

Oldfield Park Infant School

Dorset Close, Bath, BA2 3RF

Inspection dates 8–9 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong leadership. The data and information systems used by leaders and staff to check pupils' progress and teachers' performance are reliable and robust.
- The governing body is effective. Governors are diligent and undertake effective monitoring to hold leaders and staff to account for pupils' achievement and the quality of teaching.
- Leaders, staff and governors continue to improve how well pupils achieve and are raising standards; they demonstrate good capacity to secure further improvement.
- The teaching is effective and continues to improve well. This is helping the vast majority of pupils to make good progress in all classes.
- Children throughout the early years get off to an excellent start in early literacy and mathematics. This is built upon in Years 1 and 2 so that standards are currently high in reading and mathematics and above average in writing by the end of Year 2.
- The vast majority of disabled pupils and those who have special educational needs are supported well and make good progress.
- Pupils are courteous, respectful of others and well behaved. They are energised by the range of subjects and topics they study and enjoy the many activities and visits provided by the school.
- Pupils feel very safe and secure. There are positive and trusting relationships between pupils and staff. Teachers and support staff make sure that pupils are kept safe and are very committed to pupils' care, welfare and well-being.
- The school makes an excellent contribution to pupils' spiritual, moral, social and cultural development. Pupils are taught to respect the views and beliefs of others. This prepares them very well for the next stage of their education. The school promotes British values very well.

It is not yet an outstanding school because

- The teaching and work provided for pupils in Years 1 and 2 do not always offer the right level of challenge, particularly for the most able pupils.
- Standards in writing are improving well but pupils' handwriting and spelling should be better. Pupils, particularly boys, make relatively slower progress in writing compared with reading and mathematics.
- Some disadvantaged pupils could still be achieving better, particularly in writing. Some of these pupils are not making as much progress as others in the school and in comparison with other pupils nationally.

Information about this inspection

- Inspectors observed 15 parts of lessons. A number of these were observed jointly with the headteacher or deputy headteacher. Some intervention and support groups for disabled pupils and those who have special educational needs were also observed by inspectors.
- In addition to lesson observations, inspectors reviewed pupils' work, met with a group of pupils to discuss their work, behaviour and safety, and asked them their views about the school. Inspectors observed pupils' behaviour in the playground and at other times during each of the two days of inspection.
- Meetings were held with the senior leaders and staff and with eight members of the governing body, including the Chair and Vice Chair. A meeting was also held with one of the local authority's school improvement advisers.
- Inspectors spoke informally to a number of parents and carers to seek their views about the school. The responses from 53 parents to the online Ofsted questionnaire, Parent View, were also analysed.
- Questionnaire responses from 21 members of staff were reviewed.
- Inspectors looked at a range of documentation including: the school's self-evaluation and improvement plans; information about pupils' achievement, progress and performance; governing body minutes; external reviews undertaken by the local authority; and information related to teaching, behaviour, attendance and safeguarding.

Inspection team

Charalambos Loizou, Lead inspector

Her Majesty's Inspector

Joseph Skivington, Team inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than most primary schools.
- The early years comprises two Reception classes for four- and five-year-olds who attend full time.
- Most pupils are from White British backgrounds and a small number come from a range of minority ethnic backgrounds. A very small number of pupils, well below the national average, are learning English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium is below average (this is additional government funding to support pupils known to be eligible for free school meals and looked after children).
- The proportion of disabled pupils and those receiving special educational needs support is well below average.
- The only significant staff change since the school's last inspection in November 2009 was the appointment of the current headteacher, who joined in September 2014.
- A privately managed and Ofsted registered breakfast and after-school club operates on the school site serving pupils from the school. This was not part of this inspection and has previously been inspected separately.
- The school is involved in a number of partnerships and collaborations with other schools. These include local clusters of primary schools, a local infant school network, Bath University and Bath College as well as a partnership to promote sporting and health-related activities for pupils.

What does the school need to do to improve further?

- Improve the quality of teaching further in Years 1 and 2 so that in all lessons, pupils are offered the right level of challenge by:
 - asking more challenging questions, rather than going over too much work already learned
 - providing work that is always pitched at the right level for the most able pupils
 - making sure that teachers and support staff routinely check that pupils correct mistakes, particularly independent problem solving in mathematics and extended pieces of independent writing.
- Build on the improvements to pupils' achievement in writing by:
 - narrowing still further the gap between the achievement of pupils eligible for the pupil premium and others
 - using more consistent and effective methods to help pupils, particularly boys, improve the accuracy of their spelling, punctuation and handwriting
 - making best use of the time given for independent writing so that pupils produce more accurate and extended pieces of writing.

