



Oakfield Junior School

Inspection Report

Unique Reference Number 125019
Local Authority Surrey
Inspection number 293167
Inspection dates 22–23 January 2007
Reporting inspector Margaret Coussins

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

Type of school	Junior	School address	Bell Lane
School category	Community		Fetcham
Age range of pupils	7–11		Leatherhead KT22 9ND
Gender of pupils	Mixed	Telephone number	01372 374781
Number on roll (school)	252	Fax number	01372 361049
Appropriate authority	The governing body	Chair	Dr Graham Hill
		Headteacher	Mr Robert Hart
Date of previous school inspection	10 March 2003		

Age group 7–11	Inspection dates 22–23 January 2007	Inspection number 293167
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Oakfield is an average-size junior school which is part of a Federation. The proportions of pupils eligible for free school meals, those from ethnic minority groups and those whose first language is not English are much lower than average. The percentage with learning difficulties or disabilities is below average although the percentage of those with statements is above the average. There is a designated learning difficulties centre which currently supports nine pupils with statements of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Oakfield Juniors is a good school where pupils are very happy and achieve well. Pupils really enjoy their time here. As one child said, 'We have lots of opportunities to do lots of different things at our school, it's fun and we never get bored'. Pupils gave a vote of confidence to interactive whiteboards and laptops as well as to their teachers, for helping to make learning more enjoyable. Parents are pleased with what the school offers. One parent said, 'My child is in his last year at the school and if I could keep him here until he is 16 I would'. Parents and children are particularly delighted with the variety and number of out-of-school activities which are very popular and well attended. Good care, guidance and support contribute very effectively to pupils' good personal development, which leads to well-behaved learners who feel valued and want to do well. However, some pupils do not always have a clear idea of what will make a piece of work more successful or how they can evaluate their own progress towards achieving their learning goals. The school has excellent links with other schools in the Federation and other groups and organisations, which benefit teachers and pupils alike.

Pupils' work in the day-to-day decision making within the school and their involvement with communities beyond the school is good and helps to develop their good personal skills. They take their responsibilities very seriously and the active school council works with a real sense that its voice is heard and that pupils can make a difference. Pupils have a good awareness of the need to live healthy lifestyles and stay safe.

Good teaching and an interesting curriculum as well as pupils' good attitudes and personal skills, result in good achievement. However, teaching lacks challenge in some lessons, particularly for more able pupils. Pupils start at the school with attainment which is above average compared with that found nationally. They make good progress and reach standards which are significantly higher than average by the time they leave the school. Standards in writing and mathematics, whilst not as high as those in science, are continuing to rise with more pupils reaching the highest level. All groups of pupils, including those with learning difficulties or disabilities achieve equally well because of the effective teaching and support they receive in class and in the learning centre.

Leadership and management are good and there is a clear view of strengths and weaknesses. Senior leaders, subject leaders and governors are fully involved in effectively evaluating and improving the school's work. The impact is shown by the improved standards in writing and the increasing number of pupils reaching higher levels of attainment, which they should have given their skills when they start school. The results of their work show that the school has a good capacity to improve further. The level of pupils' basic academic skills and their good personal skills mean they are well prepared for the next stage of their education.

What the school should do to improve further

- Raise standards in English and mathematics by ensuring that all teaching provides consistently greater challenges to more able pupils.

- Increase pupils' awareness of how they can improve their work and help them evaluate their own progress towards their targets.

Achievement and standards

Grade: 2

Standards are well above average when pupils leave the school and Year 6 test results have consistently been well above average since the last inspection. Most pupils make good progress in their lessons, which is reflected in the high standards of their current work, particularly in Year 6 where progress is more rapid. They achieve well because teaching is good, pupils enjoy their learning and they work hard. On occasion, where teaching is less confident and challenging, progress can be slower for those who are more able. Pupils do particularly well in science. This is because of the approach taken to teaching the subject which ensures there is a depth of study to secure pupils' understanding. The school acts effectively to deal with identified areas of relative weakness in English and mathematics where standards are not as high as in science. For example, standards in English have improved as a result of the school's work on writing and successful strategies in science teaching are currently being used to improve pupils' problem solving and investigative skills in mathematics.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils' show real enjoyment and enthusiasm for learning as indicated by their regular attendance. Good relationships in the school mean that pupils are confident to talk with teachers and seek their help. One pupil said, 'Teachers make learning fun but if we don't understand they don't mind and help us until we do'. Pupils' spiritual, moral, social and cultural development is good. Exciting links with schools in France and Uganda provide good experiences for pupils to develop a range of personal and academic skills, although there are fewer opportunities for pupils to explore and learn about diversity in their own society. They are polite and courteous and make a good contribution to the school and the wider community. Pupils' huge enthusiasm and participation in the wide range of sporting opportunities offered means they have a very good awareness of the need to adopt healthy, active lifestyles and this has resulted in the school achieving an Activemark Gold Award for sports. Pupils collaborate and share their ideas, views and opinions well; their team work is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers provide pupils with interesting work that is usually well matched to their abilities. Marking in books is done regularly and shows

