

# Oldfield Primary School

Chiltern Road, Maidenhead, Berkshire, SL6 1XA

**Inspection dates** 30 September–1 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make excellent progress at school and their achievement is outstanding. All pupils reach levels of attainment that are well above national averages, including those who are disabled and those who have special educational needs.
- The most able pupils often reach the highest levels of achievement in tests across all subjects.
- Pupils' behaviour is exemplary and this makes a strong contribution to their learning. Pupils express their appreciation for their school and the chances it gives them. They feel safe and forge excellent relationships with their peers, regularly supporting and mentoring one another. Parents and carers also say how much they appreciate all that the school does for their children.
- Teaching is consistently good or better, with lessons frequently providing outstanding opportunities and challenges so that pupils make considerable strides in their learning.
- Leaders and managers have high ambitions for their school. Both staff and pupils share the same expectations of excellence and the headteacher's unwavering vision for the success of the school.
- The governing body provides outstanding levels of challenge and support for both leaders and teachers. Members are highly involved in all aspects of school life.

### Information about this inspection

- Inspectors visited 16 lessons and undertook five joint observations with the headteacher and a senior leader.
- Discussions were held with pupils, teachers, the headteacher, parents and carers, representatives of the governing body and a local authority officer.
- The inspectors examined numerous school documents, including policies, assessment information, planning documents, staff questionnaires and records of all kinds.
- The views of 121 parents and carers were analysed through the Parent View questionnaire.

### Inspection team

Carolyn Carnaghan, Lead inspector	Additional Inspector
David Beddard	Additional Inspector
Olson Davis	Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils supported by the pupil premium is much lower than that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Just over a third of pupils are from minority ethnic groups, which is above the national average. The largest group are from Indian, Pakistani and Other White backgrounds. The proportion of pupils who speak English as an additional language is similar to the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school has achieved the Artsmark Gold award.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that all leaders and managers across the school have the skills to enable them to check up on teaching and progress with greater confidence.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher has effectively maintained an outstanding quality of teaching, learning and behaviour that has consistently led to very high levels of attainment by pupils over many years. This has supported the most-able to reach the highest levels in national tests. It also enables disabled pupils and those with special educational needs to achieve as well as others. His excellent leadership ensures that all members of the team share his high ambitions for the pupils and there is clear capacity for further improvement.
- Pupil premium funding is helping pupils achieve more highly than others in this group nationally and across all subjects. These monies are used creatively to ensure extra support for pupils' learning and personal development, such as through special sessions given by teaching assistants.
- The daily management of the school's activities is shared across senior leaders who help teachers to deliver high-quality learning experiences for their charges. These senior leaders have acquired and honed their skills, generally at this school, through the headteacher's sharing of his abilities and passion that have helped build its undoubted success as an institution.
- Senior leaders carry out regular checks on teaching and this is beginning to be shared with other leaders across the school. However, these middle leaders are not yet completely ready to take full involvement in these procedures. Members of the governing body also share the responsibility of effectively ensuring that these checks made on the quality of teaching are both fair and lead to improvements in progress.
- The school is beginning to develop the ways it will deliver the new National Curriculum and carry out assessments of pupils' progress. It is, as yet, early days and the school is working alongside other institutions to build ways to grow its expertise.
- The curriculum is broad and balanced, offering a wide range of subjects. It meets the needs and abilities of the pupils. The curriculum helps teachers to promote an excellent understanding of fundamental British values. The school effectively fosters pupils' spiritual, moral, social and cultural awareness. There is an appropriate system for marking pupils' work and pupils report that they appreciate the way teachers give them time to respond to comments made that help them improve it. This has helped pupils achieve highly in English and mathematics tests.
- The school enriches pupils' experiences through a wide range of activities both in and out of school time. The school spends the funds it receives for primary school physical education and sport wisely to enhance pupils' healthy lifestyles. There are high rates of participation in sport.
- Enrichment activities include a huge range of sports, such as judo and table tennis, modern foreign languages, such as Chinese, and many forms of music. A large group of pupils, all playing the cornet with great gusto, clearly attested to the success of these initiatives. Urban street dancing, choir and drama sessions have all helped the school gain Artsmark Gold, among several other awards.
- Pupils are very safe in school and all statutory safeguarding procedures are in place.
- The local authority provides a light touch approach in supporting this excellent school as it moves towards its new and bigger site.
- **The governance of the school:**
  - Members of the governing body ensure all statutory duties regarding the safety and well-being of pupils are met. They regularly visit the school, carrying out reviews and checks, so they are fully familiar with the intricacies of its day-to-day life. They share the ambitions of the headteacher and support him in his long-term planning and the way the school prepares pupils for their future lives. They assure the efficient working of all aspects of leadership and management, including the careful safeguarding of all pupils.
  - Governors hold the headteacher and senior leaders to account, ensuring that the checks made on teaching and outcomes for pupils are effective. The high expectations of the headteacher are supported through an effective system of linking teachers' pay to their performance. Governors are fully aware of the progress of all groups of pupils and quickly follow up any inconsistencies. They know how the progress of their pupils compares with that of pupils in other schools.
  - The governing body fosters extensive links with parents and carers, communicating with them regularly, canvassing their opinions and helping build this vibrant school community.

