

Oxon CofE Primary School

Inspection report

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| Unique Reference Number | 123502 |
| Local Authority | Shropshire |
| Inspection number | 380673 |
| Inspection dates | 19–20 September 2011 |
| Reporting inspector | David Driscoll |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 398 |
| Appropriate authority | The governing body |
| Chair | Carl Johnson |
| Headteacher | Mark Rogers |
| Date of previous school inspection | 27 September 2006 |
| School address | Racecourse Lane Bicton Heath Shrewsbury SY3 5BJ |
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Introduction

This inspection was carried out by three additional inspectors, who observed 22 lessons taught by 15 teachers. They held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' attainment and progress, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 223 parents and carers.

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

- How well do the school's leaders analyse performance data in order to identify priorities for improvement and inform the monitoring and evaluation of teaching?
- How well does teaching in Years 1 to 6 build on the information from assessments to ensure that all groups are set suitably challenging work?
- How well does provision for information and communication technology (ICT) promote pupils' creativity and independence?

Information about the school

The school is much larger than average. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is average. Most pupils come from a White British background, with small numbers from a range of different minority ethnic groups. The school also houses Earlyworld, which provides childcare outside of school hours. This facility is not managed by the governing body and so is subject to a separate inspection.

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

Oxon CofE Primary is a good school. Pupils make good academic progress and some aspects of their personal development are outstanding. By the time they leave Year 6, pupils have developed a strong set of moral values that influence the way they behave and act in their everyday lives. They have a high degree of respect for the views of others and the differences that make each individual special. Pupils have a great capacity to reflect on the world around them and a good understanding of different cultures.

Children get off to a good start in the Reception class. They join the school with skills and knowledge that are typical for their age, but leave with attainment that is above average. The start to Year 1 is relatively slow as teachers do not build quickly enough on pupils' prior achievements. However, good progress resumes in Year 2 and continues as pupils move through the school. Progress is good in English, mathematics and science, and satisfactory in ICT. In most year groups, teachers set challenging tasks for pupils that make them think hard about their work. In ICT pupils are not given enough freedom to tackle problems in their own way.

Full equality for all is at the heart of the school's work and results in outstanding care, guidance and support. Staff go to exceptional lengths to support individuals whose circumstances may make them vulnerable or are looking for a new start to their education after previous failures. Outstanding attention is paid to safeguarding, resulting in pupils feeling exceptionally secure in school. Every parent and carer responding to the question said that their child was safe in school, and this was echoed by pupils who expressed complete confidence in staff to address even the smallest of concerns. Pupils are exceptionally knowledgeable about how to lead a healthy lifestyle and have used their understanding to successfully encourage others to live their lives more healthily.

The headteacher's strong leadership sets the tone for all that the school does. His role is rightly praised by parents and carers. Other leaders, including members of the governing body, also play a good role in ensuring the school continues to improve. Accurate self-evaluation has allowed them to get to the root of any dips in attainment and take effective actions to tackle them, demonstrating good capacity for sustained improvement.

What does the school need to do to improve further?

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- Make more effective use of the assessment information from the reception classes to raise teachers’ expectations and set suitably challenging work for pupils when they start Year 1.
- Accelerate the development of pupils’ skills in ICT by providing them with opportunities to choose appropriate hardware and software in order to investigate and solve problems.

Outcomes for individuals and groups of pupils

2

Pupils very much enjoy coming to school, where they achieve well. Attendance has improved since the last inspection and is high. Attainment on leaving Year 6 over the past three years has been above average. Attainment in mathematics and science was high in 2011, and the same trend was seen in the current work in English as well. The excellent equality provided by the school ensures that there are no differences at all in the performance of different groups, so pupils with special educational needs and/or disabilities do equally as well as their peers. This has been brought about by accurate tracking of pupils’ progress to identify where individuals are falling behind so that extra help can be provided, either in lessons or through the very effective use of one-to-one support.

Pupils are keen to produce their best work. They usually pay close attention to their teachers’ instructions and concentrate hard when working individually or in small groups. Cooperation between individuals is a natural part of lessons and helps pupils to develop their good levels of independence. Pupils were quick to turn to their friends to discuss the difference between adverbs and adjectives in Year 5 for example, rather than turn to the teacher for help. Pupils enjoy tackling difficult problems in mathematics. Pupils with special educational needs and/or disabilities demonstrate high levels of perseverance when struggling to read complex words or tackling difficult calculations.

