

# Oldmixon Primary School

Monkton Avenue, Weston-Super-Mare, BS24 9DA

**Inspection dates** 15–16 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- All groups of pupils achieve well. Attainment is rising in both key stages as a result of pupils' faster progress in all subjects.
- Teaching is good across the school. Teachers question pupils very effectively to develop their understanding. Very positive relationships help to create an excellent learning atmosphere.
- Reading is taught thoroughly and most pupils make strong progress. Attainment is above national levels in Year 2 and Year 6, with an increasing number working at the higher levels.
- The provision in the Early Years Foundation Stage is exceptionally well organised so that children develop good speaking and listening skills quickly.
- Pupils show exemplary attitudes to their work and these make a strong contribution to their effective learning in lessons. Their behaviour is outstanding and they enjoy all aspects of school life.
- The strong senior leadership team inspires teachers to keep improving their work by providing them with well-targeted support and by checking their work rigorously.
- Well-informed governors give good levels of support and challenge to the school's leaders. They have a clear view of how well the school is performing and manage the school's finances effectively.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure all pupils' progress is rapid and sustained across all subjects.
- Subject leaders do not contribute enough to whole-school evaluation.

## Information about this inspection

- Inspectors observed 13 lessons, two of which were joint observations with the headteacher. In addition, inspectors made a number of short visits to lessons and the playground.
- Meetings were held with pupils, the two vice-chairs of the governing body and a parent governor, and the school's senior leaders. Also, the lead inspector spoke with a representative of the local authority.
- Inspectors took account of the 57 responses to the online questionnaire (Parent View) as well as consulting informally with parents and carers before and during the school day.
- They observed the school's work, looked at a range of documents including the school's improvement plans, information on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspectors heard pupils read, talked to them in lessons and evaluated samples of their work.

## Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Colin Lee

Additional Inspector

## Full report

### Information about this school

- This school is an average size primary school.
- Most pupils come from a White British background.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children in local authority care and children with a parent or carer in the armed forces, is above the national average. Currently there are very few children with a parent or carer in the armed forces and very few children in local authority care.
- The proportion of disabled pupils and those with special educational needs supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- In September 2013 the school acquired a co-operative trust with the Weston-Super-Mare education trust which comprises five local primary schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching by:
  - making sure that teachers always give pupils the precise steps for success so that they judge for themselves how well they are doing in lessons
  - ensuring that teachers give pupils sufficient learning activities where they explore ideas for themselves and then explain their thinking.
- Extend the role of subject leaders by:
  - ensuring that they have more opportunities to check on the teaching in their subjects and evaluate the impact of this teaching on pupils' learning.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school in the Nursery class with skills that are below those typical for their age, especially in their speaking and listening. They catch up quickly in the stimulating and high quality learning environment. By the time they start Year 1 they are confident learners, and the majority have skills typical for their age.
- Attainment is rising in both key stages so that by the time they leave at the end of Year 6 pupils' attainment is above average at the expected Level 4 in English and mathematics. An increasing number of pupils attained the higher Level 5 in 2013, especially in reading. This means that the progress pupils make from their starting points is good.
- The school's checks on pupils' progress show that it has accelerated to good levels since the previous inspection in all subjects and all age groups. There are no significant differences between the progress rates of different groups reflecting the school's strong commitment to equality.
- High expectations mean that more able pupils are making good progress in line with their classmates. Occasionally pupils do not have sufficient opportunities to explore ideas for themselves and explain their thinking which would help to increase their learning.
- Disabled pupils and those who have special educational needs make good progress because their work is planned carefully to meet their needs.
- Compared to other pupils with similar starting points, the pupils who benefit from the pupil premium fund make equally good progress. These pupils attain as well as their classmates in all subjects.
- The school's strong performance in the Year 1 phonics (letters and the sounds they make) screening check is due to the effective teaching of phonics. Attainment in reading in 2013 was above the expected levels at the end of Key Stage 1 and Key Stage 2. Pupils undertake a range of reading activities for a variety of purposes in lessons and enjoy reading a wide selection of books.
- Physical education has a high priority and, through competitions with other schools in the co-operative trust, pupils have improved their performance levels, demonstrating good standards in their physical development.

### The quality of teaching is good

- Teaching is typically good with some that is particularly effective. Clearly stated aims for each lesson ensure pupils know what is expected of them and the work is well matched to meet their needs.
- Teachers question pupils well to develop their understanding. For example, Year 6 pupils were able to create 'doubling and halving' games successfully in mathematics because the teacher's skilful questions clarified their thinking about their strategies.
- Accurate assessment ensures that teachers know how well pupils are progressing, enabling them to plan to close any gaps in attainment. Marking is extremely thorough and always provides pupils with their next steps for improvement.
- Teachers check pupils' progress during lessons and re-shape the learning activities to address any misconceptions when necessary. Where teachers give clear steps for success, pupils are able to check how well they are doing for themselves but this does not yet happen consistently in all lessons.
- Relationships are very strong creating an outstanding learning environment. Teachers have high expectations of all groups of pupils, harnessing their very positive attitudes to their school work so that for the most part learning moves on quickly.

