

# Oxenhope CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	107349
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356149
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Kevin Johnson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Anthony Bennett
<b>Headteacher</b>	Mr Daniel Burns
<b>Date of previous school inspection</b>	12 December 2007
<b>School address</b>	Cross Lane Oxenhope, Keighley West Yorkshire BD22 9LH
<b>Telephone number</b>	01535 642271
<b>Fax number</b>	01535 648660
<b>Email address</b>	office@oxenhope.bradford.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were seen, taught by six teachers. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at a wide range of documentation including national assessment data and school assessments, policies and governing body minutes, samples of pupils' work and information relating to safeguarding and the curriculum. Also taken into account were 66 questionnaires returned by parents and carers as well as those completed by staff members and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Has the decline in pupils' attainment at Key Stage 1 been reversed?
- Has the school has met its own target for improving the quality of teaching?
- What the school has done to improve boys' writing.
- Do the school leaders have an accurate view of the school's performance?

## Information about the school

This is a smaller than average-sized primary school in which almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. A smaller-than- average percentage of pupils has special educational needs and/or disabilities. Before- and after-school care is provided on site. The school has achieved Healthy Schools status, Activemark and most recently the Investors in Pupils award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Outstanding work by the governing body has steered this school successfully through an unsettled period since the previous inspection. Strong leadership has been established and improvements in other key areas of its work have moved the school from satisfactory, to good.

Children in the Early Years Foundation Stage make good progress, due to improved provision in Reception, from broadly expected starting points for their age. This continues as they move through the school because of the quality of teaching and expectations of what pupils can achieve. Attainment at the end of Year 2 has risen to above average. Attainment at the end of Year 6 has been consistently above average. Previous attainment gaps, for example, between girls' and boys' writing have been eliminated and all pupils, equally, have excellent opportunities to achieve. Outstanding care, guidance and support, particularly for pupils who are considered to be potentially most vulnerable, ensure that their provision is planned well and they make good progress in relation to their varying needs.

Pupils' personal development, overall, is outstanding. Their spiritual, moral, social and cultural development is, overall, outstanding. They make a first-rate contribution to the life of their school and the wider community. High attendance, good behaviour and competencies in basic skills, together, are an excellent contribution to their economic well-being. Pupils are fully aware of the importance of a healthy lifestyle. Those who take advantage of the before- and after-school care have enhanced opportunities to develop personally by making decisions about menus, planning and organising activities and working with other children from different age groups.

The school has successfully met its target to improve teaching quality. Teaching is consistently good, and some is outstanding, accounting for pupils' good progress. Nevertheless, teachers' expectations of pupils' handwriting is not always high enough and there are some inconsistencies in the quality and effectiveness of their day-to-day marking of pupils' work.

The curriculum engages pupils well and they enjoy the richness and purpose of their work which teachers' revised planning has introduced. For example, a challenging mathematics lesson for Year 1 pupils not only taught them about shapes but also allowed them to use art skills and a range of media to explore line and colour in African repeated patterns.

There is strong determination among all staff to drive the school toward further improvement. Their collective vision and common purpose are clear. All contribute effectively to the school's accurate self-evaluation. Improved provision together with pupils' continuing good progress and current strengths in leadership amply demonstrate good capacity for sustained improvement.

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

- Improve the effectiveness of teaching and learning by:
  - ensuring that the rigour and quality of marking seen in some literacy books is matched consistently across all subjects and in all classes
  - making sure that pupils always follow up the guidance that marking gives about next steps to improvement
  - improving pupils' handwriting and presentation of work in Key Stage 2.

## Outcomes for individuals and groups of pupils

**2**

Pupils learn well in lessons and practise skills well. They enjoy the challenges that lessons provide, particularly when they involve practical work or computers, and work effectively with partners or in small groups. Pupils are keen to share their views and answer questions confidently. They know the targets which have been set for them and have opportunities to assess their own progress. However, they do not always take careful note and act upon teachers' advice about how to improve further. Good behaviour and attentiveness are positive factors in their good learning.

