

# Oldfield Park Junior School

## Inspection report

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<b>Unique Reference Number</b>	109006
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	356462
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Tony Shield

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marjorie Gibbon
<b>Headteacher</b>	Marilyn Cole
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Lymore Terrace, Twerton Bath BA2 2JL
<b>Telephone number</b>	01225 423477
<b>Fax number</b>	01225 424099
<b>Email address</b>	oldfieldpark_jun@bathnes.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 13 lessons or parts of lessons, and nine teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. Inspectors took into account the views of 91 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

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

- Whether progress is improving and is now satisfactory, particularly in mathematics and writing.
- The extent to which targets both for individuals and the school as a whole are challenging and are being used to raise expectations and drive improvements.
- Whether teaching is sufficiently challenging, including for the more able.
- The impact of action taken to tackle identified weaknesses.
- The quality of the school's monitoring and self-evaluation and whether all leaders are making an effective contribution to school improvement.

## Information about the school

Oldfield Park Junior School is an average sized junior school. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is higher than is found in most schools. Most of these pupils have moderate or specific learning difficulties. The school has received a number of awards in recognition of its work in promoting healthy lifestyles and sporting activities. A new headteacher was appointed in January 2010, and four new teachers have joined since then.

**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**

**2**

## Main findings

Oldfield Park Junior School is a satisfactory school, and one that is improving rapidly as the impact of measures introduced by the new headteacher take effect. She has given the school fresh purpose and a renewed vigour. Her determination to bring out the best in all pupils has inspired the whole school community and as a result, the school is making confident strides forward. Based on an accurate analysis of what needed to be done, decisive action to raise expectations, improve the quality of teaching and review the curriculum has resulted in a more positive climate for learning, and improving progress. Improvements are now firmly established, and although progress since the last inspection has been slow, the school's capacity for sustaining its improvement is good.

There are a number of key strengths and areas for further improvement.

- While attainment in English and writing in particular has improved, there was some underachievement in mathematics among Year 6 pupils in the 2010 national tests. Although some imaginative and carefully planned writing was seen during the inspection, pupils are less confident in using and applying their mathematical skills in different contexts. Nevertheless, measures to tackle this issue are already beginning to show results, and pupils' standards are broadly average in both English and mathematics. Pupils' work in music is a considerable strength, and the singing during assembly was joyful.
- Pupils' behaviour is good, and their positive attitudes make a significant contribution to the improved progress they are making. Many pupils are thoughtful and kind with a refreshing openness and generosity. Their knowledge of how to maintain a healthy lifestyle is good. Play and lunchtimes are a hive of purposeful play activities. Pupils' enjoyment of school is reflected in their above average attendance.
- A strong commitment to the care of individual pupils is evident in the school's comprehensive procedures to keep pupils safe. As a result, pupils themselves say they feel safe and know how to stay that way.
- Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of right and wrong, and an appreciation of their responsibilities as members of the school and wider communities.
- Parents and carers are valued partners. The school actively seeks their views and involves them in their child's learning through such initiatives as the home/school learning log. Partnerships with other schools and external agencies are also fruitful and pupils and the school benefit from a range of links both locally and beyond.
- While teaching is satisfactory overall because of its impact on pupils' progress, much teaching observed was good and sometimes inspirational. Nevertheless, there are some inconsistent approaches, and pupils do not learn as much as they might when

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teachers do not involve them in taking responsibility, in ensuring they know how well they are doing and in getting the pupils themselves to think about how they might improve.

- Leaders and managers at all levels are making an increasingly valuable contribution to the school's work. However, not all have fully developed the skills and confidence to lead and contribute to self-evaluation and school improvement.

The school has the confidence of parents and the community it serves. Almost all parents and carers are happy with their child's experience at school. Many acknowledge the changes for good that have recently been made. As one parent typically wrote: 'the school has improved greatly under new leadership'.

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

- Improve and accelerate the learning and progress of all pupils by:
  - involving the pupils more actively in their learning and understanding of the progress they are making
  - ensuring that pupils are involved in setting targets for improving their work
  - ensuring consistency and spreading good practice more widely.
- Raise attainment, particularly in mathematics, by:
  - ensuring pupils' skills are built on step by step, practised regularly and applied in different and relevant contexts.
- Strengthen the collective leadership of the staff by:
  - building the capacity and confidence of all teachers to make a stronger contribution to strategic planning, self-evaluation and school improvement.

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

Although standards had drifted lower in recent years, this has now been reversed and progress is accelerating. Attainment in both English and mathematics is broadly average. Changes to the curriculum have encouraged pupils to write with more imagination. This was seen in a Year 6 English lesson, in which pupils' creativity was exploited by skilful questioning and clear explanations. At the same time, pupils' ability to write grammatically and accurately has improved significantly. Nevertheless, there is much still to be done to improve progress, particularly in mathematics, where some pupils' skills and confidence still lag behind. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of well-judged individual and group support. The progress of more-able pupils has improved and is satisfactory.

Pupils of all ages are enthusiastic learners. They listen attentively and cooperate sensibly when working in groups or with 'talking partners'. Curriculum tasks are helping them acquire skills, such as developing ideas, negotiating with others and making decisions that will stand them in good stead for the future. However, for many pupils these skills remain embryonic. The school council actively promotes the pupils' voice and there is a satisfactory range of opportunities for pupils to contribute to and take responsibility for. The school has been invited to become a Food for Life Flagship school, a recognition of

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the school's proactive approach to developing pupils' understanding of the importance of developing healthy lifestyles.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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>

<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

## How effective is the provision?

The school's provision of good care, guidance and support is appreciated by pupils and parents alike. Care for individuals is at the heart of the school's work, and the sensitive attention given to vulnerable children reflects the school's commitment to removing any barrier to learning. Extensive links with external agencies are in place to ensure all pupils feel valued and well looked after. Transfer arrangements between the school and both the nearby infant school and secondary schools are carefully managed.

