

Oxley Primary School

Ripon Road, Bushbury Lane, Wolverhampton, WV10 9TR

Inspection dates

12–13 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While the recent actions of leaders, managers and governors have produced some improvements in pupils' achievement and the quality of teaching, these have yet to be sustained over time in all year groups. Standards remain below the national average in both Key Stage 1 and Key Stage 2.
- There is not enough good or outstanding teaching. In some lessons, the most able pupils find the work too easy. In others, teachers do not always ask questions to check that all pupils have understood.
- In mathematics, pupils in Key Stage 2, particularly those eligible for the pupil premium, are not making the progress they should. Pupils do not do enough solving of mathematical problems in their lessons.
- Too many of the pupils in Key Stage 1 do not make the progress they should in writing. The teaching of simple spelling patterns and basic punctuation requires improvement.
- Teachers do not have a consistent way of marking pupils' work that shows them how to improve.
- School leaders do not use information about the progress of the most able pupils to identify and tackle any underachievement.
- The level of pupils' attendance is well below the national average. The school's efforts to work with parents and carers are yet to have a significant impact.
- The school does not have a website where parents and pupils can access information about its work.

The school has the following strengths

- Pupils make good progress in the Early Years Foundation Stage, particularly in their physical and social development.
- This is a happy and caring school. There are strong and positive relationships between staff and pupils.
- Pupils make better progress in English, particularly in their speaking and listening skills. In lessons and in other activities, every opportunity is taken to develop confident speakers and attentive listeners.

Information about this inspection

- Inspectors observed 14 lessons, of which six were joint observations with the headteacher or the deputy headteacher. In addition, the inspection team looked at pupils' work in their books and listened to them read.
- There were meetings with groups of pupils, senior leaders and representatives of the governing body and the local authority.
- Inspectors talked to parents at the start and the end of the school day and also considered the 15 responses to a staff questionnaire. There were not sufficient responses to show results in Parent View, Ofsted's online questionnaire for parents.
- The inspection team examined the school's own data on pupils' recent and current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Michael Appleby

Additional Inspector

Full report

Information about this school

- Oxley is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above the national average and just over a quarter of pupils are White British.
- The proportion of pupils who speak English as an additional language is above the national average.
- The percentage of pupils who are eligible for the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The mobility of pupils is higher than the national average. In the last year nearly a third of pupils in the school joined or left between Reception and Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school runs a breakfast club on the premises.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by making sure teachers:
 - make consistent use of a clear policy for the marking of pupils' work so that all pupils understand what they need to do to improve
 - ask all pupils in the class sufficiently searching questions to be sure they have understood and then adapt their lessons accordingly
 - plan more independent activities that allow pupils' attitudes to learning, particularly among the most able, to have a significant impact on the progress they make.
- Raise pupils' achievement by:
 - improving pupils' mathematical skills in problem solving at Key Stage 2, particularly pupils who are eligible for the pupil premium
 - improving the standards of pupils' writing in Key Stage 1 by sharing the good practice developed in Key Stage 2 and giving more time to teaching simple spelling patterns and basic punctuation.
- Increase the effectiveness of leadership and management by:
 - using information about the progress of the most-able pupils, as well as other groups, to see that they are doing as well as they can
 - making sure that the school has a website that helps to inform and support both parents and pupils.
- Improve attendance by continuing to develop positive relationships with parents and carers and seeking further examples of effective practice in other schools.