Inspection judgements

The leadership and management are good

- The headteacher, deputy headteacher and middle leaders in charge of subjects or phases of the school carry out effective monitoring of lessons and pupils' work. This is securing improvements to pupils' achievement and the quality of teaching. There is effective governance and robust oversight of the school's performance. Staff morale is high. Teachers and support staff are pulling together, demonstrating good capacity for sustained improvement across the school.
- The systems used to assess pupils' learning are robust. The information gathered to check pupils' progress is accurate and accessible to staff and governors. This is helping to identify and target pupils early who may be at risk of underachieving, enabling leaders to plan timely interventions to improve pupils' progress.
- Standards are rising well, although leaders and governors have not yet focused enough on identifying and narrowing the gaps between the achievement of some disadvantaged pupils and others across the school. The gaps are more significant in writing standards, although narrower achievement gaps also exist in reading and mathematics.
- The headteacher and deputy headteacher provide support for teachers and support staff following reviews of lessons and pupils' work. There is still scope to refocus leaders' efforts on improving teaching in some Key Stage 1 lessons where the level of challenge for the most able pupils is not always ambitious enough.
- The staff are excellent role models and promote and maintain good behaviour and a positive climate for learning.
- There is good oversight and management of special educational needs provision. Disabled pupils and those who have special educational needs receive a good range of interventions to support their learning. Leaders and staff check to see what difference each intervention programme is making to help those who find learning difficult to catch up. Resources are well matched to meet the needs of each pupil.
- The curriculum is very balanced, interesting and relevant to all pupils so that all have good and equal opportunities to achieve well and improve their personal development. A rich and broad variety of special themed weeks, projects and educational visits enliven pupils and make learning exciting and enjoyable. For example, the theme 'Around the World' enabled pupils to experience at first hand the celebrations of different cultures, religions and beliefs. These and many more examples make an outstanding contribution to pupils' spiritual, moral, social and cultural development. This results in excellent attitudes that foster tolerance and respect, preparing pupils very well for life in modern multicultural Britain.
- In cooperation with other local schools, leaders and staff have already started to implement consistent procedures for assessing pupils in preparation for the revised National Curriculum. As a result, the school is well on the way to implementing effective systems for assessing pupils' work and progress without prescribed attainment levels.
- Parents paid tribute to the efforts of the staff team and confirmed that they are very pleased with the education, welfare and care being provided for their children. All parents spoken to believe that their children are doing very well and are improving their reading, writing and mathematics skills, as well as their personal and social development. Inspectors agree.
- The primary school physical education sports fund is used extremely well to support and promote participation in sport. In addition to regular physical education lessons, pupils participate in a gymnastics festival, 'wake and shake-up' sessions and athletics coaching events. There are excellent opportunities for pupils to engage in team games, sports such as tennis and football, and a wide range of activities that promote healthy and active lifestyles.
- The local authority provides effective support and oversight. It provides periodic reviews that show that the school continues to improve its leadership capacity without the need for intensive scrutiny. There are effective partnerships with clusters of local primary school, with opportunities for leaders and staff to see and share best practice.
- **The governance of the school:**
 - Governance is good and effective. The governing body is in the process of restructuring and refining its committees and the roles for governors, having completed a thorough skills audit. The Chair and Vice Chair of the Governing Body and other key governors on committees keep in regular touch with the headteacher and deputy headteacher to hold leaders and staff to account for pupils' achievement and staff performance.
 - The performance of staff is clearly linked to pay progression and management responsibilities. Governors receive regular updates about pupils' progress and have a good understanding of pupil performance data, enabling them to challenge underperformance. This includes the achievement of disadvantaged pupils where, for some, there remain gaps between their attainment and progress and

that of other pupils in the school and nationally.

