

# Oldfield Park Junior School

Lymore Terrace, Bath, BA2 2JL

## Inspection dates

3–4 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Most pupils are very happy at school, learn well and make good progress.
- Teaching is good and some lessons are outstanding. The positive atmosphere in classrooms and effective support given to pupils who need extra assistance ensure that all groups of pupils achieve well.
- Better teaching, particularly in mathematics, has increased attainment. Since the previous inspection, attainment has risen quickly and is now above average.
- Pupils, staff and parents and carers agree that pupils' behaviour is mature and courteous. The school has a positive ethos and bullying of all kinds is rare. Pupils feel very safe and the school provides a secure environment.
- The leadership and management of the headteacher, fully supported by all staff, have promoted numerous improvements, especially in achievement, teaching and the curriculum. The governing body is well informed and provides both strong support and rigorous challenges to the school.

### It is not yet an outstanding school because

- While there is an improving pattern, some inconsistencies in teaching remain, especially in pace and challenge. Not enough lessons are outstanding.
- Leaders and managers check teaching regularly but do not systematically follow up with teachers where there could be improvements.

## Information about this inspection

- Inspectors observed the school's work, and looked at its policies, assessment records and other documents.
- Inspectors observed 14 lessons taught by nine teachers over seven hours. Meetings were held with staff, parents and carers, pupils and members of the governing body.
- Inspectors took account of the 38 responses to the online questionnaire (Parent View) and discussions with individual parents and carers in planning and carrying out the inspection.

## Inspection team

John Carnaghan, Lead inspector

Additional inspector

Patricia MacLachlan

Additional inspector

# Full report

## Information about this school

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- Oldfield Park is an average-sized junior school.
  - The proportion of pupils known to be eligible for free school meals is below average and the proportion of pupils eligible for pupil premium support (additional money allocated to schools by the government) is also below the national average.
  - The proportion of pupils supported through school action is average. The proportions supported at school action plus and with a statement of special educational needs are also average.
  - The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
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## What does the school need to do to improve further?

- Raise pupils' achievement by increasing the proportion of outstanding teaching by:
  - ensuring that all parts of lessons are run at a brisk pace to maintain pupils' interest and energy
  - developing the marking of pupils' work and target setting so all pupils know precisely what they should do to improve
  - checking that pupils, particularly those of higher ability, always have work that fully challenges them.
- Raise standards of teaching further by building on the school's current monitoring practice, in order to ensure that more regular and systematic checks are made on lessons and that areas for development are always fully followed up.

## Inspection judgements

### The achievement of pupils is good

- Pupils' overall attainment has risen sharply in recent years and, at the end of Year 6, is above average. It is lower in mathematics than in reading and writing because there is a legacy of underperformance in that subject. Relatively recent improvements to the teaching and curriculum in mathematics have not yet had time to fully address the shortfall. Nevertheless, the attainment gap between English and mathematics is shrinking rapidly.
- Improvements in teaching and the curriculum have boosted pupils' progress considerably and it is now good. From broadly expected starting levels in Year 3, pupils make good gains in developing the skills they need for the future.
- Pupils learn well in lessons because the interesting curriculum and energetic teaching both fire their enthusiasm. For example, in an excellent Year 6 mathematics lesson, pupils were fully engaged because they had brief, well-focused activities to move their understanding forward step by step. Excellent, well-paced questioning by the teacher and strong concentration from pupils as they strove to meet her numerous challenges ensured that all groups made excellent progress.
- Disabled pupils and those who have special educational needs are identified early in their school careers and benefit from precisely targeted assistance, such as being helped individually or in small groups.
- The school funds this extra provision by making use of the pupil premium funding intended for this purpose. This enables most of these pupils to make as good progress as their peers. The school fulfils its vision to provide equality of opportunity, through, for example, its good use of this additional funding, and takes care to ensure that there is no discrimination.
- Pupils read widely and frequently, and reading attainment is above average by the time they leave the school. The school is proactive in promoting a love of reading. It is starting to engage with all groups of parents and carers, so that every pupil can enjoy increased opportunities to read at home. Most pupils are fluent and confident speakers, and appreciate the many opportunities they are given to express their views in lessons.

### The quality of teaching is good

- Much teaching is of high quality and promotes learning very effectively. However, while the overall quality of teaching has improved since the previous inspection, some inconsistencies remain.
- Pupils, parents and carers hold very favourable views of teaching and pupils report they enjoy lessons enormously. Classrooms provide a good climate for learning. Teachers successfully promote relationships based on respect and cooperation. Pupils are notably courteous to staff and one another; they show great ability to work in pairs or in groups. For example, they switch roles instantly after taking part in very brief conversations with learning partners, turning their attention immediately to the teacher when asked to do so.
- Careful lesson planning provides pupils with precise indications of what they are going to learn so they are well aware of what is expected of them. Pupils are rarely daunted by challenges set by teachers, tackling tasks with great gusto. However, not all lessons offer enough challenge to higher ability pupils, so that sometimes when one task is finished, pupils are given more of the same to do rather than something more demanding.
- Teachers question pupils carefully to check their understanding. In the best lessons, teachers subtly adjust what they are doing, spending longer when concepts prove hard to grasp and hurrying along when pupils' understanding is secure. Occasionally teachers talk for too long so pupils' attention wanders and the pace of learning slows.
- Books are marked regularly and most contain encouraging comments and advice, but there is limited written dialogue between pupils and teachers. Pupils usually know the National Curriculum level they are working at in English and mathematics, but their targets are not

personal to them and so are not precise enough to promote the best possible progress.

