

New Oak Primary

Inspection report

Unique Reference Number	134915
Local Authority	City of Bristol
Inspection number	360656
Inspection dates	25–26 January 2011
Reporting inspector	Tony Shield

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Sarah O'Farrell
Headteacher	Georgina Franks
Date of previous school inspection	11 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons or parts of lessons, and 10 teachers were observed. Inspectors held meetings with members of the governing body, members of staff and pupils, and spoke to a number of parents. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. In reaching their judgements, they took into account the views of 69 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- Whether progress is continuing to improve, particularly in mathematics.
- The extent to which teaching is consistently challenging for all pupils and expectations high enough.
- Whether attendance and punctuality are improving as a result of school action.
- The quality of the school's analysis and self-evaluation and whether all leaders make an effective contribution to monitoring and school improvement.

Information about the school

The school is smaller than most primary schools, drawing its pupils from the surrounding south Bristol estate. Most pupils are from a White British background, although there is a small and increasing number of pupils from other ethnic heritages. A small number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is also much higher than average. The proportion of pupils identified with special educational needs and/or learning difficulties is above average. The school houses a unit for pupils with a hearing impairment. Other pupils have learning difficulties and/or behavioural, emotional and social problems. A small number of pupils join the school from other schools mid way through the year. The school has received the Healthy School Award. There has been considerable disruption to the leadership of the school in recent years. A new headteacher was appointed in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

New Oak Primary is a satisfactory school, and one that is improving rapidly. The driving force behind this recent improvement has been the thoughtful and determined leadership of the headteacher. She has inspired confidence, taking decisive action to raise expectations, and tackle some long standing weaknesses. Improvements in behaviour, the climate for learning and the quality of teaching are marked and leading to more rapid progress for most pupils. Although there is still much to do, the school is moving in the right direction. Informed by a careful analysis of pupils' academic performance, the school knows precisely what needs to be done and has set out a clear way forward. The school's motto, 'Inspire to achieve', reflects the staff's commitment to challenge all pupils to do their best. While the governing body and staff know there is much still to be done, there is a shared purpose and teamwork, which, given all that has already been achieved, indicates that the school's capacity to improve further is good.

There are a number of key strengths and some weaker areas.

- Children get off to a good start in the Early Years Foundation Stage. Welcoming and well-organised provision ensures children settle quickly and make good progress.
- Attainment by the end of Year 6 in English and mathematics remains a little below but not significantly different from the national average. Nevertheless, many pupils still have much to catch up, particularly in mathematics. However, attainment is rising and, given their starting points, most pupils make satisfactory progress.
- Too many pupils miss too much schooling, and as a result these pupils in particular do not make the progress they should. While the school is tackling the issue robustly, there has been insufficient time to fully resolve these problems. Nevertheless, overall absence rates are declining.
- Teaching is improving and much teaching observed was good. Nevertheless, it is currently satisfactory overall because of its impact on pupils' learning. As a result, progress is improving and, while some pupils make good progress, for most progress is satisfactory. While much teaching excites and encourages pupils to work hard and do well, not all teachers use questions consistently well to make pupils think for themselves, and they often lack confidence in working on their own without help from the teachers. Some pupils say they do not always know how well they are doing.
- Pupils are friendly and their behaviour is good. This is encouraged by the climate of good relationships and the strong encouragement of pupils to think about their responsibilities to each other.

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- The school is strongly committed to the care, guidance and support of individual pupils. Vulnerable pupils are particularly well supported and pupils in the Hearing Impairment Resource Base are sensitively integrated into the school.
- The ethos of care is woven through the school's work. As a result, pupils feel safe and know how to keep themselves safe.
- Pupils know right from wrong and think carefully about their place in the world. Assemblies are respectful occasions. Pupils' spiritual, moral, social and cultural development is good.
- Pupils have a good understanding of how to lead a healthy lifestyle. Most eat healthily and participate enthusiastically in the wide range of sports activities. They relish opportunities to make a contribution to the school and wider community.
- Leaders at all levels are making a good contribution to school self-evaluation and improvement. The school's plans for improvement make explicit the way forward. Progress on achieving these targets is routinely monitored and the school is on the threshold of making even greater gains.