- Staff vetting and safeguarding procedures are robust and fully meet statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In nearly all of the lessons observed, inspectors found pupils to be attentive and well behaved. Pupils are keen to learn. They cooperate well when working in groups or with a partner, and are willing to tackle problems, demonstrating resilience and perseverance.
- Pupils behave well and very safely outside of lessons. They are trusted to take on responsibilities, such as school councillors, helpers and role models for younger children. They are rewarded for good work and behaviour, such as 'Star of the Day', and make a significant contribution to their school community, devising, for example, their own school charter and coming up with ideas and suggestions to improve the school.
- In a few lessons observed in Key Stage 1, pupils strayed off task, disturbed others or got fidgety because the teaching was not challenging them enough. In these lessons, pupils were not expected to produce enough work and were given too much time to complete tasks that ought to have been more demanding.
- There are very good opportunities for pupils to learn about other faiths, customs and traditions through religious education, the arts, music, themed topics, projects and educational visits. The school is successful in promoting a strong emphasis on tolerance and equality, which prepares pupils well for life in a modern democratic Britain.
- Leaders and administrative staff keep robust records and monitor patterns of absence well. Staff have worked well with parents to encourage pupils to attend regularly and to come to school on time. As a result, attendance is either in line with, or exceeds, the national average. The school is also using effective measures by working with families to reduce persistent absence rates, which are low compared with other schools nationally.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff are vigilant and very effective in keeping pupils safe. The parents who spoke to inspectors and the results of the online questionnaire, Parent View, reflect very positive views about the school and how safe pupils are. Parents are, justifiably, very pleased with the way that leaders and staff are committed to pupils' well-being and safety. Staff vetting and safeguarding procedures are robust and fully meet statutory requirements.
- Pupils have a good understanding of how to keep themselves safe when playing outside and when using the internet. During this inspection, pupils were able to explain the precautions they need to take when using computers, including the use of online messaging sites. Pupils say that bullying is rare. Pupils confirmed that the few incidents, like name-calling or teasing, are dealt with very well by leaders, teachers and support staff.
- All pupils who spoke with inspectors said that school is a safe and secure place in which to play and learn. Relationships with other pupils are positive and pupils trust adults to sort out playground arguments, if they arise, and look after them if they have an accident or feel poorly.
- Supervision at break times is very well managed. Lunchtime supervisors understand the school's expectations and routines when recording incidents or dealing with accidents. Ambassadors such as school helpers from Year 2 contribute and support other pupils as well as helping to improve and care for their school community.

The quality of teaching is good

- The vast majority of responses to the online questionnaire (Parent View) and all the parents and carers spoken to during the inspection are pleased with the teaching. Inspection findings confirm that teaching is clearly having a positive impact on raising standards and improving pupils' achievement across the school.
- Workbooks show that most pupils are expected to do their best and teachers usually set high expectations in lessons for both behaviour and learning. In some lessons in Year 1 or Year 2, however, pupils are going over work they have already learned and this is often used as a starting point, even for pupils who are capable of starting from higher levels.
- The most effective learning observed and the work seen in pupils' workbooks show that teachers who get the best out of pupils often tailor their planning and adapt tasks to make sure that pupils are always

engaged and productive. In the few lessons observed by inspectors where this was not the case, pupils did not achieve as well as they should and strayed off task.

- One pupil commented to an inspector while calculating a number problem, 'This is really good because we are expected to work hard and my teacher is helping me to get this right.' Assessments and pupils' work show that teachers and support staff are helping pupils to achieve well over time, although a small number of Year 1 or Year 2 pupils eligible for additional pupil premium funding are not always given the right amount of support and intervention to help them catch up with other pupils.
- Specialised intervention programmes have been carefully tailored to meet the needs of the vast majority of pupils, including those who have special educational needs or find learning difficult. Those in the early stages of learning English, for example, receive well-focused support and opportunities to improve their knowledge of letter sounds and words when reading aloud to an adult. Pupils who join with little or no English quickly learn to develop fluency in spoken and written English.
- Pupils have learning targets to aim for which they understand and often use to check what they have to do to reach a higher level in reading, writing and mathematics. Leaders and class teachers use accurate assessment information and data about pupils' progress and performance and, in most lessons, regularly check that pupils are learning well enough. The teaching of letters and sounds (phonics) is highly effective and assessments show that this is resulting in high reading standards by the end of Year 2.
- The most effective teaching is raising standards in mathematics as assessments currently show that pupils reach high standards. Despite this, there is still room for improvement in some lessons where pupils are not always being challenged enough when completing independent problem-solving tasks.
- Teachers' marking is usually thorough and helpful to pupils, although some teachers in Years 1 and 2 do not correct spellings enough while pupils write, to prevent them from making repeated errors. Boys' handwriting and punctuation are more often less structured and consistent than those of girls, reflecting the fact that they are not always expected to write neatly when writing independently.
- Teachers' questioning is often purposeful and encourages pupils to explain their answers fully in complete sentences. Occasionally, however, questioning does not extend pupils' thinking enough or probe further to deepen their understanding and this slows pupils' progress.

