

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9166
Direct email: helen.johnson@serco.com



7 November 2013

Mrs Lorraine Adams
Headteacher
Oxley Primary School
Ripon Road
Bushbury Lane
WV10 9TR

Dear Mrs Adams

Requires improvement: monitoring inspection visit to Oxley Primary School

Following my visit to your school on 6 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection on 12 September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- use information about the achievement of different groups of pupils to focus monitoring activities more closely on specific weaknesses in teaching
- give teachers more precise guidance on how to improve after each monitoring activity
- set shorter timescales for these improvements and follow them up rigorously so that gaps in the achievement between different groups of pupils are eliminated.

Evidence

During the visit, meetings were held with you and the deputy headteacher, members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school action plan was evaluated. Other documents were examined: the school's checks on the quality of teaching and pupils' work, information about pupils' current achievement and records of training given to staff. Short visits were made to lessons to talk with pupils and look at their learning.

Main findings

You and your deputy headteacher have responded to the inspection in September with a sense of urgency and determination. You quickly accessed appropriate training for teachers. Rightly, you have not only focused on the teaching that requires improvement but have also sought to increase the proportion that is outstanding. You have expected that teachers will respond to this training by reflecting on what they learn. You do not require them to identify precisely how their practice will improve as a result. Consequently, the impact of this training is limited in some classes.

You regularly check teachers' planning and the work in pupils' books, using this information to give teachers advice on how to improve. This advice is too general and you do not follow it up quickly enough to ensure improvement is rapid.

Changes to the timetable mean teachers now spend more time teaching spelling and punctuation skills. Teachers now plan more opportunities for pupils to improve their writing skills by using them in different subjects. You have organised training to improve the teaching of basic mathematics skills and to help pupils develop their knowledge of number facts more effectively through solving problems.

You now use information about the achievement of pupils to compare the progress of different groups, including the more able. Governors say this gives them a clearer picture of achievement and a better understanding of where it is weak. You do not take this information sufficiently into account when evaluating the quality of teaching, so judgements are sometimes over generous. Many governors are inexperienced and would like training in asking more searching questions to challenge you about gaps in achievement. Governors plan to introduce regular visits to school to ensure they build an on-going picture of how well pupils are learning. Governors have ensured that the school now has a website through which information is shared with parents.

You have followed up concerns about absence more rigorously and sought advice on improving the attendance of Gypsy Roma Traveller pupils. These actions are having an impact as attendance rates have improved and are currently broadly average. The action plan sets out appropriate actions to address the issues identified at the section 5 inspection. It includes helpful milestones to support you and governors in

judging the pace of improvement. The plan does not show clearly what will be done to measure the impact of each action and how this will lead to expected improvement in the achievement of specific groups of pupils.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has brokered well-focused support to improve the subject leadership of mathematics and has increased the degree of contact with the Gypsy Roma Traveller support service. A group of local authority officers, senior school staff and governors plans to meet each half term to evaluate improvements made. The local authority plans to work with the school to carry out an in-depth review of the quality of teaching and pupils' achievement early next year.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services Wolverhampton and as below.

Yours sincerely

Sandra Hayes

Her Majesty's Inspector

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority