

INSPECTION REPORT

OAKFIELD JUNIOR SCHOOL

Fetcham, Leatherhead

LEA area: Surrey

Unique reference number: 125019

Headteacher: Mr Rob Hart

Reporting inspector: Mr P Mathias
21945

Date of inspection: 10 – 11 March 2003

Inspection number: 248639

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Bell Lane Fetcham Leatherhead Surrey
Postcode:	KT22 9ND
Telephone number:	01372 374781
Fax number:	01372 361049
Appropriate authority:	Governing body
Name of chair of governors:	Dr Graham Hill
Date of previous inspection:	2 - 6 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

No of full-time pupils:	237	(About the same as in other primary schools)
Pupils with English as an additional language:	3	(A bit higher than in most schools)
Pupils entitled to free school meals:	10	(Below the national average)
Pupils on the register of special educational needs:	22	(Below average)
Pupils with Statements of Special Educational Need:	4	(About average)

The school serves the Fetcham area of Leatherhead. Most pupils come from the locality. They enter the school at the beginning of Year 3 with generally above average attainment. Few join or leave at times other than normal. They come from homes with a range of social and economic advantage and disadvantage.

HOW GOOD THE SCHOOL IS

Oakfield is a good school where the leadership of the headteacher and governing body has many strong features. The school achieves high standards, building very successfully on the standards pupils achieve at the age of seven. Standards achieved in the national tests for 11 year olds have been consistently well above average. The school provides a wide and interesting curriculum. The quality of teaching is good and the school provides good value for money.

What the school does well

- Standards at the age of 11 are high and pupils make good progress.
- The leadership and management of the headteacher and governing body are well focused on raising standards further and planning for the future needs of the school.
- The provision of resources and accommodation is very good.

What could be improved

- Insufficient emphasis is given to applying the skills of information and communication technology in other areas of the curriculum.
- Opportunities are missed in collective acts of worship to emphasise the spiritual dimensions of life, and pupils are not provided with enough experiences to be made aware of the multicultural nature of modern society and the richness of non-European cultures.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in March 1998 found that Oakfield was a school with some strengths but also some areas for improvement. The standards achieved were good and the school's climate for learning was very good. However, the quality of education provided required some improvement, as did the school's management and efficiency. The report highlighted the need to improve teachers' subject knowledge, to strengthen their longer-term planning of what they intended to teach and to put in place thorough procedures to judge the success of teaching and learning. There was also a need to improve the quality and quantity of resources for learning and to reorganise the school day so that teaching time was used efficiently.

Since then the school has continued to maintain high standards in the national tests at the end of Year 6 in English, mathematics and science. Standards have risen in line with the national trend of improvement. A particular strength is the well-above-average proportion of

pupils who reach above average standards (Level 5) in English and the above-average proportion who reach this level in mathematics and science.

Pupils in Year 6 in English make very good progress from what they attained in the assessments at the end of Year 2. In mathematics and science over the same period progress is good. The school has made good progress in addressing the key issues of the previous report. It is well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Free school meals
	2000	2001	2002	2002
English	B	A	A	B
mathematics	B	B	B	C
science	A	B	B	C

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

This is a strong set of results when compared to those achieved in schools nationally. It shows that the school is attaining well above average results in English and above average results in mathematics and science. In English, standards are above those in schools considered to be broadly similar. In mathematics and science, standards are in line with those in similar schools. Strengths of the school are the very good progress pupils make from Year 3 to Year 6, and the proportion of pupils who reach the higher level (Level 5) in the national tests for 11 year olds. Evidence from the inspection confirms that standards are above average for 11 year olds. Since 1999 the overall results in the national tests achieved by pupils at the age of 11 have been well above average in English, mathematics and science. Trends since 1999 have been above the national trends, and the school has improved at broadly the same pace as most schools.

Standards in lessons are well above average in English in speaking, listening and reading, and above average in writing. In mathematics and science, standards are above average. In music and physical education, standards are well above expected levels. In design and technology, geography and history, standards are above expected levels. In information and communication technology and art, standards are in line with those expected, although pupils do not apply their skills in information and communication technology sufficiently in other subjects. Standards in religious education are in line with the locally agreed syllabus. Standards are higher now than at the time of the last inspection in English, design and technology and physical education. They are very much better in geography. In the other subjects, standards are much the same as they were.

Pupils with special educational needs also achieve well. The school has set realistic targets to maintain and to improve upon the standards it is achieving. In 2002 in the national tests it met its targets in English and was just under its target in mathematics. In the teacher assessments for that year these targets were exceeded.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils work well together and co-operate willingly. Nearly all have positive attitudes.
Behaviour, in and out of classrooms	Good; pupils behave well when supervised, and movement around the school is orderly.
Personal development and relationships	Good; pupils are successfully encouraged to take responsibilities and to be aware of how to live in a community.
Attendance	Very good; there are thorough procedures to monitor attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good across the school and has had a significant impact on the quality of learning and the progress pupils make by the age of 11. In nearly six out of ten lessons seen the teaching ranges between good and very good. In nearly one in five lessons teaching is very good. In four out of ten lessons it is satisfactory. In a very small proportion of lessons seen teaching is unsatisfactory.

The best lessons begin in a purposeful way and teachers have planned carefully to make the subjects interesting so that the topics came to life; for example, looking at the Ditchley' portrait of Queen Elizabeth I or when beginning a music lesson to reinforce pupils' understanding of tempo and rhythm. The teachers have very good subject knowledge and question vigorously to ensure that pupils have remembered what was taught previously. The teachers have a good understanding of how to implement the National Literacy and Numeracy Strategies. The pace of learning is maintained well by the way the teachers help individual pupils and ensure that the work has the right amount of challenge for each pupil. Teachers have high expectations of what can be achieved and pass on this confidence to their pupils so that they work hard and are anxious to please their teachers.

Where teaching is less successful and has some weaknesses, the tasks are not well matched to the different abilities in the classes, with the result that all the pupils undertake the same activities. Therefore some are not sufficiently challenged to reach higher standards. In some lessons the teachers do not make their expectations of pupils clear enough and tolerate immature behaviour; for example, when some older pupils do not give of their best in a dance lesson. In some lessons the teachers do not plan thoroughly enough to ensure that the lessons move forward purposefully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good. There is a strong commitment from teachers to provide a wide and interesting curriculum and to enrich it further with a very good range of out-of-school activities.
Provision for pupils with special educational needs	Very good; support is well matched to individual needs so that pupils are helped in groups and as individuals to make good progress.
Provision for pupils with English as an additional language	Currently there are no pupils in the school who are at the early stages of acquiring English as an additional language. However, the school has access to appropriate support should this arise in the future.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall - personal development is very good. There are very good opportunities for pupils to take on responsibility; for example, through the school council, and to be made aware of the importance of working together. However, in assemblies insufficient emphasis is placed on the spiritual dimension of life. Western art and culture are well represented in the curriculum, but insufficient emphasis is placed on the richness of non-European cultures and the multicultural nature of modern society.
How well the school cares for its pupils	Very well; arrangements for supporting pupils and for ensuring their safety are very good. They receive good individual support and are well known to staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher has high expectations of staff and pupils, and is successfully promoting a positive attitude to raising standards further. There is a close and increasingly effective relationship between the headteacher and the newly appointed deputy headteacher. Subject co-ordinators regularly visit classes. There are very good arrangements for them to support teaching and learning and to pursue initiatives they are involved with.
How well the governors fulfil their responsibilities	Very well; the chair of governors has a very good understanding of the school and works closely with the headteacher. Appropriate committees are in place and governors discharge their statutory duties in full. There is a clear agenda for improvement, with well-established ways to judge success and progress. Governors are well informed at first hand to judge how effective their spending decisions have been. The school development plan is detailed and the product of close collaboration between the school's staff and governors.

The school's evaluation of its performance	Recently established procedures for monitoring pupils' progress are effective. They are beginning to help the headteacher ensure that all pupils reach their full potential.
The strategic use of resources	Good; there is a very wide range of resources and accommodation which is well used. Facilities for design and technology are excellent. Governors have very good procedures in place to ensure that their spending decisions give best value. The school is an attractive and colourful environment which reflects its commitment to high standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel confident approaching the school. • Their children are expected to work hard. • The school provides an interesting range of activities. 	<ul style="list-style-type: none"> • There were no issues which prompted a significant number of parents to make negative comments.

The inspection team agrees with parents who have positive views of the quality of education provided by the school.

A meeting was held between the registered inspector and parents. Forty-seven parents attended. They expressed very positive views of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards at the age of 11 are high and pupils make very good progress.

