

# Inspection of New Oscott Primary School

Markham Road, Sutton Coldfield, West Midlands B73 6QR

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Inspection dates: 21 and 22 March 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

New Oscott is a big school with a big heart. Parents, pupils, staff and governors are proud of their school. Pupils thrive because leaders give every child the opportunity to develop confidence, resilience and responsibility. One pupil said, 'All children have a time to shine in this school.' Pupils relish the opportunities to take on one of the many responsibilities available to them, such as being a peer pal, sports captain, house captain or school councillor.

Leaders and staff share high expectations of pupils, both academically and personally. Pupils rise to these expectations. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils' conduct and behaviour is excellent. They work hard in lessons and learning is rarely disrupted. Pupils are extremely tolerant and respectful of others. Pupils who have different faiths are fully respected. For example, pupils helped to develop a prayer room for use during Ramadan. Pupils are clear that bullying is very unlikely to happen. They say this is because 'teachers stop bullying before it starts'. However, if bullying does occur, it is dealt with quickly and effectively. One pupil reflected, 'teachers make sure we leave school with a smile on our face'.

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

This is a school where reading has the highest priority. A new phonics curriculum was recently introduced to better support pupils to become fluent readers. Leaders have ensured that all staff are well trained to deliver this to pupils across the school. If pupils fall behind, staff quickly intervene to support pupils to catch up quickly. Children start learning to read as soon as they start in Reception. The books pupils take home are carefully matched to the sounds they are learning in school. Pupils enjoy reading and talk enthusiastically about the books they read. One pupil proudly said how he was enjoying reading text by Shakespeare.

Leaders have ensured that the curriculum is broad and ambitious and matches the expectations of the national curriculum. Staff receive high-quality training and support to ensure they are confident in teaching all aspects of the curriculum. Learning is carefully mapped out and leaders have identified the precise vocabulary that pupils should learn in all subjects. However, in some foundation subjects, leaders have not identified the precise knowledge and skills that pupils should learn. This means that pupils do not always learn exactly what leaders want them to.

Children in the early years settle in quickly. They are encouraged to be confident and independent learners from day one. This was reflected in a Nursery child's determination to fasten his own coat. When he achieved this the whole class celebrated and his name was added to the 'I can do my coat up' display. Children develop strong relationships with adults and other children. Teachers are skilled at taking opportunities to develop children's speaking and listening skills.

The provision for pupils with SEND is strong. The SEND coordinator has ensured that clear systems are in place to quickly identify and support pupils with SEND. Pupils receive very targeted support that is individual to their needs. This helps them to achieve well and work successfully alongside their peers.

Pupils' behaviour is excellent. They are tolerant and respectful. They make sure that everyone is welcome. Pupils take on a wealth of roles and responsibilities. This starts early in school. For example, pupils in Year 2 apply for jobs as Christmas post workers. They have to complete an application form and have a formal induction. They are then paid with chocolate coins. This formal approach is echoed for all roles. Pupils feel that this prepares them for life beyond school.

Sport and culture are promoted through the exceptionally wide range of clubs and fixtures that are available for all pupils. These include both girls' and boys' football teams, gymnastics and athletics teams. Pupils with SEND are fully included and have represented the school in a panathlon, a competition of inclusive sports.

Strong leaders guide the school. The headteacher and deputy headteacher have instilled an ambitious vision that is shared across the school community. The governing body is relentless in its drive to further develop the school. Governors hold leaders across the school to account.

Staff are proud to work here. They value how leaders are considerate of their workload and well-being. Parents are overwhelmingly positive about the school. A typical parental comment was, 'I cannot praise the school staff or the headteacher highly enough. The school offers lots of amazing opportunities to the children. It's a wonderful school that helps the children to thrive.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are relentless in their management of safeguarding. Leaders ensure that there is a strong safeguarding culture across the school. They keep themselves abreast of any new and emerging safeguarding issues that may affect pupils. Staff receive regular and appropriate safeguarding training. The procedures for identifying and reporting concerns about a pupil's welfare are clear. Leaders follow up any concerns diligently. They act with speed and urgency. There is a culture embedded in the school of 'It could happen here.'

Pupils are taught how to keep themselves safe, including when online. Pupils talk confidently about risks, such as roads and playing on ice.

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

### (Information for the school and appropriate authority)

- In some foundation subjects, leaders are still refining what the key knowledge is that they want pupils to learn. This means that, in these subjects, teachers are not as clear about what pupils should be learning. Leaders should make sure that they identify the important knowledge that they want pupils to learn in these subjects, and continue to check that pupils have remembered this learning.

## 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.

## 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

<b>Unique reference number</b>	134774
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10242061
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	675
<b>Appropriate authority</b>	The governing body
<b>Chair of governing</b>	Katy Lewis
<b>Headteacher</b>	Alison Walklett
<b>Website</b>	<a href="http://www.newoscott.bham.sch.uk">www.newoscott.bham.sch.uk</a>
<b>Date of previous inspection</b>	27 June 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- The school operates its own before- and after-school club.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, physical education and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a selection of pupils read to an adult.

- Inspectors met with the chair and members of the governing body, a local authority representative and a range of school staff. An inspector also met with the school's SEND coordinator.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records and the single central record. Inspectors reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

### **Inspection team**

Eve Morris, lead inspector	His Majesty's Inspector
Sally Noble	Ofsted Inspector
John Bates	Ofsted Inspector
Chris Wright	Ofsted Inspector

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