

Oakfield CE Primary School

School Self-Evaluation Form 2019-20 (Edition 1)

Overall effectiveness: Requires Improvement

The school was judged 'Requires Improvement' (RI) by Ofsted (Dec 17). Leadership and management, teaching, learning and assessment and outcomes were assessed RI with Early Years provision and personal development, behaviour and welfare judged 'good' (Ofsted Dec 17). The school has worked hard to improve standards, raise expectations and provide an inspiring education setting. Current assessments are:

Leadership and Management - RI, Quality of Education - RI, Personal Development - Good, Behaviour & Attitudes - Good, EY Provision - Good.

Our outcomes for pupils demonstrate progress since inspection. We have an upward trajectory in GLD, phonics and KS1. KS2 results are more varied with improvement in some areas – 2019 attainment dropped but progress from low KS1 baseline was positive in some areas. Our 2019 results underline strong progress many pupils make but we realise there is much more to do.

We value the education of the whole child and consider our nurturing approach to be a real strength. Our spiritual and moral development has a very positive impact on the staff and children at the school. Our school is a real family community where every child is valued and celebrated.

Areas for Improvement:

- To improve the attainment and progress of children in reading, writing and mathematics in all year groups - teachers to provide high quality teaching based on accurate assessment and high expectations. Improved KS1 and KS2 attainment.
- To improve the proportion of pupils achieving greater depth. We need to use assessment effectively to improve progress rates from accurate starting points, particularly for the most able.
- To continue to raise GLD and phonics screening outcomes.
- To ensure all disadvantaged pupils make at least similar progress as their peers, and where possible close gaps.

Context

Description of school

- Oakfield is a C of E, VA, primary school located on the Isle of Wight.
- The school is part of a Federation in partnership with Arreton CE Primary. The Oakfield site was extensively rebuilt from the previous middle school buildings to a new primary school block which opened in 2017. The change from 3 to 2 tier system and reconstruction resulted in an extensive period of disruption.
- There are 276 on roll in 11 classes (EY - 41, KS1 - 76, KS2 - 158) (NOR 275).
- Grounds include a large field (shared with the adjacent catholic primary school), woodland areas and a variety of play areas. Substantial outside play equipment has been installed in 2019.

Pupil Characteristics

- Each year our EY baseline assessments identify significant numbers of children who enter school below expectations.
- Children are predominately White/British. There are 20 pupils with EAL, 5 LAC/Post LAC and 5 Service children.
- We have 5 children with EHCP, 71 on the SEN register.
- 86 pupils are in receipt of Pupil Premium and we have 76 FSM.
- 20 vulnerable children (6 CP, 2 TAC, 6 CIN, 6 LAC)

Staffing Overview:

- 1 Executive Head Teacher (EHT), 1 Head of School (HOS)
- 18 teachers – 9 full time and 9 part time. We currently have 9 UPS, 5 MPS, 1 NQT and 3 CPS/UQT/SEN.

Leadership and Management: Requires Improvement

Vision: The Federation has an Executive Head Teacher (EHT) providing the strategic focus for improvement (appointed Sept 18). The school has been supported by the LA which has provided core subject improvement support. The Head of School (HOS) and Subject Leaders have evaluated the school thoroughly - they recognise there is much work to do to improve the school so that it is good in all areas of teaching, learning, assessment and outcomes (Ofsted 2017). The catchment area provides the school with a range of challenges: everyone is working hard to address key issues, raise pupil expectations and improve learning through inspirational teaching. Creativity is fundamental to our vision of engaging children in education, and is reflected in our engagement with arts, drama, music, forest schools and wider curriculum activities.

Staff Development: We are developing leadership capacity. Two Strategic Leaders of Learning (SLLs) have core subject and key stage responsibilities who focus on the Subject Action plans, which are then refined and prioritised for rapid school improvement. One SLL is undertaking the NPQSL(ML programme). The HOS has developed a range of new initiatives to tighten accountability procedures (Ofsted 2017). The Teach First 'Leading Together' programme is supporting SLT development and underpinning provision and outcome plans, including coaching capacity. Staff participate in regular training and are eager to hone their skills further (Ofsted 2017). SLLs and teachers have worked closely with LA subject advisors to provide CPD and introduce a range of improvement initiatives. The school challenges weaker teaching and teachers are on a programme of continuous improvement. LA support has focused on task design, teaching strategies, effective assessment and providing coaching support.

