



# Oxhey First School

## Inspection Report

**Unique Reference Number** 124149  
**Local Authority** Staffordshire  
**Inspection number** 292904  
**Inspection dates** 22–23 January 2007  
**Reporting inspector** Martin Cole

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

<b>Type of school</b>	First	<b>School address</b>	Pennine Way
<b>School category</b>	Community		Biddulph
<b>Age range of pupils</b>	4–9		Stoke-on-Trent ST8 7EB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01782 513000
<b>Number on roll (school)</b>	246	<b>Fax number</b>	01782 510589
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	G H Brown
		<b>Headteacher</b>	Susan Hyland
<b>Date of previous school inspection</b>	25 February 2002		

<b>Age group</b> 4–9	<b>Inspection dates</b> 22–23 January 2007	<b>Inspection number</b> 292904
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Pupils start at this smaller than average first school with attainment which is a little below average. The proportion of pupils with learning difficulties or disabilities is small and below the national average. Almost all pupils are from White British backgrounds.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Good leadership and management ensure pupils receive a good quality of education and develop well both personally and academically. Right from their early days at the Foundation Stage, where the provision is of good quality, pupils make good progress. By the time they end the Reception Year, children's standards are broadly average. By the end of Year 2, they are above average, as their national test results clearly show. Further steady progress means that pupils leave the school at the end of Year 4 with standards above the level expected for their age. This represents good achievement in relation to pupils' attainment when starting at the school.

Pupils' good progress in learning is helped greatly by their positive attitudes to school. Their personal development and well-being are good and reflect the highly effective care, support and guidance staff provide. Pupils enjoy school. They feel happy and safe in the calm, caring environment provided. They understand how to stay healthy. Behaviour is good and pupils grow in confidence. They respond well to encouragement to be responsible and co-operative members of the community. With these qualities and their good progress in skills of literacy and numeracy, pupils are prepared well for the demands of future adult life.

Good teaching is key to pupils' good learning and progress. Skilful management of pupils and organisation of activities mean lessons proceed at a lively pace and pupils concentrate well on their tasks. Throughout the school, well-planned lessons cater effectively for the range of pupils' abilities and needs. The good support teachers and classroom assistants give to those finding learning difficult is a significant strength. Careful systematic tracking of pupils' progress is used well to plan extra help for those progressing less well. Revised procedures for giving pupils targets for improvement are not fully or consistently implemented. Some pupils are not clear what they must do to improve. Strengths of the good curriculum include the work in literacy and numeracy and the guidance on developing personal and social skills. The programme of support for pupils with learning difficulties or disabilities is good. Although satisfactory, opportunities for pupils to use information and communication technology (ICT) in their learning, or to take part in optional activities outside lessons, are limited.

The good quality of provision in all main aspects of the school's work and the well-established record of good achievement by pupils reflect the good leadership and management. The school keeps a good check on its own performance. It knows where it can be better and takes effective action to bring about improvement. The above-average standards have been well maintained since the previous inspection and the quality of education improved. The school is well placed to make further improvement.

### What the school should do to improve further

- Enrich the curriculum and enhance pupils' enjoyment with further opportunities to use ICT in learning and more activities outside lessons

- Help pupils to achieve a better understanding and recall of their targets for improving their work.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well at each stage of their education at the school. They make consistently good progress both at the Foundation Stage and in Years 1–4. In the national tests taken by Year 2 pupils, results have been consistently above average for the last seven years. The 2006 results were above average in all three areas tested: reading, writing and mathematics. Results were best in reading and writing as a consequence of a successful drive by the school to raise literacy standards. The work of Year 4 pupils and their performance in optional national tests shows that their attainment, too, exceeds the level expected for their age. Achievement in mathematics both in Year 2 and in Year 4 is not quite as good as in literacy and the school is now turning the focus for improvement on to this subject. The good support given to pupils with learning difficulties or disabilities helps them to make good progress. As a result, the number of pupils who, by Year 4, have not reached the level of attainment expected for their age is very small, and is lower than in most schools.

## **Personal development and well-being**

### **Grade: 2**

Children at the Foundation Stage soon join happily and confidently in school life. Pupils throughout the school say they enjoy school and this is reflected in the above-average level of their attendance. They develop self-esteem as their different achievements are recognised and celebrated in class and in assemblies. Pupils learn good attitudes, skills and work habits of perseverance, independence and teamwork. Year 4 pupils attend a team-building day in preparation for their move to their middle school. Although they are able to learn independently, pupils' opportunities to do so, for example in learning through ICT, are limited. Relationships are good and pupils feel safe and confident. They contribute well to the community by helping out with lunchtime arrangements and influencing the life of the school through the school council. They befriend those who sit on the 'Friendship Bench' when feeling lonely. Pupils realise the importance of a healthy lifestyle. They take advantage of good opportunities to eat healthily at school and they join keenly in exercise.