Most parents and carers are pleased with the school, and a very large majority say they are happy with their child's experience at school. There are good channels of communication and typical of several comments made to inspectors was: 'The school, and communication in particular, has improved greatly under the new headteacher.'

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate the learning and progress of all groups of pupils, particularly in mathematics, by:
 - ensuring basic skills are practised and consolidated regularly
 - giving pupils more opportunity to use and apply their skills across the curriculum
 - ensuring that skills are built on progressively through the curriculum.
- Enable all pupils to make more consistently good progress by:
 - providing more opportunities for pupils to work things out for themselves and develop independent learning skills
 - making better use of questions to deepen pupils' understanding and make pupils think for themselves
 - making sure all pupils know how well they are progressing.
- Improve attendance, particularly that of a small number of persistent absentees, by working more closely with specific families to promote the importance of regular schooling.

Outcomes for individuals and groups of pupils

3

Attainment at the end of Year 6 is improving year on year as more pupils catch up lost ground and reach expected levels in reading, writing and mathematics. While many pupils

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lack confidence in their ability to achieve, this is changing as measures to encourage pupils to believe in themselves and raise their aspirations begin to bite. Pupils often lack fluency in handling and manipulating numbers and in solving problems without asking the teacher. However, pupils' writing increasingly shows imaginative flair, the consequence of the school's programme of encouraging pupils to talk first and write later. This was evident in a Year 5 lesson during which drama and talk were used to capture pupils' attention when comprehending a text about what they should do 'in case of pursuit by a baddie'! Pupils' skills in understanding the text were enhanced by this approach.

While there are no significant differences between the outcomes for boys and girls, nor for pupils with special educational needs and/or disabilities, most of whom make at least satisfactory progress, a small number of pupils do not make the progress they should. Many of these pupils have poor attendance records or join the school midway through the year. Pupils with a hearing impairment and those with English as an additional language make satisfactory progress.

Pupils' attitudes to learning are usually good, but a few find sustained concentration difficult and attention may wander. However, pupils are keen to work hard and staff manage pupils well. Older pupils take seriously the opportunities to work with younger pupils or to run lunchtime clubs, including a dance club and cheerleading. Pupils have been instrumental in developing more sustainable transport to school through BUGs, the Bike User group. They know their views are respected and make them known. A corridor wall displaying pupils' writing begins, 'If I were the headteacher ♦' Pupils are involved in much charitable fundraising and have developed a good awareness of pupils less fortunate than themselves. While most pupils' basic skills, including computer skills, are satisfactory, they do not confidently apply these in different contexts.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The proportion of good teaching has improved during the last year as a result of a concerted approach to planning and a sharper use of assessment data to set work matched to the needs of individual pupils. Marking is carried out conscientiously and more often than not gives pupils clear guidance about what to do next. Nevertheless, some pupils say they are not always clear how well they are doing. Praise is used consistently to build pupils' confidence that they can achieve and the emphasis on encouraging pupils to talk and discuss ideas with their talk partner is paying dividends. Ensuring more consistently good learning in lessons remains a key priority for sustaining school improvement.

A review of the curriculum is underway and already a good start has been made in developing a thematic approach to learning, helping to ensure pupils make connections between their learning and the outside world. Ensuring progression and the consolidation of skills within this new curriculum is rightly a key priority. Intervention programmes for pupils falling behind are effective and there is satisfactory provision for the large number of pupils with special educational needs and/or disabilities. The school provides a good range of visits, visitors and clubs which enrich pupils' learning.

Pupils are particularly well cared for and the school pays particular attention to the needs of individuals. Pupils in the Hearing Impaired Resource Base feel included and are very much part of the school. There are good transition arrangements and the school links well

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with the nearby secondary school. Care for vulnerable children is well managed and the school family link worker provides a good range of support services. Pupils in the breakfast and after-school clubs are well looked after. There are extensive links with external agencies to provide specialist support when needed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Good leadership and management at all levels are providing the springboard for rapid improvement. Initiatives taken during the last 12 months have ensured positive changes to the quality of provision and the climate for learning. The rate of pupils' progress has improved sharply and is continuing to get better as challenging targets are used to raise expectations. Data are analysed carefully to check the progress of different groups within the school. This, alongside supportive yet challenging monitoring, leads to accurate self-evaluation. The governing body is committed and hard working. Governors are loyal and supportive and increasingly gaining confidence in challenging and holding the school to account.

