

# Oxhey Wood Primary School

Oxhey Drive, South Oxhey, Watford, WD19 7SL

**Inspection dates** 24–25 April 2014

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

## Summary of key findings for parents and pupils

### This is a good school

- Strong leadership from the headteacher, deputy headteacher and assistant headteacher has brought about rapid improvements to achievement and teaching.
- All groups of pupils make good progress in reading, writing and mathematics because their progress is carefully checked and they are well taught.
- The pupils enjoy a varied range of experiences that contribute strongly to their spiritual, moral, social and cultural development.
- Relationships between adults and pupils are excellent, with the result that pupils behave well at all times and in a variety of circumstances.
- Pupils enjoy school and have good attitudes to learning. They understand how to keep themselves safe.
- The governing body is well organised and effective in carrying out its role.

### It is not yet an outstanding school because

- More-able pupils are sometimes not given enough help and guidance to assist them in attaining the higher levels, particularly in writing.
- Although attendance has risen recently, this improvement is not yet sustained. Some pupils are persistently late.

## Information about this inspection

- Inspectors observed 18 lessons or part lessons and an assembly.
- The inspectors listened to pupils read and looked closely at pupils' work in books and work displayed around the school.
- The inspection team looked at a wide range of school documents including the self-evaluation report, monitoring files, policies and the school website.
- Meetings were held with groups of pupils, senior leaders and subject leaders, staff, members of the governing body including the chair of governors, and the school's improvement partner.
- Account was taken of 29 responses to the online questionnaire (Parent View), the school's own parent questionnaire and the views of several parents spoken to in the playground.

## Inspection team

Gillian Bosschaert, Lead inspector

Additional Inspector

Liz Kissane

Additional Inspector

Ken Parry

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average primary school.
- The large majority of pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils known to be eligible for pupil premium funding is double the national average. This is the additional funding for pupils who are known to be eligible for free school meals or in local authority care.
- The proportion of disabled pupils and those who have educational special needs supported by school action is more than double the national average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The headteacher and deputy headteacher took up their post in September 2012 and the assistant headteacher with responsibility for inclusion took up her role in January 2013.
- Since the last inspection the mobility of families in the area has increased, especially in Key Stage 1. Over half the pupils who leave Key Stage 1 at the end of Year 2 did not start in the school and a quarter joined during Year 2.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a children's centre on site, which is subject to a separate inspection.
- There is also a breakfast club, which is run by an external company and also subject to a separate inspection.

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

- Make sure more-able pupils are consistently challenged, so that more reach the higher levels of attainment of which they are capable.
- Ensure that pupils have regular opportunities to write in different subjects.
- Improve attendance further and decrease the number of pupils who are persistently late.

## Inspection judgements

### The achievement of pupils are good

- Children enter the nursery with skills and knowledge well below those expected for their age in all areas of learning. They make good progress but not all transfer to the reception classes due to families moving in and out of the area. This meant that at the end of Key Stage 1 in 2013 pupils' achievement was below the national averages for reading, writing and mathematics, despite having made good progress.
- The new headteacher introduced phonics, (the sounds letters make) this has improved pupils' reading and writing skills. New resources and strategies in mathematics have increased attainment in both key stages. School data, the work in pupils' books and recent school test results in phonics show that attainment is much higher this year because pupils are now making rapid progress.
- Attainment at the end of Key Stage 2 is rising quickly. Almost all pupils are on track to reach at least the nationally expected levels of attainment by the end of Year 6, and many more than previously are on track to exceed expected progress. However, as yet few pupils are reaching the higher levels of attainment.
- The progress of every pupil is carefully checked to make sure they all make at least expected progress. In the past the attainment of disabled pupils and those who have special educational needs has been well below that of their classmates, but since the appointment of a teacher with responsibility for overseeing the work and progress of these pupils rapid improvements have been made and they have caught up to their classmates in reading, writing and mathematics due to extra group teaching and some one to one teaching.
- The 2013 national tests results show that the attainment of Year 6 pupils supported by the pupil premium was similar to that of their classmates in mathematics and reading. In writing they were almost a year behind. This year eligible pupils have made rapid progress in writing throughout the school and recent test show their attainment to be above average along with their classmates.
- Pupils who speak English as an additional language make better progress than their classmates except in Key Stage 1, where they are still developing their language skills.
- Pupils who are more able are offered additional challenges through working with the local secondary school or with a higher class for specific activities. All of the more-able pupils make nationally expected progress and this year a few are on track to exceed it.
- The new primary sports funding is used well and offers pupils opportunities to excel in additional sport like golf or activities such as cheerleading. All pupils take part in timetabled physical education lessons which contribute to developing healthy lifestyles. This additional exercise helps to improve concentration.
- Reading has improved in both key stages and standards are now above the national figures for last year. Pupils who read to the inspector read with confidence and used their knowledge of phonics well to tackle unfamiliar words.

**The quality of teaching** are good

- Teaching is consistently good throughout the school; this has had a positive effect on the speed of progress pupils are making.
- Teaching in the Early Years Foundation Stage is good. From the time the pupils join the school they are helped to settle quickly into routines and establish good attitudes to learning. Both indoor and outdoor environments are stimulating places to learn. Adults provide 'talk' sessions for children to ensure they make good progress in speaking and listening skills, which are particularly low when they enter the school.
- Teachers know their pupils well and in the main, they use information about what pupils already know and can do to make sure that work is neither too easy nor too hard. Occasionally however, for a minority of pupils, tasks lack enough challenge for them to make greater progress especially in writing.
- Teachers use skilful questioning to encourage pupils to think and work things out for themselves. For example, in a mathematics lesson seen pupils were encouraged to assist the teacher to correct common mistakes or explain to other pupils, using the overhead projector or interactive whiteboard, how to correct their mistakes. This enabled them to gain a deeper understanding of the skills they were learning.
- Marking is clear and precise and used consistently well to help pupils move on in their learning. Teachers make sure older pupils work on the next steps in their learning using guidance given in marking. This ensures rapid progress for each individual pupil.
- Additional adults are well deployed in classrooms. They assist teachers in ensuring pupils do not struggle unnecessarily or for too long, thus contributing to the rapid progress pupils are making.