Workload and well-being: We are reviewing mental health and well-being across the school community. We have introduced a policy based on the Diocese model and are auditing current provision. This includes the '6 strands' programme to support pupils on becoming effective, resilient learners.

Pupil experience: Our curriculum is enquiry led, engaging, relevant and regularly reviewed. Leaders have developed Spanish, music and the arts, physical education and a range of humanities subjects to stimulate pupils' interests. There is an increased emphasis on visits, trips and other experiences to inspire the learning. We have increased the use of residential visits.

Governance: Governors have a full understanding of the quality of education taking place throughout the school. Governors know the school well and spot check on safeguarding, leaders' monitoring of teaching and learning, and the impact of pupil premium funding (Ofsted 2017). A governor audit was undertaken (Jul 18) and an action plan subsequently put in place to ensure high quality governance. Governor monitoring has increased since Sept 18 and is clearly challenging school leadership. Prudent fiscal policies and careful budget monitoring ensures the school is financially viable, well administered and the real estate well maintained.

Safeguarding: We have a qualified in-house trainer for safeguarding – our safeguarding culture and policies are regularly reviewed. The arrangements for safeguarding are effective and there is a strong safeguarding culture in the school (Ofsted 2017). Annual audit was completed Feb 19 and an additional LA audit successfully completed in Dec 18. Pastoral support is provided through our highly skilled Nurture Support Team. Weekly reports to the Safeguard Governor shares critical information and CPOMS provides effective tracking.

Points for improvement from last inspection

Embed the school's assessment system fully, so that leaders and teachers can determine precisely how well pupils are doing in all aspects of learning, and take swift action should pupils fall behind.

Action and Impact

INSIGHT - progress tracked by SLLs and monitored by HOS. Reports to SLT and Governors. Challenge and Review meetings completed every half term and next steps agreed with teaching teams. Effective task design evident and learning journeys reflect teaching strategies.

<p><i>Implement plans to accelerate the progress of pupils, especially in key stage 1 and in writing, across all year groups.</i></p>	<p>School Improvement Plan underpins range of action plans. Triangulation of teaching and oversight of learning journeys monitor quality of provision. Assessment strategies in place and regular book scrutiny and moderation ensures accurate assessment.</p>
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<p>Areas for Improvement:</p> <ul style="list-style-type: none"> ● Ensure Assessment for Learning (Afl) is used effectively to measure progress and realign task design where pupils are at risk of not making expected rates of progress from starting points. Challenge and Review progress meetings regularly review overall provision and at risk pupils identified. ● Subject leaders support and challenge teachers to secure a greater proportion of pupils working at greater depth. Maintain staff cpd to secure consistently good teaching and effective in-house coaching. ● Strengthen the pupil premium strategy, supporting disadvantaged pupils to overcome barriers and accelerate their progress. Inclusion leaders monitor class based interventions and support teaching teams to secure personalised, challenging targets for pupils with SEND. SENCo/support team monitor SEND provision and governors strategically monitor. ● Sharpen governor monitoring so that governors have a deeper and insightful understanding of the school and drive improvements. Since governor audit, governor monitoring has increased and regularly challenges leadership but we need to build governor experience and knowledge to increase impact.