Pupils are polite and respectful to others. They routinely open doors for visitors and are keen to discuss their life at school. Behaviour is usually good, both in and out of lessons. No pupils have been excluded in recent years. Pupils are proud of their school, and especially the part they have played in improving it. The school council has played a leading role in developing extra land provided for the school to extend sports and play facilities, for example. The ‘bike it’ group have had a remarkable impact on helping others to be ecologically aware and healthy by encouraging cycling to school. Sixteen pupils used to cycle to school, now there are 113.

These are the grades for pupils’ outcomes

| | |
|--|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | 2 |

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

| | |
|---|----------|
| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| 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 | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Good relationships between pupils and their teachers are the norm. In most year groups teachers use information from assessments well to accurately match tasks to the ability of pupils. The assessments at the end of Reception are accurate, but their conversion to an indicator for the start of Year 1 had previously resulted in a slightly lower score than was actually the case. This slightly lowered expectations at the start of Year 1 and teachers have not checked actual examples of pupils' previous work to gain an accurate idea of their abilities. Expectations of what individuals can achieve are often high in other year groups, especially the quality of presentation. As a result, writing is neat and precise, and calculations are laid out clearly and accurately. The texts that are chosen are often demanding, such as the description of a faun by C.S. Lewis in 'The Lion, the Witch and the Wardrobe'. Questions are used well to assess what pupils already know, although sometimes only those with their hands up are asked allowing quieter pupils to 'hide'. Plenaries to lessons are a real strength. They sum up what has been learnt, check that pupils understand it and provide a good platform for subsequent lessons.

The curriculum provides good breadth and balance. It is well enriched with trips and a wide range of extra clubs and activities that are appreciated and valued by pupils, parents and carers. Pupils have a good grounding in the basics of ICT. However, this is often taught through structured tasks that do not allow pupils to experiment for themselves and make choices about how they will tackle a particular task.

Pupils, parents and carers are full of praise for the school's pastoral support, especially its work with pupils with special educational needs and/or disabilities. There are numerous striking examples of how the school has supported individuals successfully so they are able to make the most of their education. These include

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

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pupils with a history of poor behaviour and exclusion from other schools and others with significant medical problems. All have gone on to make good progress academically and, where necessary, amend their behaviour and attitudes to others. Monitoring of such pupils is highly detailed and evaluations of actions to support them are comprehensive. Although attendance is high the school does not rest on its laurels. Each pupil’s attendance is closely analysed and actions taken as soon as a falling trend emerges, using the close links that are maintained with families.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides good drive for improvement that is supported by all staff. Morale among them is high and all are proud of the school’s success. Pupils’ progress is tracked very closely and the results used well to decide where checks on teaching should be targeted. The checks themselves are accurate and provide all teachers with clear, simple guidance on how lessons can be improved. All performance data is well utilised when deciding on the school’s priorities for improvement, which are appropriate and shared with all staff. The school is extremely well organised and managed on a day to day basis.

Members of the governing body and members of the senior leadership team provide good support for the headteacher. Members of the governing body are well-informed and provide a good degree of challenge through their probing questions about the school’s performance and what the headteacher intends to do about it. They are particularly strong in the area of safeguarding, where individuals possess considerable expertise. They ensure all the necessary checks are carried out and that policies are implemented consistently by all staff. Training goes far beyond the minimum; there are seven staff trained in paediatric first aid for example. Procedures to ensure equality are equally as effective. There are no incidents of discrimination of any kind because the school successfully promotes respect for, and understanding of, the rights and feelings of others. Community cohesion is promoted well, through good international links and using the experiences of pupils, parents and carers from minority ethnic backgrounds.

These are the grades for leadership and management

| | |
|---|----------|
| The effectiveness of leadership and management in embedding ambition and | 2 |
|---|----------|

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

| | |
|--|---|
| driving improvement 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 | 2 |
| 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 | 1 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children make good progress in almost all areas of learning. Their personal, social and emotional development is particularly strong, leading to excellent behaviour. Staff employ a particularly wide range of behaviour-management strategies to good effect. Children settle quickly and are soon playing and sharing happily together. By the time they start Year 1 they are considerate of the feelings of others and change their own behaviour accordingly. Teachers continually develop children’s expressive language by taking every opportunity to ask them to describe what they are seeing and think of different words to express themselves. The ‘forest schools’ approach to outdoor learning promotes independence and creativity well. Structured opportunities to write sentence are not introduced early in the school year and not all opportunities are taken to encourage children to write. The highly-trained staff have good relationships with the children, who become increasingly confident in their care. Excellent resources, both in and out of the classrooms, are used well to provide stimulating and enjoyable activities. Children make especially good use of ICT in their learning.

