Current SIAMS grade: Outstanding

Diocese: Portsmouth

Local authority: Isle of Wight

Dates of inspection: 12 November 2015

Date of last inspection: 8 November 2010

School's unique reference number: 118193

Headteacher: Laura Bosworth

Inspector's name and number: Andrew Rickett 201

School context

Oakfield is slightly larger than the average size primary school with 284 children on roll. The number of children with learning difficulties and/or disabilities is higher than the national average as is the number entitled to receive pupil premium. The majority of children come from a white British heritage. The school community reflects the high level of social need in the catchment area. Attendance has improved and is slightly below national averages. There is a high level of pupil turbulence. The school moved to its current site in September 2011 and is federated with another church primary school with one governing body. At the time of the inspection, work was just beginning to build a new school on the same site for completion in 2017.

The distinctiveness and effectiveness of Oakfield as a Church of England school are outstanding

- A strong Christian ethos, based on explicit values, makes a significant difference to the lives and wellbeing of both children and adults in the school community.
- Acts of worship enable children to explore Bible stories and teach them how to lead their lives thinking of how to care for others.
- The commitment of the headteacher and other senior leaders ensures that the school's Christian ethos is continually developing so that it has meaning and purpose for all members of the school community.

Areas to improve

- Improve the opportunities for children to make links between the core Christian values and all areas of the curriculum so that they are enabled to deepen their learning.
- Develop the use of enquiry in religious education (RE) so that it is of a consistently high

quality across the school and leads to raised standards.

- Improve the effectiveness of monitoring and evaluation as a church school by developing the skills of governors and other leaders to gather evidence that identifies further improvements.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The Christian character is outstanding because explicit Christian values have created an ethos that empowers children and adults to fulfil the school's mission to 'shine' underpinned by the core value of love. A strong emphasis on genuine care for each child and adult makes a significant impact on their wellbeing and aspirations. Children and adults talk with passion about the extent to which the school has given them hope which has enabled them to change their lives. For some children, this has enabled them to approach their learning and attitudes towards their work in a more positive way. For others, the nurturing and care for the individual has allowed children to feel valued and have a greater sense of self-worth. A core set of Christian values, including hope, underpin how relationships between all members of the school community are an essential part of the children's success and gives them hope through the high level of trust established between school and home. These values have a strong impact on children's attitudes towards learning which is reflected in the progress they are making to achieve standards close to national expectations. There are some links between the core values and the content of the curriculum but more can be done to raise awareness of how these values can further enhance all areas of learning. Children have very good opportunities to develop a personal spirituality through the times to be still and reflect offered by the focus areas in each classroom, the use of reflection books and the use of the school grounds. Children have a good grasp of moral and social issues and have a clear appreciation of right and wrong and an understanding of the need for society to be fair regardless of background, culture or belief. The school works hard and is highly effective in promoting an environment which is inclusive and celebrates diversity. Children respond to this in a wonderful way and for many of them, and their families, the school provides a safe place where they are empowered to have hope and given encouragement to find their own voice to celebrate how they shine.

The impact of collective worship on the school community is outstanding

The celebration of worship at Oakfield gives children the opportunity to learn how teaching from the Bible helps them to understand how hope and trust can make their lives better. The celebration of worship allows children to reflect on how love is fundamental to their own lives and the lives of others. Worship provides special times when children reflect with honesty on their own lives and in an atmosphere of trust share their thoughts openly with each other. Collective worship is outstanding because all of these elements of celebration come together and make a significant impact on the lives of children by enhancing their understanding of themselves and their place in the world. Collective worship has improved since the previous inspection. There is greater involvement of children in planning and leading high quality worship that has real meaning. Bringing worship together has created a stronger sense of community. The establishment of a worship group has given children a voice in how worship is developed and this is leading to improvements and a greater sense of ownership. Children therefore have very positive attitudes towards worship and regard worship as an essential aspect of being a church school. Children are developing their understanding of the Trinity particularly in how they express their thoughts about God as Father and Jesus His Son. They are less sure about how to express the Holy Spirit. Prayer is an important part of the life of the school and children are confident to say their own spontaneous prayers and understand the purpose of a wide range of different types of prayers.

The effectiveness of religious education is good

The school has adopted the Hampshire agreed syllabus since the previous inspection and this

has helped to improve the quality of RE by giving greater emphasis to a more creative approach to teaching and learning based on enquiry and exploration of key concepts. The delivery of the syllabus is planned over a two year cycle and the school is part way through the second year. The syllabus is therefore still being implemented and has not yet become fully embedded. Standards of attainment in RE are broadly comparable to other core subjects and outcomes for most children are close to national expectations. Most children make good progress from their starting points on entry to the school. The RE leader is very effective and has a thorough understanding of the strengths and areas for improvement of RE. Some accurate moderation of the levelling of children's attainment and scrutiny of their work has enabled the RE leader to produce an accurate action plan and she has a very good capacity to continue to take the subject forward. This is reflected in her understanding of assessment in RE and the ongoing trialling of a system of assessment that captures the progress children make in their knowledge and understanding of RE. Because the syllabus has not yet been fully implemented, tracking of children's progress over time has not yet been possible. The overall quality of the teaching of RE is good. Teachers are confident and plan lessons so that children can make progress. The new syllabus allows for exploration and children are supported in this by questioning that encourages them to think more deeply. At its best, these questions considerably enhance learning through the depth of the challenge to the children's understanding and the skill of the teacher to support them to explore their responses in even greater detail. As yet, the quality of this challenge is not consistently high across the whole school. Children have positive attitudes towards RE and are engaged and enthusiastic in lessons. They respond well when asked questions and are eager to share their own views and opinions and listen with respect to those of others. Religious education makes a good contribution to the promotion of the Christian ethos and is helping children to appreciate that Christianity is one of a number of world religions which are celebrated as part of modern British society.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher is committed to the development of the school's Christian ethos so that it has meaning for all members of the school community and through this provide them with opportunities to enhance their lives. She is passionate about serving the needs of the school community and is fully supported in this aim by other school leaders and the governing body. The leadership and management is outstanding because the school is successful in reaching out to all children and adults and through its core Christian values ensuring that they are not turned away but their needs are met. The school has made good progress since the previous inspection in continuing to develop its distinctiveness. It has effectively addressed the areas for development from the last report and has reinvigorated its mission through four core values that are clearly shared among the whole school community. There are thorough systems in place to accurately evaluate the overall effectiveness of the school as a church school. Some useful monitoring has been undertaken by governors including discussion with children and looking at samples of their work. The skills required to ensure that there is rigour to the systematic gathering of high quality evidence which is then used to identify future improvements have not yet been fully developed. This is particularly the case as a number of foundation governors are recent appointments. Links with the local church are strong and children regard services at the church as an integral part of the life of the school. The vicar is a regular visitor to the school and leads an act of worship each fortnight. The school has a productive relationship with the diocese. Staff and governors regularly attend courses run by the diocese that ensure they are continually developing their professional understanding of what it means to be a church school. The recent vision week and values day are excellent examples of how the leadership is providing opportunities for the entire school community to share the values and ethos. The school meets the requirements for RE and collective worship.