Much work has gone into redesigning the curriculum. As a result, pupils' learning experiences are imaginatively planned and organised to encourage subject integration. Literacy and numeracy skills now permeate many aspects of learning, in addition to being taught separately. An extensive programme of clubs further enriches the opportunities for pupils. Nevertheless, more work is needed to ensure pupils' skills and understanding are built on systematically to ensure progression and consolidation of learning.

Typically, lessons are busy and purposeful. While teaching is satisfactory overall, much teaching observed, particularly in Years 5 and 6, was good. All teachers demonstrate confident subject knowledge. They explain the lesson's learning intentions clearly and use

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marking effectively to praise and to move the learning forward. Activities are usually well chosen to motivate and enthuse the pupils and a practical approach often ensures learning is relevant and active. In the most effective lessons, the pace of learning is rapid, planning is adjusted to match pupils' misunderstandings, and questions are used skilfully to probe for understanding. However, this is not consistently the case, and pupils' progress slows when their learning is not monitored closely enough and pupils are not guided sufficiently on how they can help themselves to improve.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The school's ambition is clear, and it has embarked on a well-planned journey of improvement. Already there are tangible and secure signs of improvement, and pupils are making more rapid progress. Teaching has improved through a more consistent use of assessment and performance data to raise expectations. A revised code for behaviour management has resulted in a positive climate for learning in classrooms. The school environment has been transformed. The headteacher has skilfully led these changes and garnered the support of the whole school community. Accurate self-evaluation based on regular monitoring has provided the starting point for these developments. Much effective work has already been done by the senior team and subject leaders, although the potential of all leaders to contribute to school improvement has not yet been fully exploited. Governors are playing an increasingly effective role in both strategic planning and monitoring as their knowledge and understanding of their responsibilities develops.

The school's safeguarding procedures are good. All policies to ensure the safety and well-being of pupils are in place. The child protection policy is well understood, and staff are clear about their roles in relation to pupils' safety. The school positively promotes equal opportunities, and has successfully reduced potential barriers to learning for specific pupils. Its commitment to this work is not in doubt although there is more to be done before all pupils reach their potential.

The school's work to promote community cohesion is satisfactory. An audit of the school's provision has been started and there are clear strengths in meeting the needs of the local community, and especially the partnership with parents. A range of initiatives are in place to extend links with schools and organisations locally, nationally and internationally.

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*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Parents and carers responding to the questionnaire were very supportive of the school and are appreciative of all that the school does for their children. Almost all parents believe that their children enjoy school, are safe and helped to live a healthy lifestyle. Most consider their children are doing well at school, that the teaching is good and they are happy overall with their children's experience. Many parents and carers who added comments said how much the school had improved for the better since the arrival of the new headteacher. Others were 'thoroughly impressed with the transition from the infants school'. There were a few negative comments, mostly concerned with behaviour and the progress their children are making. Inspectors judge the pupils' behaviour to be good, but do agree with the parents who felt that their children could do better academically.

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

Ofsted invited all the registered parents and carers of pupils registered at Oldfield Park 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	56	39	43	0	0	0	0
The school keeps my child safe	51	56	37	41	1	1	0	0
My school informs me about my child's progress	23	25	56	62	8	9	0	0
My child is making enough progress at this school	30	33	49	54	8	9	0	0
The teaching is good at this school	33	36	52	57	3	3	0	0
The school helps me to support my child's learning	24	26	58	64	6	7	0	0
The school helps my child to have a healthy lifestyle	41	45	47	52	3	3	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)	34	37	50	55	2	2	0	0
The school meets my child's particular needs	27	30	54	59	5	5	0	0
The school deals effectively with unacceptable behaviour	33	36	43	47	9	10	1	1
The school takes account of my suggestions and concerns	27	30	48	53	11	12	0	0
The school is led and managed effectively	41	45	42	45	5	5	1	1
Overall, I am happy with my child's experience at this school	44	48	37	41	5	5	1	1

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><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 pupils' 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.**



22 October 2010

Dear Pupils

**Inspection of Oldfield Park Junior School, Bath BA2 2JL**

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking to you and listening to your views. We have taken these views into account in writing this report. Oldfield Park Juniors is a satisfactory and improving school. Here are some of the main findings from the report.

- You told us how much you enjoy coming to school. We think that this is because the school is such a secure and happy place and that you all get on well together. Your behaviour is good, both in and out of the classroom.
- You are doing much better in English and increasingly in mathematics, but some of you still have much to catch up. We have asked the teachers to make sure you practise your skills in mathematics by using them in different subjects. Your teachers are working successfully to ensure that the things you do in lessons are interesting and fun, and that they make you think and work hard! We noticed how well you respond to this way of working. In fact, your good attitudes are making a real difference to progress you are making.
- The school takes good care of you and this enables you to feel safe. You have a good understanding of how to live an active and healthy life.
- While much teaching is good, sometimes teachers do not involve you enough in the learning and in particular making sure you know how to improve. We have asked them to think carefully about this. You can help by asking how you can make your work better!
- The school provides lots of really interesting things for you to learn about and get involved in, both during the school day and afterwards.
- The governors, the headteacher and all the staff are working successfully to make the school better, and we have asked them to look again at how all teachers can support and contribute to this important work.

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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