Progress is improving each year in this well led and managed setting. The staff work well as a team, with a good understanding of the requirements of the Early Years Foundation Stage. Assessments are accurate and used to develop lesson plans that promote the progress of each child. Personal development is given a high priority in these plans. Priorities for improvement are clear and actions are already being taken to improve children’s progress in writing. Good links are maintained with parents and carers, with a high number volunteering to work in the Reception classes.

These are the grades for the Early Years Foundation Stage

| | |
|--|---|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
|--|---|

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

| | |
|--|---|
| 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 relatively high proportion of parents and carers responded to the questionnaire. They were very happy with all that the school provides and hold views that are similar to those of the inspectors. A very few felt that there was too much emphasis placed on academic achievement at the expense of developing creativity. Inspectors observed lessons and paid particular attention to the quality of work in the arts. This was found to be equally as good as that in English and mathematics, for example, and pupils demonstrated a good degree of flair in their work. There are some outstanding displays of high quality artwork around the school. A similar number of parents and carers felt that reports other than in English and mathematics did not provide enough information on progress. Inspectors checked a sample of reports and found that not all subjects told parents and carers how much progress their child had made, although this was always very clear in English and mathematics.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oxon 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 223 completed questionnaires by the end of the on-site inspection. In total, there are 398 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 149 | 67 | 68 | 31 | 3 | 1 | 1 | 0 |
| The school keeps my child safe | 181 | 82 | 40 | 18 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 101 | 46 | 111 | 50 | 5 | 2 | 0 | 0 |
| My child is making enough progress at this school | 120 | 54 | 89 | 40 | 7 | 3 | 1 | 0 |
| The teaching is good at this school | 133 | 60 | 82 | 37 | 1 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 105 | 48 | 107 | 48 | 5 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 120 | 54 | 96 | 43 | 4 | 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) | 117 | 53 | 92 | 42 | 1 | 0 | 1 | 0 |
| The school meets my child’s particular needs | 118 | 53 | 96 | 43 | 2 | 1 | 1 | 0 |
| The school deals effectively with unacceptable behaviour | 95 | 43 | 105 | 48 | 7 | 3 | 1 | 0 |
| The school takes account of my suggestions and concerns | 84 | 38 | 118 | 53 | 3 | 1 | 1 | 0 |
| The school is led and managed effectively | 147 | 67 | 64 | 29 | 4 | 2 | 1 | 0 |
| Overall, I am happy with my child’s experience at this school | 142 | 64 | 71 | 32 | 5 | 2 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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 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">■ 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.



21 September 2011

Dear Pupils

Inspection of Oxon CofE Primary School, Shrewsbury, SY3 5BJ

Thank you for all the help you gave us when we visited your school. We thoroughly enjoyed talking to you. We were impressed by your excellent manners and the high level of respect you show to all those around you. Your parents, carers and teachers can be very proud of how well you all treat each other. You told us that you go to a good school, where you all feel very safe. We agree. You get a good education and do well in your studies. All of the staff take great care of you and the school is exceptional in the lengths it goes to in order to keep you safe and make you feel safe. Most of you make good progress because your teachers set you work that you find difficult, but achievable if you try your hardest. Progress at the start of Year 1 is a little slower, so we have asked the teachers there to check what the children can already do and then give them work that is equally as well matched to their abilities. You clearly like using computers. We have asked your teachers to give you more freedom when using them, so you can choose what resources to use and how to use them, so you improve your skills more quickly. You can help by making suggestions about when you feel computers would help you solve problems.

We were extremely impressed by how much you knew about how to stay fit and healthy, and especially the outstanding work of the 'bike it' group in getting so many of you to cycle to school. Keep it up! One thing that your teachers are really good at is making sure that everyone is treated equally and gets the support that they need to succeed, especially those of you who have gone through difficult times in your lives. The headteacher sets the tone by making sure that everyone gets on well together. You told us that no one is bullied or upset by others. All the people who run the school have a good idea of what can be improved and how to do it. Your school just keeps getting better and better.

With all best wishes for your future.

Yours sincerely

David Driscoll
Lead inspector

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