1. There is a strong commitment from the headteacher and staff to give all pupils an appropriate amount of individual help to ensure that they achieve well in the national tests. Since 1999 the results for pupils aged 11 in the national tests have been consistently well above average in English and mathematics. In 1999 results in science were average. In 2000 and 2001 results in science were well above average. In 2002 results are above average. When the school's performance in all three subjects is taken into account, standards are consistently well above average for schools nationally and in line with those in schools considered to be broadly similar.
2. The school's pattern of improvement is above and broadly in line with the national picture. Currently standards are high. In English, standards at the age of 11 seen in lessons are well above average in speaking, listening and reading, and above average in writing. In mathematics and science, standards are above average. In music and physical education, standards are well above expected levels. In design and technology, geography and history, standards are above those expected. In information and communication technology, standards are currently in line with those expected. In religious education, standards are in line with those expected in the locally agreed syllabus. Overall the school is maintaining a relatively high level of performance. To achieve these higher standards in the national tests for pupils aged 11, the school has introduced a good range of strategies to ensure that they are successfully encouraged to work to the best of their abilities. For example, the school has introduced a policy of specialist teaching where, in some subjects, teachers' particular skills and interests are deployed across several classes. There is also a system in place for older pupils to be taught numeracy and literacy in groups determined by their prior attainment. There are also well-thought-out arrangements for identifying groups of pupils to receive additional help to boost their performance, including those who are considered to be achieving high standards.
3. The school now uses a range of information based upon reliable sources to track individual pupils' performance and to set appropriate targets for them to achieve. The performance of pupils in the previous years' assessments are carefully analysed to indicate particular strengths and relative weaknesses. For example, in mathematics last year the subject co-ordinator looked very carefully at the information available and concluded that greater emphasis needed to be given to some areas of this subject. Through a series of discussions and meetings with teachers, the medium-term plans were adjusted to reflect these new priorities. Similarly in literacy the school has consistently given greater emphasis to raising standards in writing. In 2000, ten per cent of pupils reached the higher level (Level 5) in the national tests for 11 year olds in English. Last year 33 per cent reached this standard.

The leadership and management of the headteacher and governing body are well focused on raising standards further and planning for the future needs of the school.

4. The headteacher and senior management team set high standards. There are thorough procedures in place to review and develop further the work of other teachers and, where appropriate, provide support and guidance. There is also a good allocation of time set aside for subject co-ordinators to perform their functions. A particularly strong feature is the determination of the headteacher to ensure that all

pupils are appropriately challenged and do their best. He has successfully engendered a 'can do' attitude amongst staff so that the ethos of the school is positive and expectations of all are high.

5. The governing body is very supportive of the work of the school, and governors are very well informed. They are very aware of their responsibilities and take them seriously. Their role as 'critical friends' of the school is very well developed. They set very clear success criteria when making major decisions. While working closely with the school they hold the senior management team to account for its performance.
6. Governors have close ties with teachers; for example, when deciding upon a school development plan. Governors share the same vision for the school, but they are not afraid, like the staff, to challenge and disagree. The chair of governors sets a good and constructive example in this. He uses his considerable professional experience well to ensure that governors establish best value for their spending and are ambitious for the school's future.

The provision of resources and accommodation is very good.

7. The school occupies a large and attractive site and is well maintained. Resources for teaching and learning are in line with those expected in religious education. In physical education, geography, art, science, mathematics and English, resources are good both in quality and quantity. In history, music and information and communication technology there is a very good range of materials, instruments, artefacts and equipment which are all readily available. They are well organised and well used. A particularly strong feature of this is the provision of a new suite for information and communication technology which is very well equipped and provides very good facilities for pupils to learn a range of skills. In design and technology, resources are excellent and include a large and very-well-resourced workshop which is very well used by teachers and helpers from outside to provide pupils with first-class facilities for learning.
8. This overall positive situation has arisen through careful financial management linked to a rigorous appraisal by co-ordinators of the needs of their subjects. The school compares its spending carefully with that of other schools both locally and nationally to ensure that its performance is high, and to adjust its spending priorities in the light of this information. Subject co-ordinators and governors are challenged rigorously to ensure that projects are well thought out; for example, when setting up a new computer suite. Governors consult with co-ordinators at curriculum meetings and review progress in previously-agreed initiatives; for example, in numeracy. Co-ordinators use their budgets wisely to purchase resources based on a careful analysis of costs and services from likely suppliers.

WHAT COULD BE IMPROVED

Insufficient emphasis is given to applying the skills of information and communication technology in other areas of the curriculum.