The school is a harmonious community and its values promote community cohesion well. A detailed action plan to develop its work in this area is in place and its actions have been evaluated. As a result, the school's promotion of cohesion both within school and more widely is good. There is a strong commitment to equal opportunities and removing barriers to achievement, evident in the careful way in which individual pupils' needs are identified and met. As a result, gaps between the performance of the various groups of vulnerable pupils are narrowing. All staff understand their responsibilities in relation to child protection and ensuring pupils are safe. At the time of the inspection, all policies to ensure the safety and well-being of pupils were in place.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly into school when they join and make rapid gains from their low starting points, as a result of well-planned and active opportunities for learning. By the time children enter Year 1, attainment remains below expected levels, particularly in their language and numeracy development. Activities are well designed and shaped by accurate and ongoing assessments of individual children's progress. Staff model vocabulary and sentences carefully, ensuring pupils develop their language skills well. While a good programme of both adult-led and child-initiated tasks encourages children to develop their skills across the full range of learning, the balance is sometimes too heavily weighted in favour of adult-led activities. Skilful questioning promotes children's learning through encouraging them to talk about their learning. A comprehensive picture of each child's development is built up through regular assessment and recorded in children's learning diaries. Children play together well. They feel safe and secure and parents are confident their children are happy. Leadership and management of the Early Years Foundation Stage are good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage	
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Views of parents and carers

Most parents and carers responding to the questionnaire were very appreciative of the school, and very few are unhappy with their child's experience. Almost all think their children enjoy school and are safe; most think their children doing well at school, and that the school meets their particular needs. Several parents and carers added comments and said how much they appreciated the changes introduced by the headteacher. Typical of several comments were: 'Staff have been amazing' and 'All the teachers are very approachable.' There were very few negative comments, and no common pattern to their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Oak Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	65	23	33	0	0	1	1
The school keeps my child safe	44	64	24	35	1	1	0	0
My school informs me about my child's progress	33	48	30	43	4	6	0	0
My child is making enough progress at this school	33	48	31	45	3	4	0	0
The teaching is good at this school	38	55	26	38	4	6	0	0
The school helps me to support my child's learning	39	57	23	33	6	9	0	0
The school helps my child to have a healthy lifestyle	33	48	34	49	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	42	29	42	1	1	0	0
The school meets my child's particular needs	32	46	35	51	1	1	0	0
The school deals effectively with unacceptable behaviour	31	45	27	39	4	6	3	4
The school takes account of my suggestions and concerns	26	38	31	45	3	4	0	0
The school is led and managed effectively	39	57	26	38	1	1	0	0
Overall, I am happy with my child's experience at this school	46	67	19	28	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 January 2011

Dear Pupils

Inspection of New Oak Primary School, Hengrove, Bristol BS14 9SN

I am writing to thank you for helping us during the inspection of your school. We particularly enjoyed meeting you and listening to your views, which we have taken into account in writing this report. New Oak Primary is a satisfactory and improving school. Here are some of the main findings from the report.

- You all get off to a good start in the Reception class. In the rest of the school, some of you still have some catching up to do, especially in mathematics. We have asked the teachers to make sure you have plenty of opportunities to practise your numeracy skills, especially in real-life situations.
- However, you are starting to make better progress, because the teachers are working successfully to give you interesting things to do in class and challenge you to think hard about your work.
- Your good attitudes and behaviour make a real difference to the progress you make. Some of you said you didn't know how well you are doing in class. You can help by telling the teacher if you don't know how well you are getting on!
- The school takes good care of you and you told us that you feel safe in school. Everybody gets on well together and teachers really appreciate listening to what you have to say. You have a good understanding of how to live an active and healthy life and you contribute in many different ways to the running of the school, such as running clubs.
- One of the reasons that some of you don't make as much progress as you should is that some of you miss too much school. We have asked the school to work with you and your families to ensure you attend as often as you can and get the most out of school.
- The teachers work hard to make sure lessons are fun and interesting. We have asked them to make sure that they make you work as hard by asking questions to make you think for yourself and not always rely on the teacher for the answer. We have also asked the teachers to give you more opportunities to work on your own.
- All the teachers and the governing body work successfully to make the school better.

Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Tony Shield

Lead inspector

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