- Occasionally teachers do not give pupils sufficient opportunities to explain their thinking in order to consolidate and test out their ideas.
- Training and support to help teachers and teaching assistants improve their skills, particularly in the teaching of phonics and questioning skills, have been successful in raising the quality of teaching so that good practice is the norm.
- The pupil premium fund has been used to provide well-targeted teaching that meets pupils' needs precisely, helping to close any gaps in attainment. The provision for disabled pupils and those with special educational needs is well organised and enables these pupils to be included fully in school life.
- The teaching of music is a strong aspect of the school's work. During the inspection very effective teaching was observed with pupils playing their instruments to a high standard and demonstrating excellent musical knowledge.
- The high quality provision, both indoors and outdoors in the Early Years Foundation Stage, enables children to flourish in all areas of learning through a careful balance of adult- and child-led activities. Adults work together very effectively to ensure children's communication and language skills develop rapidly.

### **The behaviour and safety of pupils** are outstanding

- Typically pupils' behaviour and their enjoyment of learning are outstanding. Their very positive attitudes make a strong contribution to the rapid acceleration of their progress.
- School records show that incidences of misbehaviour are very rare and pupils respond well to the management systems and rewards for behaviour such as the 'Friday Banquet'. The level of co-operation in lessons is extremely good. Teachers encourage pupils to listen to, and learn from, each other, and this has a very positive impact on their attitudes and progress.
- Pupils speak highly of school staff and the education that is provided for them. 'We learn something new here every day' was one such comment from a pupil and others agree. They have great confidence in staff to keep them safe.
- Parents and carers who responded to the online questionnaire or spoke to the inspectors confirm the view that behaviour is well managed and that their children are looked after well.
- Pupils play an active part in school and have considerable involvement in making decisions about issues that involve them. Roles such as organising the daily fruit stall and running the school radio station contribute very effectively to their personal development.
- Discussions with pupils show that they have a clear understanding of what constitutes bullying, including cyber-bullying and racist name-calling. They are adamant that it is extremely rare here but have good strategies for combating this should it occur.
- Stronger links with the co-operative trust schools and other partnerships are extending the range of physical activities available for pupils, especially the sporting competitions where they excel.
- The school gives a high priority to encouraging pupils to attend regularly and most attend well. However, attendance was affected adversely by a very small minority of pupils over the previous year. Due to the school's rigorous procedures for tackling absence, these issues have been addressed and attendance rates are above average for this term.

### **The leadership and management** are good

- The strong senior leadership team, led by a very effective headteacher, has increased the pace of improvement since the previous inspection. Increased clarity in self-evaluation has brought a sharper focus to development planning. Systematic checking, followed by appropriate training and support, has improved the quality of teaching and accelerated pupils' progress.
- Improvements to the way pupils' attainment and progress are tracked and monitored have allowed senior leaders to manage the performance of teachers more precisely. Teachers' targets for improvement focus closely on raising the attainment of all groups of pupils and are clearly

linked to the Teachers' Standards.

- Effective support from the local authority consultant has enabled the school's senior leaders to establish consistently good practice among teachers by assisting with checks on teaching and learning.
- Partnership work with the local authority and other schools is supporting leaders and managers in developing their effectiveness. However, many subject leaders are new to their roles and are not yet checking rigorously enough the impact of improvements to the teaching and the pupils' progress in their areas of responsibility.
- The dynamic and exciting curriculum provides a wealth of opportunities for pupils to develop their interests and skills. It promotes their spiritual, moral, social and cultural development extremely well.
- Plans are in place to use the new primary physical education funding to extend still further the sporting activities on offer to pupils to enhance their performance levels and increase their participation in sport.
- Parents are very supportive of the school. They appreciate the warm welcome they receive from staff and the opportunities to become involved in their children's learning.
- The school promotes equality of opportunity well and ensures that there is no discrimination. The pupil premium fund is managed effectively so that eligible pupils make good progress and have access to activities that enrich their experiences.
- All statutory requirements for safeguarding are met and systems are maintained rigorously. Staff receive regular updates and training in child protection and governors are trained in safer recruitment.
- **The governance of the school:**
  - Well-informed governors support and monitor the work of the school closely. They acknowledge the significant impact that the senior leaders have had on improving the teaching and learning since the previous inspection. High quality information enables them to challenge senior leaders effectively so that they have a clear understanding of pupils' achievement and how this compares to other schools nationally. They know how the performance of staff is being managed to bring about any necessary improvements and how this is aligned to their pay progression. They keep up to date with their training through good quality training provided by the local authority. Governors manage resources effectively, including monitoring the allocation and impact of the pupil premium, ensuring that it is used to provide high quality teaching experiences to help accelerate progress and close any gaps in pupils' attainment.

## 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

<b>Unique reference number</b>	109104
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	426728

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Cooksley
<b>Headteacher</b>	Martin Greenwood
<b>Date of previous school inspection</b>	8–9 February 2012
<b>Telephone number</b>	01934 812879
<b>Fax number</b>	01934 812457
<b>Email address</b>	<a href="mailto:mgreenwood@oldmixonschool.com">mgreenwood@oldmixonschool.com</a>



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