Following a previous dip, attainment in reading, writing and mathematics at the end of Year 2 has been restored and is currently above average. This is due to the strengthening of teaching provision. Attainment at the end of Year 6 has been above average for the past five years. The school's progress tracking documents and pupils' current work in Year 6 indicate untypically average attainment. Nevertheless, attainment is above expectations in other classes. All pupils make good progress and achieve well from their earlier starting points. Pupils with special educational needs and/or disabilities, throughout the school, make good progress because their learning is planned well. There is good dialogue between parents and carers, teachers and support staff to ensure that individual plans are matched carefully to pupils' learning needs. The school provides very well for pupils who are seen to be particularly gifted or talented. For example, some pupils work with an older age group for more challenging literacy or numeracy and pupils talented in sport or drama are often nurtured through links with outside providers. Productive links with a high school also benefit more-gifted pupils in science.

Pupils are consistently polite, well mannered and mindful of one another's feelings. They say that they feel safe and well cared for in school and show that they have excellent understanding of how to keep themselves safe and healthy. Pupils respond well to teachers and behave well around the school. Although they sometimes lack initiative when it comes to presenting their work well, they greatly appreciate what they gain from the rich learning experiences provided for them. Pupils' contribution to the wider community is excellent. Their animated film, depicting village life, for example, is highly acclaimed by those who represent local groups. Work with other schools where cultures and beliefs differ from their own, as well as show similarity, is highly influential in their development of positive attitudes towards others and their value within a community.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

Lessons are planned well. They build systematically on previous learning and take full account of pupils' different abilities. Teachers share objectives clearly, so pupils know what is expected of them. Effective management of time results in good pace and pupils being engaged well in practical tasks. Teachers' subject knowledge is good. They maintain high expectations and use questioning skills well to assess learning. Some highly effective learning was seen in lessons where subjects were linked, for example, where pupils used and developed literacy skills to compare past and present life and where learning about metric and imperial measures were linked to real-life situations. Teaching assistants make a valuable contribution to overall teaching provision. They work well with class teachers and their knowledge of pupils, and training gives them the skills they need to deal sensitively with groups and individuals. While there is a strong focus on meeting the needs of the most-able pupils and on provision for the less able, there are occasions when pupils of average ability do not have enough support in lessons. Additionally, teachers' expectations regarding handwriting and general presentation of work, particularly in Key Stage 2 are not high enough. Whole-school systems for checking progress and setting targets are robust, effective and shared well with teachers. Pupils' involvement in their own assessments is a good feature especially in literacy. The quality of marking across all subjects and in all classes, however, is uneven and does not match the clear evaluation seen in literacy books.

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A well-managed review of the curriculum, taking account of pupils' and staff members' views, means that it is well tailored to pupils' needs and their enjoyment. Literacy, numeracy and information and communication technology (ICT) are promoted well across subjects and there is a good selection of well-attended sports and other activities, which encourage pupils to foster their various skills and interests outside of lesson time. The curriculum is enhanced well through links with other schools, colleges and community groups, which benefit pupils' learning and personal development.

Parents and carers are unanimous in their view that their children are extremely well cared for in school. The excellent quality is most evident in the impressive care and support given to the potentially most vulnerable pupils and, at times, families. The school's work with a range of support agencies is highly effective. All groups are enabled to achieve well. Pupils are valued as individuals and are confident that they can turn to adults in school for help if needed. Effective arrangements for pupils joining and leaving the school are well established as are the systems for communication with parents and carers about children's achievements and well-being. Attendance is monitored vigorously and to very good effect. Parents and carers whose children attend the well-managed before- and after-school care are very appreciative of the additional care provided.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

In the relatively short time since their appointment the headteacher and deputy headteacher have established a strong working partnership and harnessed the support and commitment of the whole staff to the school's further success. Accountability for attainment, progress and quality of provision is accepted and shared fully. Incisive monitoring by senior leaders resulting in effective professional development have improved and consolidated the quality of teaching. The governing body has been a highly effective driving force. It has maintained its very clear vision for the school throughout a difficult period. Astute recruitment and appointments of key staff along with clearly communicated expectations have established a sustainable and effective management team. Previous issues particularly with regard to the most-able pupils have been dealt with. Communication with parents and carers is good and only a few issues remain. Leaders ensure that all forms of discrimination are challenged strongly and that equality of opportunity is at the heart of the school's work. Arrangements for safeguarding of pupils are good. Policies are shared clearly so the staff and pupils are aware of their responsibilities. Procedures are reviewed regularly at governing body meetings and assessments to minimise risks are carried out effectively. The school promotes community cohesion well. There are very good links with groups within the locality, where the school