Quality of Education: Requires Improvement

<p>Curriculum: The curriculum is national curriculum based, broad and includes delivery by specialist Spanish, IT and music teachers. Our curriculum review in 2019 developed our rich curriculum. Our focus is particularly on improving vocabulary development and reading skills in EY/KS1. We are undertaking the ArtsMark quality mark to underpin our creativity focus. We do need to ensure our pedagogical approaches, particularly in English and maths, are consistent across the school, through clearly planned learning journeys that challenge all pupils.</p> <p>Teaching: The school has a comprehensive monitoring programme aimed at raising pupil expectations, underpinning aspirational teaching standards and reducing inconsistencies across year groups. Support and evaluation of teaching and learning happens through regular classroom drop ins, observations, discussions with children and monitoring of books and pupil outcomes. To ensure teachers maintain a high standard of teaching, teachers follow non-negotiables established and regularly monitored by the SLT, governors and external improvement partners. Teachers demonstrate good subject knowledge which challenges and supports pupils ensuring they make progress in lessons as evidenced in the increasing quality of work and progress in books. Leaders have begun to help teachers enhance their teaching skills to promote progress in writing and are using strategies to develop pupils' vocabulary, prior to beginning a writing task (Ofsted 2017). We need to build our coaching skills. This is a priority for 2019/20. Teacher monitoring is robust and documented showing an improving performance trend. Teachers ask pupils questions to check understanding and to deepen learning – we are focused on developing questioning and feedback skills further with emphasis on verbal, in the moment feedback. The school teaches through planned 'inspirations' and include SMSC development where possible. They will also enable us to increase cross curricular writing at length opportunities. Leadership cascade down initiatives from cpd/visits and teacher visits to allow comparison to other education settings took place in 2018/19. We have been supported by local authority subject specialists who have improved our use of task design, learning journey assessments, formative assessment, questioning and outcome reviews. Leadership have challenged instances of poor teaching and individual support plans put in place. The school is committed to ensuring that teaching assistants have high impact on the progress of all pupils. Currently a programme of support is in place through regular meetings to increase the percentage of teaching assistants working at a high level of involvement through the school day, improve their impact/questioning skills and understand the learning improvement journey we are on (3 TAs are on the HLTA programme). Parents/careers are informed on the progress of their child on a termly basis through parent evenings, home reports, and through subject 'open afternoons'. Current targets are shared and advice given on how they can support learning at home.</p> <p>Assessment/outcomes: Historically our KS1 and 2 outcomes have not been good enough. The 3 year trend is upward in EY and KS1 but more inconsistent in KS2. Ofsted (2017) identified inconsistency in monitoring pupil progress and an assessment and tracking system (INSIGHT) was introduced as a consequence. Teachers now monitor progress more closely, aligning formative assessment to task design and unit learning journeys. We monitor progress half termly in Challenge and Review meetings and ensure any pupils at risk of falling behind receive additional support. The school has revised its feedback and marking policy. Immediate feedback in lessons is the priority and teachers working the room to ensure all pupils are given high quality feedback at the point of learning. Pupils are instructed to improve their work. They respond positively to feedback and appropriate time is given for them to reflect on, edit ('red pen') and adapt their work. Marking is meaningful, manageable and motivating pupils to improve their work. A 'growth mindset' approach is focused through our 6 'strands' (the children recognise their personal improvement through these strands) to help learners think about their own learning more explicitly. The majority of children enter reception with attainment below or significantly below what is expected. However, progress in the reception year is good (to 2+ years progress in EYFS in some cases). In Early Years, GLD improved by 16% in 2018 and in 2019 was up 6% to 62%. The consequence of low GLD in recent years has left a legacy of catch up in key stage 1 and into key stage 2. Phonics and reading initiatives are now impacting positively on outcomes and we have a whole school focus on vocabulary development. The SLT are currently focused (as part of Leading Together programme) how to positively impact pre-school phase to help raise entry levels. Attainment in Key Stage 1 has been poor but 2018 demonstrated clear improvement – reading up 23%, writing 16% and maths 7%. In 2019 this increased further - reading 3%, writing 11% and maths 10%. Phonics also saw a significant upward improvement in 2018 (by 11%) and in 2019 a further 3%. Our Key Stage 2 results have been varied – improved writing, greater depth and combined showed us moving in the right direction in 2018. In 2019</p>
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writing was similar at 63% however, writing progress across KS2 was strong (only 33% of the cohort were at writing ARE at the end of KS1). Whilst progress across KS2 in 2019 has generally been positive, attainment remains too low and is a key focus in our improvement plan. Most pupils who have SEN and/or disabilities and who are supported with an EHC plan make good progress (Ofsted 2017). We need to keep our focus on closing gaps through close monitoring of vulnerable groups as not enough disadvantaged have made accelerated progress. In the past, pupils with SEND have not been challenged sufficiently – this is being addressed through professional development, focused interventions and improved classroom practice.