pupils how to improve their work. Relationships between pupils and teachers are very good. As a result, pupils are enthusiastic learners and keen to participate in lessons. They particularly enjoy their learning when teachers provide opportunities for them to work in a practical way such as when doing investigations in science. Teachers make good use of resources such as the interactive whiteboards to support pupils' thinking and stimulate their interest. They give clear explanations and encourage pupils to think for themselves. Skilled teaching assistants work closely with teachers to provide good quality help for pupils with learning difficulties. Sometimes teaching is less effective because more able pupils are not sufficiently challenged in some lessons and the pace of their learning slows.

Curriculum and other activities

Grade: 2

The school provides an interesting and varied curriculum which is greatly enhanced by a wide range of extra-curricular activities. Parents and pupils value the many clubs and activities made available to pupils. One parent said, 'We really appreciate the fantastic range of clubs because they help to develop my child's confidence and team building skills'. Teachers plan well together to ensure a consistent approach between the parallel classes and are beginning to make creative links between subjects to make learning more relevant for pupils. Pupils develop a good understanding of how to keep safe and healthy through an effective personal, social and health education programme and many opportunities for physical activity. Arts activities, French lessons and links with schools abroad contribute well to pupils' cultural awareness. Provision for pupils with learning difficulties is good enabling them to meet the challenging targets within their individual education plans. An extensive range of well-attended clubs, sporting activities, day visits and residential visits add significantly to pupils' academic and personal development and to their enjoyment of school.

Care, guidance and support

Grade: 2

The school takes very good care of its pupils and parents strongly support this view. Pupils feel secure and confident that there is someone to talk to should the need arise. Pupils talk positively and with enthusiasm of the help they get from all staff and the efforts made to support and encourage them whenever they encounter difficulty. One pupil commented, 'I was bullied at my last school, here I feel safe and well cared for'. Rigorous risk assessments and child protection procedures are in place. Pupils' work is assessed well and the systems in place enable the school to quickly identify those pupils who would benefit from extra support. Teachers do not consistently use assessment information effectively to give pupils targets for their learning or to help pupils evaluate their progress towards achieving their learning goals.

Leadership and management

Grade: 2

School leaders and other managers play their full part in raising standards. They have clearly defined roles and work well together forming an effective, caring and enthusiastic team for the benefit of all pupils. As a result, pupils achieve well and acquire good personal and social skills. School leaders know the school well. Teaching performance is monitored effectively and targets for improvement are linked closely to pupil progress and whole school priorities. Development plans set the right priorities but do not always include specific targets to measure the success of actions taken. The recent and successful focus on improving standards in writing provides a clear example of the school's ability to identify an area of weakness and to take prompt and effective action to correct it. Governance is good. Governors are supportive and provide good challenge to the school to improve its performance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know how much my colleagues and I enjoyed our visit to your school and what we found out. Thank you all for making us so welcome, for talking to us about your work and telling us what you think about your school.

We found out that yours is a good school and here are the reasons why.

- You are growing up as confident, well-behaved young people who know how to keep safe and healthy.
- You are proud of your school. We could see, and you told us, how much you enjoy being there.
- You do well in your work and achieve well. You do particularly well in your science lessons and have improved your writing.
- Everyone in the school looks after you very well and gives you extra help if you need it.
- Your teachers listen to your ideas and so you can make your community a better place for everyone.
- Your headteacher, teachers and governors know what they need to do to make the school even better for you.

These are the things we think could be better.

- You could do as well in English and mathematics as you do in science.
- Your teachers could make sure you all know how you can make your good work even better and that you know how well you are doing.

Thank you once again for all your help and for being so friendly and polite.

Margaret Coussins

Lead inspector