- Lessons offer numerous opportunities for speaking aloud so pupils develop confidence and fluency in speaking. They enjoy discussion, particularly of controversial issues such as the use and abuse of mobile telephones. Teachers provide good opportunities for pupils to develop their spiritual, moral, social and cultural understanding by, for example, visiting and writing about a local mosque.
- Reading is well taught. It is systematically organised as part of the daily guided learning half-hour that starts every day. Pupils' reading progress is carefully assessed and tracked so staff are aware where additional help may be needed.

### **The behaviour and safety of pupils are good**

- Pupils feel safe in school and trust teachers and other adults to deal with any concerns. They understand the different types of bullying, such as cyber bullying and racial harassment, and say that instances of these are rare. They report that teachers are 'hot on this kind of thing'.
- Pupils are proud of their school and spontaneously approach visitors to help or direct them around the premises. There have been no exclusions in recent years. School records show diminishing incidents of bad behaviour and no evidence of any racist, homophobic or discriminatory behaviour for the last three years.
- Parents and carers have very positive views about pupils' behaviour and almost no concerns over bullying.
- Good behaviour based on constructive relationships is the norm and pupils correctly report that very few disruptions disturb lessons. Where teaching is less effective, for example when there is a lack of pace and challenge, background noise can rise and this affects progress.
- Rigorous actions to improve playground behaviour, such as the introduction of trained play leaders, have transformed lunch and break times so they are now calm and happy occasions. The introduction of yellow and red cards and other graded sanctions is widely supported by pupils and has improved classroom discipline. However, some teachers are not always adept at managing classrooms, so on some occasions pupils lose focus and progress slows.

### **The leadership and management are good**

- The headteacher has inspired and empowered her staff; leadership and management responsibilities are shared among all members of this close-knit and committed team. The governing body and all staff share a vision for a safe, happy school that challenges pupils and equips them for the future. The school has made great strides since its last inspection, when the headteacher was new in post; in this it has been well supported by the local authority. All aspects of the school have improved and its capacity for improvement is good.
- Assessment data are well managed and used perceptively to promote improvements. For example, leaders hold regular meetings with class teachers to check the progress of all groups of pupils. These meetings result in appropriate actions, such as additional support for pupils or additional training for teachers.
- Regular, supportive lesson observations encourage teachers to improve their practice. However areas for development are not always systematically followed up by senior leaders. Teachers' classroom and management roles are reflected in the objectives set for them in performance management reviews; these usually also address the school's commitment to improving pupils' progress.
- The curriculum is continuously evolving as staff review and innovate in response to pupils' interests and needs. It is designed to engage pupils' enthusiasm while ensuring that important literacy, numeracy and information and communication technology skills are fully promoted. The curriculum successfully encourages pupils' love of learning and many report that they thoroughly enjoy topics based on themes such as space, and the imaginative world

of the Harry Potter books.

- Numerous trips and visitors enrich pupils' experiences. The 'learning to lead' initiative involves every pupil and adult in a working group that meets regularly to explore significant issues such as engineering, film technology, health and the school's outdoor environment.
  - The breadth of experiences and the well-planned personal, social and health education programme contribute significantly to pupils' spiritual, moral, social and cultural development. However, the school does not systematically record the outcomes for pupils, which restricts its ability to further improve its provision in this respect. Strengths in pupils' moral and social development are evident in the school's calm, cooperative atmosphere.
  - **The governance of the school:**
    - The governing body vigorously pursues school improvement. Monitoring systems are comprehensive and provide governors with a clear picture of the school's qualities, enabling them to support and challenge the school appropriately.
    - The governing body's long-term vision for the school is exemplified by their successful 10-year campaign to purchase adjacent land that will furnish the school with a playing field in the near future.
    - Governors keep a close eye on school finances; additional funds, available as the pupil premium, are spent on staff to support the pupils who are eligible for it.
    - Arrangements for safeguarding pupils are well managed by governors who have experience in this field. Policies and procedures are up to date; the school is a safe place and safeguarding policies and procedures meet all requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	109006
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	405206

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

<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>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marjorie Gibbon
<b>Headteacher</b>	Marilyn Cole
<b>Date of previous school inspection</b>	20–21 October 2010
<b>Telephone number</b>	01225 423477
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