

Old Park Primary School

Old Park Road, , Wednesbury, WS10 9LX

Inspection dates 01 – 02 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school is exceptionally well led and managed. The inspirational headteacher is strongly supported by an effective deputy, senior management team and by staff at every level in the school.
- The quality of teaching is outstanding and never less than good. Lessons are highly enjoyable and well planned, enabling pupils to flourish at their time in the school.
- Pupils' behaviour and attitudes to learning are outstanding. Relationships are a real strength. Pupils feel very safe and respect the staff, themselves and each other.
- From well-below age-related expectations when they start school, the proportion of pupils achieving the expected levels for their age by the end of Year 6 is above average in English and mathematics.
- The quality of the learning environment is superb. Displays are interactive, colourful and highly informative. Resources are of very good quality and are easily accessible to pupils, encouraging them to become independent learners.
- Throughout the school pupils are encouraged to believe in themselves and in their ability to succeed. The school provides pupils with an exceptionally caring and nurturing environment which is fully appreciated by parents.
- The governing body significantly contributes to the success of the school. Governors have an accurate view of the school's strengths and areas for development. They are not afraid to ask challenging questions and hold the senior leaders to account.

Information about this inspection

- Inspectors observed 24 lessons. Three of these lessons were observed jointly with the headteacher. In addition, inspectors heard pupils read and looked at their work.
- Meetings were held with pupils, governors, a local authority adviser, and the school's staff including senior and middle leaders.
- The views of 17 parents who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents at the start of the school day. The inspectors also received and considered 57 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents including: the school's self-evaluation and planning for improvement; the information the school keeps on pupils' current progress and achievement; reports on the quality of teaching; teachers' planning and work in pupils' books; records relating to behaviour and attendance; and the school's safeguarding information.
- The inspection team observed morning playtime and lunchtime activities, and attended an assembly.

Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Nin Matharu

Additional Inspector

Dennis Brittain

Additional Inspector

Full report

Information about this school

- The school is much larger than the average primary school.
- The proportion of pupils supported by the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and children from service families) is above average.
- The proportion of pupils from minority ethnic heritages is above average, as is the proportion at an early stage of learning English.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is just below average.
- All classes through the school are single-age classes. There are two classes in each age group.
- The school is part of the Wednesbury Learning Community Trust, consisting of 12 primary schools and three secondary schools.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Ensure a higher proportion of teaching is outstanding by:
 - extending the skills of the more-able in all parts of the lesson
 - spreading the existing outstanding teaching across the school.

Inspection judgements

The achievement of pupils is outstanding

- Children enter the Early Years Foundation Stage with skills and knowledge which are well below those typical of their age. They make excellent progress as a result of an outstanding learning environment, both indoors and outdoors, and activities which develop their basic skills and independence well.
- In 2012 at the end of Year 2, standards were above average in reading, writing and mathematics, which is an improvement since the last inspection.
- In 2012 at the end of Year 6, the proportion of pupils attaining the expected level for their age was above average in reading, writing and mathematics.
- Reading is strength of the school. Pupils who read to inspectors were enthusiastic about reading and demonstrated good skills and understanding for their age. By the end of Year 6, pupils have made excellent progress and standards are above the national average. The proportion of pupils in Year 6 in 2012 achieving the higher level 5 in reading was well above average.
- School data for pupils currently in the school show that pupils are making at least good and, in many cases, outstanding progress from their well below average starting points. Learning observed in lessons and work seen in pupils' books demonstrates that pupils make excellent progress. Occasionally, the most able pupils do not reach their full potential when activities do not fully challenge them to do even better.
- Pupils' speaking and listening skills, independent and collaborative learning are outstanding and continually developed through well-planned opportunities to discuss and explore their ideas. For example, in a Year 6 lesson, pupils were invited to describe to their classmates how two poems about caged tigers made them feel. Pupils were eager to come forward and their developing confidence with public speaking was evident.
- Minority ethnic pupils including those for whom English is an additional language have achieved equally well. The effective support they receive ensures that they make rapid gains in their learning.
- Disabled pupils and those who have special educational needs receive focused support to ensure they progress well and develop their learning. Many overcome their difficulties and are confident learners.
- Pupils eligible for pupil premium funding also progress well. Funds are used to provide extra resources and targeted support. As a result, in 2012 by the end of Year 6, the proportion achieving the expected level for their age was above average in English and mathematics.
- Discussions with parents and their responses through Parent View show an overwhelming agreement that their children achieve very well at this school.

The quality of teaching is outstanding

- Much of the teaching across the school is outstanding and it is never less than good. Teachers have high expectations of all groups of learners. Teachers create a calm, welcoming and

extremely positive learning environment which fosters good relationships and promotes high expectations of pupils' behaviour and achievement. Teachers have excellent relationships with pupils and know their classes well.