Points for improvement from last inspection	Action and Impact
<i>Develop pupils' writing skills and providing pupils with more opportunities to write at length across the curriculum.</i>	'Big' writes to show progression over the year using topical links to subjects. Writing stamina generally improving and greater depth beginning to show.
<i>Ensure that teachers plan precisely for pupils' next steps in learning.</i>	3 phase planning in place – need to monitor effectiveness, regularly review and ensure task design is flexible across learning journeys.
<i>Ensure that teaching challenges pupils, especially the most able pupils.</i>	Ensure task design and delivery of lessons engages all pupils – check through triangulation/observations. Planning to challenge more able developing.
<i>Ensure that teaching assistants' questions deepen pupils' understanding.</i>	Regular TA meetings promote and share good practice. Lesson observations indicate use of other adults positive and targeted effectively. Key Stage Leaders support TAs through performance development.
<i>Ensure a greater proportion of pupils reach the expected standards in reading, writing and mathematics by the end of key stage 1.</i>	Range of curriculum support measures. Report through SLT to governors. Monitor and report through triangulation and Challenge and Review meetings.
<i>Improve the proportion of pupils that reach the expected standards in phonics by the end of year 1.</i>	Phonics improvement plan in place and progress evident.
<i>Ensure that, by Year 6, pupils' writing skills are improved.</i>	Writing initiatives in place. Depth and stamina improving although inconsistencies remain. Linked to whole school approach to vocabulary development.
<i>Ensure that a greater proportion of most-able pupils achieve the higher standards.</i>	Challenge to more able focus in Review meetings. Review of task design to ensure more able appropriately challenged.

Areas for Improvement:

- **Increase the proportion of consistently good teaching across the school.** Lesson observations indicate increasing consistency and improving challenge/pace critical to maintaining momentum. We need to build our coaching capacity.
- **Use variation in task design to achieve strong progress from starting points, especially through challenge to the most able.** Challenge and Review meetings holding to account – need to maintain focus on more able apparent.
- **Develop pupils' writing skills and provide pupils with more opportunities to write at length across the curriculum.** Activities to increase stamina in place.
- **Ensure teaching assistants work with teachers.** Aim is to raise the learning and attainment of pupils while also promoting independence and self-esteem. TA questioning skills improved. TA performance development in place and includes target centred on contribution to AFL. We need to develop coaching capacity amongst TAs.
- **Higher percentage of children achieve ARE in EYFS, Y1 phonics screen, Y2 and Y6 assessments.** A mentor scheme was introduced this year aimed at closing gaps for vulnerable pupils and those at risk of not achieving ARE. See 2019 results.
- **Higher percentage of vulnerable pupils on track for ARE.** See 2019 results.

Outcomes (national averages in brackets)

EY GLD			
2017	2018	2019	2020
40% (71%)	56% (72%)	62% (72%)	

Yr 1 Phonics			
2017	2018	2019	2020
54% (81%)	65% (82%)	68% (82%)	

KS1 (expected standard)				
	2017	2018	2019	2020
Reading	46% (76%)	67% (75%)	70% (75%)	
Reading GD	8% (25%)	26% (26%)	18% (25%)	
Writing	31% (68%)	47% (70%)	58% (69%)	
Writing GD	8% (16%)	8% (16%)	6% (15%)	
Maths	44% (75%)	51% (76%)	61% (76%)	
Maths GD	10% (21%)	8% (22%)	3% (22%)	
RWM combined	31% (64%)	41% (65%)	52% (65%)	

KS2 (expected standard)				
	2017	2018	2019	2020
Reading	74% (71%)	65% (75%)	60% (73%)	
Reading GD	32% (25%)	3% (28%)	19% (28%)	
Writing	53% (76%)	62% (78%)	63% (78%)	
Writing GD	0% (18%)	6% (20%)	0% (20%)	
Maths	74% (75%)	74% (76%)	53% (79%)	
Maths GD	11% (23%)	0% (24%)	9% (23%)	
GPS	50% (77%)	56% (78%)	41% (78%)	
RWM combined	59% (61%)	58% (64%)	47% (65%)	
RWM combined GD	0% (8%)	0% (10%)	0% (10%)	

KS2 (average scaled score)			
	2017	2018	2019
Reading	105 (104)	101 (105)	100 (104)
Maths	102 (104)	101 (104)	99 (105)
GPS	99 (106)	99 (106)	99 (106)