**The behaviour and safety of pupils** are good

- The behaviour of pupils is good. The school is a calm and orderly place. Pupils are polite to each other and to adults. Even the youngest children understand right and wrong, which they demonstrated from their understanding of the story of *Jack and the Beanstalk*. They were very clear that it was wrong of Jack to steal the giant's gold even though he was poor.
- Their behaviour in and around the school, the playground and in classrooms is good. Posters around the school encourage pupils to think about random acts of kindness they could manage in all sorts of ways, such as holding open doors or ensuring adults have a chair, letting the person behind in a line go in front. All of these were quietly demonstrated during the inspection.
- Pupils are highly motivated and settle quickly to their learning. They willingly take part in discussion with their partner or an adult.
- The school's work to keep pupils safe and secure is good. Safeguarding arrangements meet all the current national requirements.
- Pupils know about safety and how to keep themselves safe. They are able to explain cyber-bullying and know what to do, and understand how to keep safe in the swimming pool. They say that bullying rarely occurs in school are confident that an adult would help should it happen.
- Racism is not tolerated, pupils are fully aware of how they must talk and act together.

Assemblies provide opportunities to explore topics about differences between cultures and races. All pupils are given equal access to the curriculum through well delivered tasks suited to their abilities.

- Attendance is improving and is now average. The school uses a variety of strategies to ensure pupils attend regularly, including meetings with parents. Senior leaders have not yet done enough to address the problem of pupils who are persistently late.

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

- Senior leaders have a clear vision for the school to improve and standards are rising. The addition of an assistant headteacher has strengthened the team further. This team, together with the governors, is moving the school forward rapidly. They have secured a strong teaching force that fully supports the initiatives to raise attainment.
- Senior leaders and phase leaders check the quality of teaching and pupils' progress regularly. Books are scrutinised, classroom displays and teachers' planning are thoroughly checked and systems to manage the performance of teachers are fully developed. Training opportunities are closely linked to school improvement, raising standards and improving the quality of teaching.
- The school's self-evaluation is accurate, showing a realistic view of the school and its priorities for improvement. Senior leaders, subject leaders and phase leaders are fully aware of weaknesses and are already addressing these. Their focus on reading and phonics has improved standards in both reading and writing. More 'boy friendly' topics for writing are having a positive impact, for example the Winter Olympics and currently pirates and pirate ships. Further opportunities for writing across subjects have not yet been developed. Teachers are paired with a subject leader to ensure that training is effective.
- There is a strong emphasis on mathematics and school data show that this too is improving rapidly. Many more pupils are on track to attain the higher levels this year in both key stages and exceed the expected progress for their age.
- Leaders have organised workshops for parents to enable them to understand current ways of teaching and how to help their child at home. These have been well attended.
- Workshops have also been organised to introduce outside agencies that are involved in the school. For example, the speech therapist and the educational psychologist, to ensure that should one are suggested parents are clear about who they are and what they do.
- Spiritual, moral, social and cultural development is developed well through the curriculum. Displays show examples of pupils' work on the Buddhist story, the Great Plague, a Police Incident Report, which also developed the need to find evidence to support arguments.
- Visits out and visitors to the school enhance the curriculum. For example, a dentist, the firemen a police officer and representatives from charities like Marie Curie help pupils become more socially aware. A male children's author was a good role model to show boys that writing can be fun.
- The pupils themselves organised 'An afternoon at the Museum' which gave each class the opportunity to visit each other to see what they had been doing in history and science. Titles included 'Super Space to Daring Dinosaurs' and 'Raving Romans and Weird Weather'. Year 6 pupils were the guides and curators. They took photographs and developed their own

newspaper in which this was just one article.

- Older pupils are encouraged to learn how to look after themselves. Time is available for them, under supervision, to make their own breakfast. This is in addition to the externally organised breakfast club, which is open to all pupils. This has helped to maintain pupils' attention in lessons and improved standards because pupils are more alert in the morning.
- Most parents who responded to the online questionnaire are happy with the school. The school's own questionnaire showed the vast majority of parents are happy with the school.
- The local authority representative visits the school three times a year as part of their programme of support and challenge for schools. The current improvement partner is also a headteacher, which brings a greater dimension to discussions and understanding. The local authority monitors standards and the quality of teaching regularly.
- **The governance of the school:**
  - The governing body has a good awareness of standards and the quality of teaching and has learnt to hold leaders to account. The governors question leaders about the performance of pupils and challenge leaders regularly. They have a regular agenda item to follow through the last Ofsted report's recommendations and ensure that they are being implemented.
  - Governors understand how teacher performance is linked to pay. They have supported the headteacher in addressing underperformance with the result that there is now a strong teaching team.
  - Governors are up to date with safeguarding training. They seek training both within the school and from the local authority. The chair of governors works with the local authority to assist with governor training.
  - The finance committee monitors the spending of the pupil premium funding and the grant for physical education carefully to ensure that they are having the desired impact on the pupils' learning.

## 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>	117170
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	441998

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Brown
<b>Headteacher</b>	David Smith
<b>Date of previous school inspection</b>	12 December 2012
<b>Telephone number</b>	020 8428 4828
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