

Inspection of Oxbridge Lane Primary School

Oxbridge Lane, Stockton-on-Tees, Cleveland TS18 4DA

Inspection dates: 15 and 16 September 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Oxbridge Lane is a safe and happy place. Pupils enjoying attending school and describe it as 'a kind, caring and welcoming place where everyone is accepted'. The recently introduced behaviour policy is used consistently by staff. All adults have high expectations of pupils' behaviour. Any disruptive behaviour is dealt with fairly and consistently. Leaders ensure that pupils who need support to manage their behaviour get the help that they need. This number of incidents of poor behaviour is reducing. Classrooms are calm and purposeful places for pupils to learn.

The school rules of being safe, respectful, and ready are well known by all pupils. 'Recognition Walls' in every classroom recognise pupils who are rising to leaders' high expectations. Pupils say that bullying happens very rarely, but when it does, teachers do something about it quickly.

Leaders have created a curriculum that celebrates difference and diversity. Pupils spoke enthusiastically about their studies during Black History Month. They recalled famous people, such as Nelson Mandela and Maggie Aderin-Pocock. Pupils said that the achievements of these people had inspired them.

The positive relationships that pupils have with adults is encouraging pupils to aim higher.

What does the school do well and what does it need to do better?

Since the previous inspection, the leadership team has changed. They have improved pupils' behaviour and raised expectations of what pupils can achieve. Leaders have made rapid changes to the curriculum to realise these high ambitions for all pupils. Assessment is used well to find out what pupils know and can do. Leaders have used this information to make changes to their curriculum plans. Gaps in pupils' knowledge, caused by the COVID-19 (coronavirus) pandemic, are quickly addressed.

Leaders have created a curriculum that is unique to their school. The views of parents and pupils help to inform what is taught. For example, all pupils take an annual health and well-being survey. Leaders use the results to inform some parts of the personal, social and health education curriculum. As a result, the curriculum addresses issues that are specific to the needs of pupils, such as diet and exercise.

In a short space of time, leaders have brought a sharp focus to staff training and development. All staff speak highly of the opportunities they have received to develop their roles and contribute to improving the school. Staff morale is high because leaders value the work that they do.

Newly introduced curriculum plans in subjects such as mathematics and physical education (PE) are well structured. The curriculum builds on what pupils have

learned before. This is helping pupils to know and remember more. Pupils talk about their learning with confidence. However, in other areas of the curriculum, such as music and history, developments have been hindered due to COVID-19. In these subjects, the sequence of learning is not as clearly planned, and pupils' understanding is weaker.

The teaching of reading and phonics remains a high priority. Phonics teaching begins in Nursery and prepares children well for starting Reception. Leaders use their assessment information to accurately match books to the sounds that pupils already know. All staff have received the necessary training to teach leaders' chosen phonics programme. As a result, the number of pupils who start Year 3 as confident readers is increasing. Teachers read to pupils every day. This is helping to foster pupils' love and curiosity of reading. Pupils speak with enthusiasm about the texts they read.

Pupils with special educational needs and/or disabilities are identified at an early stage. Teachers work with pupils and parents to identify the extra help that they need to access an ambitious curriculum. Pupils are given carefully considered resources to enable them to work alongside their peers.

Pupils' attitudes to their learning are positive. They say that they enjoy the challenge that they get in lessons. Leaders take steps to challenge poor rates of attendance and have introduced some incentives to reduce absences. However, rates of persistent absenteeism remain too high. Prolonged periods of absence for a significant minority of pupils mean that too many pupils are missing too much of the curriculum.

Leaders are resolute that pupils will receive a curriculum that is rich in wider opportunities. Annual trips to the cinema, coast and residential visits provide pupils with a rich set of life experiences. Regular visits to places of worship broaden pupils' understanding of different faiths and religions. Pupils are accepting of difference. The school's curriculum for pupils' personal development prepares pupils well for life in modern Britain. Elected roles, such as school councillors, help pupils understand the meaning of democracy. Leaders have worked hard during the COVID-19 pandemic to ensure that disadvantaged pupils have access to extra-curricular activities.

Leaders in the early years have a relentless focus on children's well-being. Routines are quickly established. This encourages pupils' independence. Reception-age children benefit from a thoughtfully planned curriculum that builds on what they have learned in Nursery. Leaders plan learning activities that engage pupils and hold their concentration. They consult with parents to find out what children's interests are. Leaders have prioritised the teaching of early mathematics and phonics, which happens as soon as pupils start school. Outcomes are improving over time.

Governors know the school well. Regular checks are made by governors on the impact of leaders' actions. Presentations from curriculum leaders provide governors with the information they need to challenge their work. The recently established

school improvement meetings are giving governors invaluable insight into the school curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe. They have adults to talk to if something is worrying them.

Leaders ensure that safeguarding training is regularly refreshed. All new staff are trained on the school's safeguarding procedures. They have the skills and knowledge to support pupils effectively. All staff view safeguarding as their responsibility. There is a strong culture of vigilance.

Leaders work tirelessly to ensure families get the support that they need. Where concerns are identified, they are accurately reported, and actions are taken quickly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, such as music and history, leaders' curriculum plans are not well sequenced. Plans do not build on learning that has gone before. Leaders should ensure that curriculum plans in the foundation subjects are well sequenced and progressive.
- Rates of persistent absenteeism are too high. Too many pupils are missing too much of the curriculum and this is leading to gaps in their knowledge. Leaders should identify pupils at risk of being persistently absent at an earlier stage and work closely with parents to overcome barriers to pupils' attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|--|
| Unique reference number | 111644 |
| Local authority | Stockton-on-Tees |
| Inspection number | 10200658 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 386 |
| Appropriate authority | The governing body |
| Chair of governing body | Vicky Pinkney |
| Headteacher | Amy Blackburn |
| Website | www.oxbridgelane.org.uk |
| Dates of previous inspection | 9 and 10 January 2018, under section 5 of the Education Act 2005 |

Information about this school

- This is a larger than average primary school.
- Since the previous inspection, the leadership of the school has changed. A new headteacher joined the school in January 2019.
- The proportion of pupils in receipt of additional support through the pupil premium funding is more than double the national average.
- The school includes 12 out of the 17 possible ethnic groups. The proportion of pupils who speak English as an additional language is higher than the national average.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- Inspectors met with the headteacher, deputy headteacher and assistant headteachers. They also met with the special education needs coordinator and carried out joint lesson visits.
- Inspectors looked in detail at reading, mathematics, history, PE and music. Inspectors met with curriculum leaders, visited lessons, looked at pupils' work and talked to pupils and teachers.
- Inspectors listened to pupils read to a familiar adult and visited reading and phonics lessons in Reception, Year 1 and Year 2.
- Inspectors spoke with a selection of parents at the start and end of the school day.
- Inspectors spoke with a representative from the local authority.
- Inspectors met with two governors, including the chair of the governing body.
- Inspectors also reviewed the 32 responses that were received through the Ofsted questionnaire for staff. Inspectors considered the 17 responses that were received through Ofsted's Parent View questionnaire as well as the 16 free-text responses. They also considered the 31 responses received through the pupils' survey.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits, at breaktimes and lunchtimes.
- Inspectors scrutinised the schools safeguarding documentation and behaviour and attendance information.

Inspection team

Chris Pearce, lead inspector

Her Majesty's Inspector

Andrea Batley

Her Majesty's Inspector

Gillian Nimer

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021