Inspection judgements

The achievement of pupils requires improvement

- Pupils typically enter the Early Years Foundation Stage with skills and abilities below, and in literacy and mathematics well below, those expected for their age. The two thirds of pupils who are on roll at the school through to Year 6 go on to achieve standards in reading writing and mathematics that are below the national average. This represents achievement overall that requires improvement.
- In mathematics, the proportion of pupils at Key Stage 2 making and exceeding expected progress in 2013 was below the national average and was broadly similar to the progress made in 2012. The gap between the progress made in mathematics by pupils eligible for the pupil premium and others has widened in the last two years.
- Pupils' progress in English at Key Stage 2, has steadily improved over the last three years and the proportion of pupils making and exceeding expected progress in English has been above the national average for the last two years. The gap between the progress in English made by pupils eligible for the pupil premium and others has closed in the last two years.
- There are improvements in pupils' achievement but it is a complex picture and they are not consistent across year groups or subjects. Where pupils show improved attitudes to learning, for example their enthusiasm for literacy in Key Stage 2, there is evidence of better progress and standards.
- School records show that the progress made in mathematics by pupils in each year group from Year 3 to Year 6 requires improvement. Pupils made good progress, however, in reading and writing.
- There is no consistent gap in the attainment of the two thirds of pupils who are eligible for the pupil premium and others. In fact, in recent years, the standards of pupils who are eligible for the pupil premium have at times been considerably higher than other pupils.
- In the last three years there have been no pupils in Year 6 with high prior attainment at Key Stage 1. This has resulted in the proportion of pupils attaining the highest levels at Key Stage 2 being well below the national average.
- The progress of pupils in the Early Years Foundation Stage is good with over three quarters of the children at the end of the Reception Year reaching the levels expected for their age in all the areas of development.
- While their progress in writing requires improvement, in the last two years pupils have been making accelerated progress in Key Stage 1 in mathematics and in reading. Standards in all three subjects at Key Stage 1 are still below the national average but over the last three years there have been marked improvements in writing in 2012 and in mathematics in 2013.
- The impact of improvements in the teaching of phonics (letters and the sounds they make) has led to a greater proportion of pupils reaching the required standard in the screening check in Year 1 this year.
- Inspectors focused closely on the progress of individual pupils who have special educational needs because of small numbers and found good one-to-one teaching leading to good progress.

- There is a wide spread of achievement among the high proportion of pupils from minority ethnic backgrounds. The school provides good support for those pupils at an early stage of learning English while other pupils for whom English is an additional language are among the highest achievers in the school. This is largely because they make rapid progress in developing their speaking and listening skills.

The quality of teaching requires improvement

- The teaching of mathematics in Key Stage 2 does not give pupils sufficient practice in the solving of mathematical problems and showing pupils that mathematical ideas can have practical applications.
- In lessons in which teaching requires improvement, teachers do not routinely assess the progress of all pupils by asking probing questions. This means that some pupils can pass through a lesson without being challenged and without the teacher being sure they have understood a new learning point.
- The marking of pupils' work in their books is not consistent from teacher to teacher or from subject to subject. This does not make it easy for pupils quickly to see what they have done well and where they can improve.
- As a result of improving achievement in Key Stage 1, there are now more pupils coming through the school with higher prior attainment. In some lessons these pupils are finding the work too easy and teachers are not always quick enough to respond to their needs.
- The teaching of the early stages of phonics is good and pupils are effectively grouped by ability. In these sessions in particular, teachers make good use of skilled teaching assistants. The later stage of the teaching of writing in Key Stage 1 requires improvement, however. This is because not all pupils are building a strong foundation of simple spelling patterns and basic punctuation.
- The teaching of literacy skills in Key Stage 2 is good and there is very effective use of speaking and listening activities that then lead into meaningful and engaging writing tasks.
- Teaching in the Early Years Foundation Stage is good. Activities are based on regular assessments to enable children to reach and exceed the expected goals for their age. The school provides stimulating and safe indoor and outdoor facilities for both the children in the Nursery and those in Reception and they have access to sand, water and the natural environment. These help the children to have positive experiences in all the areas of learning.
- Children's own interests are recognised and followed up, for example a Nursery pupil's visit to a sea life centre led to art work with sea creatures and testing toys to find those that floated.
- Teachers have become skilful in tackling the challenge of the large number of pupils who arrive and leave through the course of the year. The largely positive attitudes to learning and familiarity with routines seen during the inspection are constantly reinforced and promoted through praise and verbal and written reminders.