- In the Early Years Foundation Stage, routines are well established and learning activities are carefully organised. Staff provide a stimulating learning environment where children quickly become confident and eager learners.
- Lessons are well planned to take account of pupils starting points. Teachers plan appropriate tasks to ensure that teaching is highly specific to the needs of pupils who speak English as an additional language, pupils known to be eligible for pupil premium, disabled pupils and those who have special educational needs.
- Pupils gain from lessons that move at a brisk pace and which give them the opportunity to work in pairs and groups to learn from each other. Excellent learning habits are acquired starting from Reception, where pupils are already making choices and taking responsibility for their learning.
- Questioning of pupils is effective. It is targeted to ensure that all pupils remain involved in the lesson, and helps to consolidate learning by encouraging pupils to explain their reasoning.
- Occasionally, activities for the most able pupils are not quite hard enough and these pupils are not challenged in all parts of the lesson.
- Regular written and verbal feedback by teachers to individual pupils and groups is of a high quality in all classes and ensures that pupils have a clear understanding of their progress. Marking is undertaken conscientiously and is highly effective in showing pupils how to make their work better and how well they have done. Pupils have opportunities to respond to teachers' comments and correct their errors.
- The many colourful displays of pupils' work in classrooms and throughout the interior of the school reflect the range of the curriculum and the genuine pride that adults and pupils clearly take in their school.
- Teaching assistants are a very valuable asset around the school. They know the pupils very well, work closely with the class teachers and are very well deployed to ensure the needs of individual pupils are very well met.
- The overwhelming majority of parents who responded to Parent View agreed their children are taught well in school.

The behaviour and safety of pupils are outstanding

- The behaviour in lessons and around school is outstanding. Pupils are unreservedly polite and courteous to one another and to staff and there is a strong community feeling to the school.
 - Pupils are eager to learn and are highly motivated. They demonstrate excellent social skills, working well together in pairs or small groups. They respond well to teachers' high expectations and seize opportunities to take responsibility for their own learning and consequently achieve well.
-

- Pupils of all ages have a good understanding of how to stay safe. Bullying is extremely rare, as pupils fully recognise the importance of caring for each other and valuing each other's views and opinions. Pupils' understanding of the different kinds of bullying is secure, for example they are clear about internet bullying and its consequences. They are confident that the school will deal with bullying swiftly.
- The school successfully promotes good relations and ensures discrimination of any kind is not tolerated. Pupils are confident of reporting incidents on the playground secure in the knowledge they would be dealt with. Pupils are proud ambassadors for the school and willingly take on responsibilities such as tuck shop monitors and school council representatives.
- The school gives a high priority to encouraging pupils to attend regularly and most pupils attend well. However, despite every effort by the school, a small minority of pupils take extended leave in term time and as a result overall attendance is average.
- Parents who responded were unanimous that their children are happy and feel safe at school and that the school makes sure pupils behave well and deals effectively with bullying.

The leadership and management are outstanding

- Under the inspirational leadership of the headteacher, the school is heavily over-subscribed and popular with parents. All those responding to Parent View said they would recommend the school to parents.
- The pursuit of excellence is central to the work of the school. The headteacher, senior leaders, governors and all members of staff are highly ambitious and professional in their determination to help pupils achieve their full potential.
- Self-evaluation is built into the school's daily routine. Staff reflect on their practice, the success of activities for the children and the impact of these on progress. Together with the excellent monitoring of the quality of teaching, this leads to refinements in the way staff teach and how the curriculum operates.
- The school development plan is highly comprehensive and sets out well-chosen aims and objectives to enable the school to continue improving. Clear procedures are in place to ensure that subject leaders effectively monitor their areas of responsibility and the progress that pupils are making.
- Leaders and the teachers themselves are able to judge teaching accurately. They recognise the features of outstanding teaching and there is a close link between teachers' pay and the quality of teaching. Targets set for teachers have led to improvements in their lessons.
- Staff fully support the headteacher's aims for the school and it was evident from returned staff questionnaires that they are equally committed to ensuring that improvement is sustained. Inspectors fully agree with the comment from a member of staff, 'It is a family where staff, pupils and the community look after each other'.

- The rich and creative curriculum, including the highly popular 'Forest School' where pupils are able to undertake a range of activities such as 'Living as a Viking', meets the needs of pupils extremely well. Pupils are provided with variety of valuable and exciting experiences. These include trips to places of interest and visitors to the school to stimulate pupils and broaden their horizons. There is no discrimination or exclusion of any pupil from any aspect of school life. The curriculum makes an outstanding contribution to their spiritual, moral, social and cultural development.
 - The school works very effectively through the Wednesbury Learning Community Trust. Membership of the Trust provides training opportunities and shared resources and expertise. The school is the host school and takes a leading role in the Trust. Staff expertise is used widely to support school leadership and contribute to improvements across the Trust. For example, the school is the hub for literacy and the 'Forest School' leader and the procurement manager share their expertise across the group of schools.
 - The school has ensured that its safeguarding policies and procedures are rigorous and meet all statutory requirements. All staff are well trained in child protection.
 - The local authority provides 'light touch' support to this outstanding school.
 - **The governance of the school:**
 - The work of the governing body has contributed to the outstanding quality of education the school provides. The governing body knows how the school performs against national standards and pays close attention to the school's assessment and information on pupils' performance. Governors know how the pupil premium funding is allocated and check how it is used to ensure that the achievement gap is narrowing. Details of the funding and how it is spent is included on the school's website. Governors have had relevant training about keeping the school under review and are very clear about what the school is doing well and where it could do better. They hold senior leaders to account for their performance and have developed close links with parents and carers. Governors manage the resources of the school very effectively and ensure that the performance management system for staff is robust and linked closely to pay. The governing body fulfils its statutory responsibilities and ensures that all requirements are met and effective in relation to the safeguarding of children.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103909
Local authority	Sandwell
Inspection number	413249

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

Type of school	Primary
School category	Select
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	498
Appropriate authority	The governing body
Chair	Mike Fellows
Headteacher	Liz Adams
Date of previous school inspection	25 November 2008
Telephone number	0121 5262669
Fax number	0121 526 2669
Email address	liz.adams@oldpark.sandwell.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