**The behaviour and safety of pupils are outstanding****Behaviour**

- The behaviour of pupils is outstanding. Pupils' excellent behaviour in lessons helps to promote high-quality learning. They come to lessons promptly and well organised, with the correct equipment, looking smart and ready for learning. Their pride in the school is evident and pupils say they love coming to school. There is no litter or mess.
- Pupils are extremely polite to all adults in school and to each other. They understand the need to take care in how they speak and express themselves. They support younger pupils through a system of mentoring and buddying.
- Pupils' attendance is above average and very few report that bad behaviour ever disrupts learning. They also say that bullying or harassment is almost unheard of but that they would know what to do if they experienced it, including on the internet.
- The school regularly seeks pupils' views, which are freely given, showing a healthy appreciation of the spiritual, moral, social and cultural values of themselves and other people. Regular assemblies ensure pupils hear and learn about life away from their local area.
- The norm in school is to join in, and pupils report that they fully enjoy the wide range of opportunities on offer. Many pupils enjoy sports after school, taking part in the school council and helping their school develop its ties with its local community. They report that their relationships with each other and the staff are the most important and key feature of their school.

**Safety**

- The school's work to keep pupils safe and secure is outstanding.
- School policies and procedures effectively ensure all members of the school community are secure. There are careful records and checks made about all adults that come into school or associate with pupils at any time. All staff are fully aware of safeguarding procedures and work to ensure any pupils considered to be at risk are cared for appropriately.
- Pupils understand how to be safe in school and are well prepared for life outside of the school gates. They understand the risks of modern life, being aware of the dangers of mobile phone use, for example.

**The quality of teaching is outstanding**

- Where teaching is at its best, relationships between pupils and staff are excellent. Teachers have very high expectations of pupils' work and their own subject knowledge is good.
- Teachers use effective questioning to help test pupils' learning, such as in a role play where pupils explored the conversation between Queen Victoria and Alexandra Graham Bell. The teacher teased out knowledge by the use of probing questions. In another lesson the teacher set up the atmosphere for the exciting story of a young boy, his difficult life and the ways children used to play out in the street together, racing 'trolleys' down hills and getting into scrapes. Skilful use of pictures and sound and an inherent talent for storytelling showed how effectively this lesson was planned and executed. In other lessons pupils are given time to think, reflect and experiment, so the ensuing work produced shows great care. This wide range of teaching styles employed clearly fits the needs of these pupils and their ensuing progress levels are very high.
- Teachers check pupils' learning regularly. Teaching assistants work very closely in teams with other staff, supporting the general flow of a lesson or particularly supporting groups or individuals. Activities are well resourced and organised and teachers support one another to improve their own work through training and sharing ideas.
- The more able do not always find lesson activities as stretching as they would like and they report that they would sometimes like to be stretched even further. A culture of learning excellence is, however, the norm and these pupils show progress that is considerably better than that expected for children of their age.

**The achievement of pupils is outstanding**

- Pupils reach very high levels of attainment in reading, writing and mathematics and make excellent

progress in their time at school. They do this because they receive outstanding teaching and because they have very positive attitudes and a great appetite for learning. Given their starting points, this represents outstanding achievement for all groups of pupils, including those from minority ethnic groups and those with English as an additional language. The school prepares pupils excellently for the next stage of their education.

- The most able pupils benefit from a high level of challenge and their learning is as exceptional as that of their peers. Most reach very high levels of attainment in the national tests held at the end of Key Stage 2.
- Pupils learn rapidly in lessons because they are very receptive to teachers, listen very well and work with energy and commitment. An information and communication technology lesson in Year 1 was typical. Clear explanation, well-prepared resources and supportive teaching assistants enabled all groups of pupils to make excellent progress in developing an understanding of how to change, save and sort information.
- Pupils receiving additional funds benefit from well-considered strategies to support their learning and development. They enjoy additional help from adults that is carefully tailored to their needs; their rate of progress is subject to frequent checks. Parents and carers are closely involved throughout the process of offering extra help. In consequence, the attainment of this group of pupils was broadly similar to that of their peers in 2014, closing the small gap that existed in 2013. There are no gaps between attainment of this group and their peers in reading, writing and mathematics. All pupils in this group make excellent progress, similar to that of their peers.
- Staff run thorough checks on the progress of all groups of pupils, enabling them to provide the correct type of help to every individual. This benefits disabled pupils and those who have special educational needs. The expert support given to these pupils means that the achievement of this group is of a similar high standard to that of their peers.

### The early years provision

**is outstanding**

- Children make excellent progress in the Early Years Foundation Stage and leave to join Year 1 with higher levels of skills and better aptitudes than those expected for their age. They have been very well prepared for the National Curriculum.
- In the safe, secure environment of the Reception class children quickly learn to get along with one another harmoniously and to work independently as well as with their friends. Relationships with one another and adults are warm and constructive.
- Teaching is excellent. Careful, continuous checks and observations enable all adults to develop a deep understanding of each child's learning needs. Staff use this information perceptively to devise stimulating activities that engage all groups of children and cover each of the required areas of learning. Staff place a particular emphasis on communication skills and a high proportion of children reach a high standard in this area.
- Children know how to keep themselves safe at school and their strong sense of cooperation supports their safety. Staff are vigilant of hazards and are very careful to avoid risks of all kinds.
- Parents and carers are generous in their praise of the way their children have been introduced into school life, reporting that their children settle in very quickly. The good leadership and management of the Early Years Foundation Stage ensure that both teaching and resources are very well organised. Detailed, thorough planning helps children move up to Year 1 with the minimum of disturbance or concern.

## 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>	109888
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	449400

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vivian Williams
<b>Headteacher</b>	Richard Jarrett
<b>Date of previous school inspection</b>	27–28 February 2007
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