The behaviour and safety of pupils requires improvement

- The attendance rate has been low over time. The school has made improving its attendance a high priority. An attendance officer is developing positive relationships with parents and the school works closely on improving attendance with both the local authority and others working to improve links between home and school. The school is seeking further examples of best practice from other schools locally and nationally. Where necessary the school has successfully taken cases of non-attendance to court.
- While pupils have largely positive attitudes to learning, these are sometimes limited in the impact they make on their progress. This is because they do not have enough opportunities for independent work in the classroom and for pursuing their own ideas and investigations.
- Pupils behave well around the school. There have been no permanent exclusions in the last three years and a small number of fixed-term exclusions. Pupils respect each other and are courteous to adults and visitors. Pupils also demonstrate a pride in their school and are confident in talking about their own achievements. Parents were all positive regarding the behaviour and safety of pupils at the school.
- Pupils feel safe and do not find bullying to be an issue at this school. They learn how to stay safe at school, outside school and on the internet with, for example, playground zones for different ages, road safety training and advice and guidance in technology lessons.
- Pupils are encouraged to take on some responsibilities as they develop through the school. This includes the school council, and supporting national charity days such as Red Nose Day and Children in Need, organising their own fundraising activities.
- Pupils are aware of the importance of physical exercise and the dangers of adopting an unhealthy diet. They spoke knowledgeably about the reduced use of salt in school meals and the healthy choices on the school menu. The breakfast club gives pupils a healthy start to the school day. An active and engaging Year 6 lesson in physical education was observed during the inspection and pupils were enthusiastic about their involvement in competitive team sports.

The leadership and management requires improvement

- The senior leaders have driven improvements in both pupils' achievement and the quality of teaching. However, these improvements have yet to result in achievement of all pupils in reading, writing and mathematics that consistently compares favourably with that found nationally.
- The introduction by senior leaders of small, target groups of pupils for specific help in literacy and numeracy has led to improvements in their achievement. The impact of the leadership of the school on improving the quality of teaching can also be seen in the successful introduction of a new system of teaching phonics. The headteacher has close links with other local schools and uses these to share best practice and to ensure as smooth a transition to secondary school as possible.
- The headteacher has a vision for the direction in which she wants to take the school and she has successfully shared this with governors, staff and pupils. In discussion with inspectors, the school's leaders responsible for literacy, the Early Years Foundation Stage and special educational needs demonstrated good knowledge of their areas of expertise. While they applied most of the school's policies consistently, the marking of pupils' work varies across year groups

and teachers.

- While senior leaders and governors have high expectations, they also have a clear view of the school's strengths and weaknesses. This was seen in the school's realistic and rigorous self-evaluation document. Systems for tracking pupils' progress mean the school is able to identify underachievement. These systems require further refinement, however, particularly in identifying the progress of groups such as the growing number of more able pupils.
- In 2013 the local authority moderated the quality of the school's assessment of pupils' progress in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. It was found to be consistent and accurate and this judgement was confirmed during the inspection. The local authority has been supportive of the school in introducing new approaches to teaching and with guidance and advice regarding attendance.
- The school promotes equal opportunities and tackles discrimination through, for example, use of the pupil premium funding to make sure all pupils have access to the full range of subjects and activities.
- The range of subjects taught in the school encourages pupils to have positive attitudes to learning and motivates pupils to do their best. Pupils develop their skills in information and communication technology and use computer programmes independently to support their numeracy and their literacy.
- The school provides all pupils with opportunities to broaden their experience and understanding of the world. Religious festivals are celebrated as is the diversity of cultures and faiths within the school. There are visits to places of worship such as churches and mosques and there are moments for quiet contemplation during communal acts of worship.
- While it has not yet received the funds, the school is aware of the new primary school sports funding. The school plans to use the funding to develop further the skills of the teaching staff in physical education by bringing specialist sports coaches to work with the pupils.
- **The governance of the school:**
 - The governing body has a clear and realistic view of what is happening in the school. Governors have been involved in the school's evaluation of its own performance and understand that it requires improvement. They are aware of their role in improving the consistency of pupils' achievement in the school and monitoring the quality of teaching. While governors meet the statutory requirements for safeguarding, at the time of the inspection the school was still in the process of setting up a functioning website for communication with parents and pupils. They make good use of committees and link governors, as well as external advisors, to develop an understanding of the information provided by the school and how to compare it to other schools nationally. Governors are able to use this information to ask searching questions and to hold the senior leaders to account. They are engaged with the headteacher in the performance management of teachers and have demonstrated the ability to reward good teaching and to tackle any underperformance. The governors are financially prudent and are aware of the impact of school spending such as the pupil premium funding. This allowed groups of pupils in 2013 to improve their progress through booster sessions in literacy and numeracy. The funding has also been used to support the employment of a school attendance officer and additional teaching staff for pupils who are at an early stage of learning English.

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	104295
Local authority	Wolverhampton
Inspection number	426958

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Rev Pat Hawkins
Headteacher	Lorraine Adams
Date of previous school inspection	13 September 2011
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