Pupils' spiritual, moral, social, and cultural development is good. They have a good understanding of right and wrong and reflect on the values they can apply to their everyday lives. Visits and visitors help them achieve a good awareness of their own and others' cultures. Older pupils, for example, interviewed their grandparents and visited a local industrial museum to research the history of the Potteries. They also learnt about canal-boat art which they tried to emulate. Pupils explored a range of aspects of Indian culture in some depth with the help of an Indian visitor.

## Quality of provision

### Teaching and learning

#### Grade: 2

The consistently good progress pupils make reflects the good quality of the teaching found throughout the school. Well-established systematic assessment of pupils' progress is used effectively to plan their next steps in learning. The tasks provided and the support given by teachers and classroom assistants are well planned to suit pupils' abilities and needs. Teachers make good use of visual and other aids to add impact to the teaching. They offer plenty of encouragement, reward success and manage behaviour skilfully. Pupils comment on how helpful the staff are. Consequently, pupils learn willingly, try hard and behave well. They feel confident about their progress. Limited opportunities to learn through using ICT mean that pupils' sensible attitudes and capacity for independence are not fully exploited.

### Curriculum and other activities

#### Grade: 2

The good Foundation Stage curriculum employs careful observations of the children supported by strong links with parents and external agencies. Thorough systematic attention to literacy and numeracy throughout the school result in pupils' good progress. Well-planned support for pupils in need of extra help includes intensive targeted work in literacy or numeracy given daily to pupils individually or in small groups. Opportunities to help pupils learn to be safe and healthy and to relate well to one another are good.

The school has increased the use of ICT to support teaching and learning by, for example, introducing interactive whiteboards. These are used well in every classroom. Pupils often use ICT during work in literacy and numeracy but only occasionally in other subjects. There are insufficient opportunities for pupils to enjoy learning through ICT. Links between subjects that could help pupils see the relevance of their work and maximise use of time are also relatively few. The curriculum is enhanced through a good range of educational trips, such as annual visits to a farm, and through visitors to the school, including a poet, and coaches from a number of local football clubs. Optional activities outside lessons, including sport, are a little limited and some parents and pupils say they wish there were more.

### Care, guidance and support

#### Grade: 2

The good care provided is based on good relationships between pupils and staff. There is effective communication with parents and robust arrangements for safeguarding pupils. The result is happy, confident pupils who are ready to learn. All staff are alert for signs or symptoms of distress. Pupils report, 'I like this school because staff are nice and look after us well'. There are excellent arrangements for preventing and dealing with incidents of bullying or harassment. Older pupils who act as mentors

enhance pupils' confidence that there is someone to turn to if they are in need of friendship, particularly at lunchtimes. The health and safety of pupils is promoted very well and staff ensure very good levels of supervision and care for pupils at all times. Support for learning is strong and effective. Guidance on learning is also generally good and helps pupils know how well they are doing through regular feedback and marking of work. Targets are set and shared with pupils and parents but some pupils have difficulty in remembering and understanding their targets clearly because teachers do not remind them sufficiently.

## **Leadership and management**

### **Grade: 2**

The school's consistent record of good standards and the breadth of good quality in its work reflect the thorough and careful leadership and management. There are effectively systematic approaches to all the school does. Only in new approaches to academic guidance, which are not fully implemented, are there minor inconsistencies in practice. There is a determined and conscientious approach to caring for pupils and providing equality of opportunity. To achieve this, staff work well with each other, with other schools and organisations, and with parents. Parents view the school very positively. The school is successful in analysing its performance and in planning and implementing improvement as a recent rise in literacy standards has shown. Governors are supportive and help to see that formal requirements are met and that the school provides good value for money. They have improved their checks on standards and these are satisfactory, but they are less rigorous in measuring the impact of school improvements.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

The inspectors who visited your school recently would like to thank all of you for your friendly welcome. We enjoyed meeting you and talking to you.

We were pleased when you told us that you enjoy school. We could see that this is because the teachers give you good lessons and lots of help and encouragement. This is helping you to make good progress in your work. We also think your behaviour is good and that you get on well with each other and with the adults.

Many of you told us how well the teachers and the other adults look after you. We could see this for ourselves. The adults all do their best to make sure you are happy at school.

We were glad to see that you know what you need to do to stay healthy. We were pleased to find that many of you are trying to eat healthily and that you join in physical exercise keenly.

We have said that your school is giving you a good education. The adults in charge of it are doing a good job and they are trying hard to make the school still better. We have suggested some ways that the school could help you learn and enjoy your work still more successfully:

- by giving you more opportunities to use equipment like computers to help you learn
- by providing more activities, such as sport, which you can choose to do after lessons
- by helping you understand your targets more clearly so you know exactly how to improve your work.

We wish you all the best for the future.