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15 March 2011

Mrs Whitfield and Mrs Walklett  
New Oscott Primary School  
Markham Road  
Sutton Coldfield  
B73 6QR

Dear Mrs Whitfield and Mrs Walklett

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of New Oscott Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 14 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the representative of the Governing Body and to your School Improvement Partner who gave their time talk to me, and to your pupils who were such positive ambassadors for your school.

Since your last inspection two newly qualified teachers have been appointed to replace former members of staff, one of whom retired and one who moved to a new post. You have also promoted Mrs Walklett to the post of headteacher from her previous role as deputy and so ensured that the current job-share will ensure effective transition when Mrs Whitfield retires at the end of the school year.

As a result of the inspection on 16 November 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made:

good progress in making improvements.

*and*

good progress in demonstrating a better capacity for sustained improvement.



Evidence shows that when children first start in the Early Years Foundation Stage they are at around the national expectation. They make good progress throughout their time at New Oscott, an improvement since the last inspection when the progress made during Key Stage 1 was not sustained at the same rate in Key Stage 2. The evidence for Year 6 now shows 90% are on track to obtain Level 4+ in mathematics, 84% in writing and 87% in reading, with 82% on track to achieve Level 4 in both English and mathematics. In terms of pupils who make two levels progress in Key Stage 2, 89% are on track in mathematics, 87% in reading and 89% in writing. This represents good learning and progress.

The key issue of accelerating the progress of pupils in Key Stage 2 has been addressed with vigour and systems to promote this have been developed so that they there has been a clear and significant improvement in outcomes. More effective use of data and pupil tracking, coupled with enhanced systems of leadership and management, are at the heart of this, and with it the creation of accountability for middle managers who now have much enhanced roles. School wide data is collected and analysed by senior managers, who disseminate the information to phase heads who in turn support class teachers in utilising this to individualise learning and differentiate effectively. Data was always collected, but it is now used far more effectively and there exists a general accountability for the use data in order to maximise pupil outcomes, including pupils with special educational needs and/or disabilities.

Discussions with pupils show that they understand the levels at which they are working and the targets they are working towards. The assessment policy is implemented with consistency across the school, giving support to pupils in terms of 'next steps'. Pupils use self- and peer-assessment and discuss their work with confidence. Effective staff training has enhanced confidence in using tracking and assessment data, which is now sophisticated and detailed. Termly data collection feeds into pupil progress meetings, involving teachers in year groups and chaired by the appropriate phase leader. For students who are designated as high focus, those for example who are the most and the least able, this becomes a half-termly monitoring. Now that teachers have better information about their pupils they can plan more effectively. The quality of teaching was at least good in all the lessons that were observed and pupils really enjoyed their learning, and because they are so involved they demonstrate good learning. This is also enhanced by the very effective work between teachers and teaching assistants which is apparent throughout the school.

The Governing Body now has a full complement and provides effective challenge and support. For example, the governor responsible for assessment has talked to all the teachers to ensure that they are comfortable in utilising the data that they are now being given. This supports the much improved structure of management in which middle managers are now playing a key role. Teaching is consistently good and processes for supporting teachers in promoting their own professional development

are firmly in place and effective. The school therefore has a good capacity to sustain the improvements that are very apparent.

The School Improvement Partner has provided very good support and challenge to senior leaders. She has worked closely with them to enable the school to address the key issues from the last inspection report. This has been an effective support that has led the school to be in a position where the changes to support the improving levels of attainment and learning and becoming embedded in good practice that can be sustained into the future.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Martyn Groucutt  
**Additional Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in November 2009**

- Accelerate the progress of pupils in Years 3-6 in writing and mathematics by using assessment rigorously to plan activities that consistently match the learning needs of all pupils
  - develop a rigorous tracking and target setting system whereby each pupil has challenging annual targets that are reviewed on a half-termly basis
  - improve monitoring and evaluation procedures by involving all members of the senior leadership team in the analysis, setting and checking of pupils progress targets, and in holding staff accountable for the progress of their pupils.