Personal development: Good

SMSC: SMSC development is particularly strong (Ofsted 2017). The school's work to promote pupils' personal development and welfare is good (Ofsted 2017) and adults put pupils' welfare needs at the heart of the school's work. Oakfield is a nurturing and inclusive family community which is rooted in Christian values. Parents are positive about the care that their children receive (Ofsted 2017). Vulnerable pupils and families benefit from our skilled Inclusion Team who support vulnerable children. The support network's principles of nurture underpin our whole school ethos and currently provide a range of nurture programmes including self-esteem and friendship. Leaders support the small number of vulnerable pupils who need extra care very well (Ofsted 2017).

Ethos/Values: The school community gathers for collective worship four times a week with key stage and class assemblies taking place on the remaining days. Assemblies promote the school's core values and celebrate achievements. We have a strong link with St John's Church. We have an adult reader project with the church parishioners (Parishioner Pupil Premium project (PPP)) who provided adult reading support to vulnerable group children in every class.

British values: Pupils have the opportunity to represent the school outside of the community through sporting fixtures and regular trips and visits (including to London).

Healthy Living/Safeguarding education: The school complies with statutory guidelines for healthy eating: pupils eating school dinners use the salad bar and we provide parental information on healthy packed lunches. Children enjoy attending a wide variety of clubs and an early morning club. Diocese funding provided £46K of outdoor play equipment in FY18/19 to enhance PE lessons and break time activities. We are involved in the IOW strategy for health and well-being (PEACH) which focuses on PSHE, emotional health and well-being, physical activity and healthy eating. We encourage active lifestyles through our 'golden mile' challenge, ensuring regular, sustained additional exercise.

Citizenship: We are increasingly seen within the local community and undertake events such as singing to the public at Osbourne House and the Mardi Gras festival. We also host major events such as the community fun day and 'Revamp' family day. Pupils visit a care home.

Transition: The school liaises closely with Ryde Academy where our pupils almost exclusively transition to. This includes transition days, a comprehensive handover of safeguarding/SEN and teacher-teacher contact. Our 10 most vulnerable pupils attended extra transition visits to High School.

Points for improvement from last inspection	Action and Impact

Areas for Improvement:

- **Strengthen the impact of SEMH provision and re-launch 6 strands.**
- **Update CPOMS safeguarding processes and systems.** CPOMS valuable in linking incidents, actions and providing timeline/history – need to expand reporting, capture all events and improve evidence base.

Behaviour and Attitudes: Good

Attitudes to Learning: We use the '6 strands' to underpin our pastoral support. These strands (boundaries, resilience, focus, respect, self-regulation, independence) build over 5 stages to support the development of all pupils and are often referred to in classrooms and assemblies (they are our growth mindset strategy). We need to re-invigorate the 6 strands, maintain behaviour expectations and consistently apply across all year groups.

Behaviour: We recognise that behaviour management is challenging but the school environment is generally a calm and purposeful place. We have worked hard to enable a significant shift towards an acceptable behaviour standard from pupils, and ensure engagement with learning is the norm. The vast majority of pupils are well behaved and attentive in lessons (Ofsted 2017). The behaviour policy centres on the Christian values of forgiveness, compassion and restoration and is embedded into daily school life. The CPOMS monitoring system has increased the schools ability to monitor and address any patterns in behaviour. This ensures instances of bullying are swiftly addressed. Behaviour routines and expectations are established throughout the school: high expectations are evident throughout lessons. The school is an orderly environment – pupils more around the site sensibly and are considerate of others (Ofsted 2017). The number of fixed term exclusions is reducing. There has been one permanent exclusion this academic year. E-safety and poor behaviour on social media is a growing trend and is being addressed through pupil and parent education/information.

Attendance and punctuality: Leaders have identified strategies to promote good attendance with children and families. Attendance is of concern and is currently under 95%. The Inclusion Team follow up cases of low attendance, check attendance daily and have been successful in reducing 'lates'. The school is working with the EWO and key families.

Respect: Children are encouraged to be proud when wearing the Oakfield badge. Parents are positive about the care that their children receive (Ofsted 2017) We are working hard to improve parent perceptions of the school through the parent community group, the 'Oakfield Life' magazine, website and half termly parent briefings.