The achievement of pupils

is good

- Pupils' achievement is improving very well. Attainment by the end of Year 2 in reading and mathematics is high, and in writing it is above average. This indicates good progress in relation to pupils' average starting points when they first joined the school in the Reception Year.
- Pupils are reaching standards in reading, writing and mathematics that prepare them well for the next stage of their education. The improvements to attainment and rates of progress are being sustained and include pupils in the early stages of speaking English as an additional language and those with disabilities or who have special educational needs.
- The most recent national assessments are encouraging and demonstrate that the teaching is having a significant impact on sustaining improvements to standards in reading, writing and mathematics. There are, however, gaps between the achievement of some pupils eligible for the pupil premium and others. Most disadvantaged pupils eligible for this funding are making good progress, but some eligible pupils are more than a term behind other pupils across the school in writing. The gap is narrower and is closing more rapidly in reading and mathematics, reflecting more effective teaching and learning in these areas.
- A significant proportion of pupils, between one third and two fifths in Years 1 and 2, have made outstanding progress in reading and mathematics. This includes pupils who joined the school in the early stages of learning English as an additional language. Most pupils make good progress in writing but this varies between classes, reflecting some inconsistent expectations.
- Although a high and increasing number of the most able pupils are exceeding the levels expected for their age in reading and mathematics by the end of Year 2 (Level 3), assessments show that relatively fewer pupils reach higher levels in writing. This is because teachers and support staff do not always correct and improve the form and structure of pupils' independent writing, and particularly that of boys' writing.
- In both Year 1 and Year 2, pupils are taught efficient ways to break down and blend combinations of letters and sounds (the teaching of phonics) when reading unfamiliar words. Good teaching and learning like this has resulted in a significant uplift in pupils' achievement in the Year 1 and Year 2 national phonic screening checks.

The early years provision

is outstanding

- Most four- and five-year-old children start school with skills and abilities that are broadly in line with those that are typical for their age, particularly in language, communication, mathematics and social development. Outstanding teaching, strong leadership and highly effective support enable the youngest children to get off to a flying start.
- Both Reception classes provide stimulating indoor and outdoor experiences that enable the children to settle quickly, share resources and cooperate with others to develop strong foundations for learning with their classmates in a highly effective early years setting.
- In both classes, resources are accessible to the children and areas are carefully planned to provide stimulating environments and resources for play and learning. The teaching and care offered by staff are of the highest quality and provide the children with many opportunities to improve their physical, academic and emotional development in safe and secure surroundings.
- The children behave extremely well. They cooperate with other children when using computers; volunteer to read and share books with each other; make up stories together when dressing up as characters in the role-play areas; count on in twos, fives and tens using number squares and counters; or make towers, pathways, patterns and routes using construction blocks during stimulating and highly effective activity times.
- The children are able to choose for themselves during discovery time from a wide range of activities. Their language and communication skills are improving rapidly as they confidently explain what they are doing and what they are trying to achieve. 'Look here,' stated one child when sharing her work with an inspector. 'I am making a snowman with this cup and stringy wires, look.' The child asked a friend to join in; 'Yes, we are, because it is in the story and the princess met this snowman, you see and then....' The children continued explaining and were energised by their joint experiences, wanting to share the whole story. This, and many other similarly effective learning activities, demonstrate how confident the children are when talking and discussing their experiences, as well as conveying how proud they are of their work and what they are trying to achieve.
- Adults intervene and support very well by asking key questions that enable children to think and organise their ideas and responses. Teachers and support staff in both classes use assessments and records of children's progress (learning journeys) to plan interesting and varied activities for the children. Workbooks, observations and assessment show that the teaching and support provided for children is usually of the highest quality and enables the vast majority of children to achieve extremely well in all areas of learning.
- Assessments indicate that a high proportion of children reach a good level of development by the end of the Reception Year in all areas of learning. In communication, literacy and mathematics, the large majority are already working at the starting level of the National Curriculum for Year 1 pupils (Level 1) by the middle of the summer term.
- Adults engage with both children and their parents or carers so that early relationships with families are strong and trusting. This helps to settle children quickly into school so that their first experience of the early years is positive, enjoyable and productive.
- There is consistently good or outstanding practice. For example, the children were observed making up verses and sentences to a song about a famous character (Robin Hood). The teacher skilfully asked the children to sing along and improvise by asking them to offer suggestions through actions and song that could be used to tell a story. The children found this highly amusing and they effectively constructed and brought together a series of phrases, words and rhyming puns to sing together in unison, making more complex sentences as they went along. This typified highly effective and outstanding learning and teaching.
- There is strong leadership of the early years. The monitoring and support provided for staff are very effective so that every adult working with children in both classes provides consistently high quality support, care and teaching. The staff constantly plan together, and share ideas to influence and improve each other's teaching. This is an excellent example of self-sustaining and continuous improvement, reflecting the high expectations that the staff in the early years set for themselves for the benefit of the children in their care.

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

Unique reference number	108997
Local authority	Bath and North East Somerset
Inspection number	449564

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	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Ms Bev Probert
Headteacher	Mrs Claire McMurtry
Date of previous school inspection	10–11 November 2009
Telephone number	01225422903
Fax number	01225422903
Email address	claire.mcmurtry@bathnes.gov.uk

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