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has a high profile. The strong cultural awareness that pupils gain from mutual exchanges with other pupils complement that gained through religious and cultural studies in school. Leaders are aware that the global dimension to pupils' understanding cultural lifestyles is an area to develop.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is planned and managed well. There are very good systems for introducing children to the school and for engaging parents and carers in the process of their children's learning and development. These help children to settle in well, become familiar with classroom routines and develop as independent and confident learners. Those good personal skills are demonstrated well by children in the way they enjoy their learning in the classroom and develop it through outdoor play. For example, after discussing what they might need for a visit to the seaside indoors, they set about imaginatively organising things outdoors by writing lists, building lifeboats and making ice creams from play dough for which they planned to charge £200.00 each. Adult-led sessions are well focused and target children's needs well. Teachers and assistants are very good at intervening to extend children's language and their thinking. A good example was when a child successfully counted from zero to ten, the assistant was quick to challenge the child further to count in reverse order. Provision for children's welfare is good. Staff give paramount importance to children's safety and well-being. The Reception classroom is well resourced and stimulating. On-going observation and recording of children's achievements by staff members, supplemented by parents' and carers' contributions build an accurate picture of children's good learning and development and effectively inform planning for their next steps.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 Stage	2

## Views of parents and carers

A minority of parents and carers returned completed questionnaires. Of those the large majority indicated very positive views about the school. Some commented on how much children enjoy school, their good progress, the approachability of staff and recent improvements in leadership. A very small minority raised concerns largely related to children's progress due to the unsettled staffing situation in the recent past. Inspectors followed this up by looking at pupils' work across the age range and the school's tracking documentation and found that progress over the past year in all classes has been good. These and the few individual concerns raised were discussed with senior leaders while ensuring that the anonymity of all parents and carers was protected.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oxenhope CofE 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	70	18	27	2	3	0	0
The school keeps my child safe	52	79	14	21	0	0	0	0
My school informs me about my child's progress	28	42	31	47	5	8	2	3
My child is making enough progress at this school	27	41	30	45	6	9	2	3
The teaching is good at this school	40	61	20	30	3	5	1	2
The school helps me to support my child's learning	25	38	34	52	4	6	0	0
The school helps my child to have a healthy lifestyle	29	44	36	55	1	2	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)	30	45	32	48	2	3	1	2
The school meets my child's particular needs	32	48	28	42	5	8	1	2
The school deals effectively with unacceptable behaviour	27	41	35	53	3	5	0	0
The school takes account of my suggestions and concerns	26	39	34	52	3	5	2	3
The school is led and managed effectively	39	59	23	35	1	2	1	2
Overall, I am happy with my child's experience at this school	41	62	21	32	1	2	2	3

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



30 June 2011

Dear Pupils

**Inspection of Oxenhope CofE Primary School, Keighley, BD22 9LH**

Thank you very much for the friendly welcome you gave us when we came to inspect your school recently. We enjoyed our time in school and the chance to talk to you about the many things you enjoy. We found out a great deal. We were very impressed by your politeness and good manners. Your behaviour is good. The way in which you take part in school life, and the wider community, is outstanding. Your high attendance and hard work mean that you are preparing yourselves extremely well for the future.

Yours is a good school. You make good progress and achieve well, not just in English and mathematics but in other areas too, such as sports, art and in your personal development. You are taught well and some of your lessons are outstanding because of the hard work done by your teachers. The grown-ups in school take excellent care of you and that helps you to enjoy school and achieve as well as you do.

All of your school leaders as well as your parents and carers are very proud of your school and want it to be even better. We have asked your headteacher and teachers to make your learning even better by making sure that all of your work, in every subject and in all classes, is marked as well as that in your literacy books. The second thing is for teachers (and you) to make sure that you always follow up the targets given in marking about how to improve. Finally, make sure to work hard at your handwriting, and the general neatness of your work, especially in Years 3 to 6.

Yours sincerely

Kevin Johnson

Lead inspector

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