Points for improvement from last inspection	Action and Impact
<i>Ensure all instances of bullying are effectively dealt with.</i>	Clearly articulated behaviour management across all classes. CPOMs system in place; revised behaviour policy in place and enforced. Behaviour challenges continue but all incidents are appropriately dealt with.
Areas for Improvement: <ul style="list-style-type: none"> • Ensure that all adults and pupils have high expectations of behaviour consistent with the schools' revised behaviour policy. • Attendance. Show an upward trend in attendance. 	

Effectiveness of Early Years (EY) provision: GOOD

Evidence:

Children enter the EYFS with attainment below average in all areas. This has been the case historically and we are targeting pupils with lowest starting points. Home visits are used to build positive relationships with the families of children before they start in Sept. The EYFS team also visit the children in their pre-school settings to build relationships early. Progress is improving although reaching GLD for many remains problematic. Pupils make good and often outstanding progress in EYFS – this can be as much as 2 years within the academic year. They settle well because adults get to know them very quickly (Ofsted 2017). The EY leader and staff provide a stimulating and exciting learning environment (Ofsted 2017). They emphasis speaking and listening (S+L) in order to help children make progress in their early reading, writing and communication skills (Ofsted 2017). S+L is a key intervention, as in Y1, to accelerate learning and close gaps.

2018 GLD was 56%, up from 40% in 2017. In 2019 we achieved 62%. A gap remains between disadvantaged children and the rest but is narrowing. Quality of teaching in both Early Years classes is high, leading to rapid rates of progress and our aspiration is to increase our influence pre-school to better prepare our children for mainstream education (a focus of our Leading Together work within SLT). Currently many pupils present on entry with significant emotional and physical needs which delays engagement with meaningful learning. Observational based assessments are personalised and accurate. Next steps are shared with children in the moment and adults act upon their observations on a daily basis. A range of high quality adult initiated or adult led learning links to children leading their own learning in time. Our EYFS adults are constantly engaged in professional discussion of children and their learning. 'Feeding forward' is used to base the following week's planning and learning on the previous week's assessments and observations – all adults contribute to this. Weekly discussions about each child enable all staff to know the next steps in learning for individual children (Ofsted 2017). Children at risk of not reaching GLD are assigned a key worker and that adult is responsible for liaising with parents and managing 1:1 learning. This targeted approach is to ensure that our GLD % continues to improve. Child level of involvement is judged daily and observations show that children consistently work at a high level of involvement. The majority Y1 pupils in EY class setting made significant progress but remain a cause for concern as the gap to their peers remains wide.

Well-being is a priority and PSED is fostered and encouraged. All children in EYFS are assigned a key person from the first half term. This key person system has proved invaluable in getting to know the children and their families, and being able to tailor support to match individual/family needs. Leaders ensure that all areas of the curriculum are addressed through activity or play (Ofsted 2017). Children chose from a range of activities that have been carefully planned to provide a variety of stimuli and help them learn about the world around them (Ofsted 2017). The outside learning environment is well maintained and stimulating with opportunities for uninterrupted free-flow indoor and outdoor learning. Parents are encouraged to join our learning and contribute to our on line learning journey system 'Tapestry'. Good links with our local community enable us to enhance our curriculum by making visits to the church, other places of interest and a care home. Effective communication with parents is established from the start – parents are positive about the progress their children are making in early years (Ofsted 2017). Leaderships in EYs is at least good, with the EYs leader's skill and ability being developed for wider key stage and subject (literacy) coordination through the Leading Together programme. Our EY Lead promotes continuous self-evaluation and development of team members, including CPD opportunities for EY staff.

Points for improvement from last inspection	Action and Impact
<i>Improve the percentage of children making GLD</i>	Expand EY CPD and training opportunities. Those children close to but at risk of not achieving GLD have addition interventions. We have streamed pupils for phonics and English teaching to ensure 'push/close to' group are given the scaffolding to meet GLD, and extend the HA group to exceed where possible.
Areas for Improvement: <ul style="list-style-type: none"> • To further close the gap between disadvantaged and non-disadvantaged pupils. Variable progress and concerns for Y1 pupils in EY setting. • To further develop adult EY CPD. In place with regular phonics and EY leadership support in place. 	