9. Standards in information and communication technology are in line with those expected, as they were at the time of the last inspection. The school has made significant progress in improving its resources for this subject, so they are now very good in quality and quantity. Now every classroom is equipped with at least one computer linked to the Internet and a good range of other communications resources. There is a new purpose-built computer suite, which is being increasingly well used so

that pupils are taught a range of computer skills and an appreciation of the power of this equipment to gather and interpret information.

10. However, currently there is insufficient planned provision for these skills to be applied in other subjects. For example, teachers do not indicate in their plans how to use the skills of data handling in geography or to measure changes in temperature or heartbeat in science. Little use is made of computers to draw graphs and to interpret trends. Pupils do not use their research skills sufficiently to find out information for themselves or to produce their own illustrated documents. The school has identified this as an area of weakness and is beginning to address it this term, so far with limited success.

Opportunities are missed in collective acts of worship to emphasis the spiritual dimensions of life, and pupils are not provided with enough experiences to be made aware of the multicultural nature of modern society and the richness of non-European cultures.

11. There are sound arrangements for collective acts of worship to take place daily and occasionally for visitors to take an active part in them. However, during the inspection little time was set aside in assemblies for pupils to appreciate the spiritual dimensions of life and to reflect upon deeper meanings. For example, during one act of collective worship pupils were given insufficient time to reflect on the tone and mood of the music being played at its beginning. In another assembly, while considerable emphasis was placed on the importance of 'working together' and of 'doing one's best', opportunities were missed to relate the message of the assembly to greater issues; for example, to pupils' individual contribution to the ethos of the school.
12. In the provision for religious education through the locally agreed syllabus, the school recognises the different religious traditions. However, it does not give enough attention to the rich diversity of cultures within modern society. In history, for example, pupils are taught something of Ancient Egyptian history and the rights of passage of the Ancient Egyptians. Pupils are aware of the works of some western European artists; for example, they studied the work of Henri Rousseau, and copies of various works from the National Gallery are displayed in the hall. However, the school does not give sufficient attention to the literature, art, music, dance and drama of non-European cultures. For example, in a good work assembly, while the detailed drawing techniques of one pupil who drew Hindu hand patterns was celebrated, the nature and purpose of the custom were ignored. The school is planning a multicultural week in the future, but this of itself does not provide sufficient ongoing recognition of the integral place of these cultures in modern society.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

13. The governing body, headteacher and staff should: -
 - Put in place arrangements for teachers to plan and teach the skills of information and communication technology in other subjects, and for the headteacher and co-ordinator for information and communication technology to review regularly the use of information and communication technology across the school. (Paragraph 10)
 - Provide planned opportunities in collective acts of worship for pupils to experience a greater understanding of the spiritual dimension of life, and give greater emphasis to the richness of non-European cultures and to the multicultural nature of modern society. (Paragraphs 11, 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	8	9	1	0	0
Percentage	0	18	36	41	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	237
Number of full-time pupils known to be eligible for free school meals	N/a	10

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with Statements of Special Educational Need	N/a	4
Number of pupils on the school's special educational needs register	N/a	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	36	24	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	26	32
	Girls	22	20	24
	Total	53	46	56
Percentage of pupils at NC level 4 or above	School	88 (90)	77 (82)	93 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	32	29
	Girls	24	24	23
	Total	55	56	52
Percentage of pupils at NC level 4 or above	School	92 (88)	93 (88)	87 (94)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	225	0	0
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.62
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	138

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Financial information

Financial year	2001-2002
	£
Total income	494,731
Total expenditure	475,512
Expenditure per pupil	1730.82
Balance brought forward from previous year	16,565
Balance carried forward to next year	35,784

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	164

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	51	3	1	1
My child is making good progress in school.	38	51	7	2	1
Behaviour in the school is good.	27	62	5	2	4
My child gets the right amount of work to do at home.	25	59	14	2	1
The teaching is good.	40	51	5	1	4
I am kept well informed about how my child is getting on.	31	49	13	2	4
I would feel comfortable about approaching the school with questions or a problem.	52	41	4	2	1
The school expects my child to work hard and achieve his or her best.	54	41	2	0	2
The school works closely with parents.	38	49	12	1	0
The school is well led and managed.	48	41	7	0	4
The school is helping my child become mature and responsible.	36	55	5	1	2
The school provides an interesting range of activities outside lessons.	65	31	2	1	9