

# East Oxford Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123046
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314466
<b>Inspection dates</b>	28–29 February 2008
<b>Reporting inspector</b>	Steven Hill

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 on roll</b>	
School	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Kenningham
<b>Headteacher</b>	Ms Sue Widgery
<b>Date of previous school inspection</b>	2 February 2004
<b>School address</b>	Union Street Oxford OX4 1JP
<b>Telephone number</b>	01865 240219
<b>Fax number</b>	01865 240219

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	28–29 February 2008
<b>Inspection number</b>	314466

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school serves an ethnically and socially diverse area. A large majority of pupils speaks English as an additional language, with many having very little English when they start at the school. About a third of pupils are of Pakistani heritage, with pupils of Bangladeshi or White British origin the next two largest groups. An increasing number of European families, whose children often speak little English, are settling in the area. The proportion of pupils with learning difficulties or disabilities is above average. Mobility is high, with many pupils starting at the school at different ages. Pupils' attainment on entry varies but overall is very low. Since the last inspection, there has been considerable disruption to senior leadership, with several headship changes before the current head and her deputy were appointed in September 2006. During this inspection, extensive building work was taking place.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

East Oxford Primary is a thriving and harmonious multi-cultural community, where pupils' personal development is good because of good pastoral care. It provides a satisfactory education with many strengths. Children make a very good start in the Foundation Stage, particularly in their personal, social and emotional development. Pupils continue to develop very well socially throughout the school, where a good and improving curriculum helps them to enjoy lessons and strongly supports their positive attitudes to work. They get on well with each other and with adults, behave well and take a pride in their achievements.

Pupils' achievement is satisfactory and improving. They reach standards in Year 6 that, whilst below average, represent satisfactory progress in the light of their very low starting points. Pupils who remain in the school throughout the primary years achieve standards that get closer to national averages as they get older. They make good progress in English, partly because of a strong focus on developing their speaking and listening skills. Progress in mathematics, while satisfactory, is weaker, and the school has rightly identified this as a priority. The large number of pupils who start at the school with little knowledge of English learn the language quickly, because they are given good support. The school is very good at supporting pupils who arrive at different times of the year in different year groups, including those speaking little English, to settle in and make progress.

There was a significant dip in the results of national tests last year following a period of considerable disruption to staffing and management. Good work from all staff, following a strong lead from the headteacher and her deputy, has reversed this decline and raised achievement. Although the achievement of pupils in last year's Year 6 was weak, their progress accelerated during their final year in school, especially in English. The current Year 6 are doing better, and are on target to reach the levels expected in the light of their achievement at Year 2.

Improved teaching is helping to raise standards. Teaching is satisfactory and an increasing number of good lessons are taught. Classes are managed well, relationships are strong and, as a result, pupils behave well and work hard. Good use is made of extra adults, particularly in helping pupils who would otherwise struggle with their work to make progress. However, there remain inconsistencies in the quality of marking, and in the pace of lessons. Teachers make increasingly good use of the improved systems for tracking progress to match work to pupils' needs, although there are still times when the level of challenge is not right. Teachers are starting to set individual targets for pupils to work towards. However, the school is at an early stage in using these to help pupils understand their learning more and so make better progress.

Leadership and management are good. During a time of considerable disruption, the many strengths in pastoral care and pupils' personal development were maintained. Achievement is now being raised through improved systems to track pupils' progress. Teaching is improving because of the systematic monitoring of lessons, planning and pupils' work in English and mathematics. This results in clear feedback to colleagues to help them improve their practice.

## Effectiveness of the Foundation Stage

### Grade: 2

The large unit catering for Nursery and Reception children provides them with a well-planned, stimulating range of indoor and outdoor experiences. Parents are very supportive of the

Foundation Stage unit. One wrote to say that he found it '... an inspiring place to send my child'. From very low levels of attainment on entry, consistently good teaching and well-managed provision help children to make good progress, particularly in language, personal and social skills. However, relatively few children achieve the learning goals expected of five-year-olds, because of the very low starting points of many of them. Children are enthusiastic and eager to develop independence and explore. Assessment procedures are good. Staff keep thorough and accurate assessments of children's progress, which are shared with parents. There is a strong partnership between home and school that contributes well to children's learning.

### **What the school should do to improve further**

- Raise achievement in mathematics to match that in English.
- Improve teaching by eliminating inconsistencies.
- Make better use of individual targets to help pupils understand their own learning and so make better progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are below average. A decline in Year 6 last year, to standards that were exceptionally low, has been reversed. Achievement is satisfactory overall, and is good in English. Pupils who struggle with basic literacy or numeracy make satisfactory progress because the school provides effective help for them, making good use of skilled teaching assistants so they can take a full part in lessons. The many pupils who start school speaking little English learn the language quickly, because of well-targeted support and an emphasis on speaking and listening in lessons. Achievement is improving after a dip caused by considerable disruption to leadership and staffing in the last few years.

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

### **Grade: 2**

Pupils enjoy school. They show consideration and respect to each other and to adults. Their behaviour is good and they have coped sensibly with the restrictions brought about by the extensive buildings works going on around them. Pupils know what they have to do to enjoy a healthy lifestyle and respond with enthusiasm to the many opportunities provided to take part in sport. They relish being able to work together; 'I got better ideas because I was working in a team,' said a Year 2 pupil. Pupils' spiritual, moral, social and cultural development is good. Attendance has risen significantly. However, in spite of the schools best efforts, it is only satisfactory because some pupils still have extended periods of absence. Pupils' involvement in their own and the wider community is good, and several recalled how much they enjoyed taking part in the Cowley Road Festival, for example. By the time pupils leave Year 6, they have developed good personal skills and positive attitudes to learning that, with their good progress in English, stand them in good stead for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is improving and has considerable strengths. An emphasis on including all pupils in lessons, based on positive relationships and clear expectations, is very successful. This leads to good behaviour, very positive relationships and hard work from pupils. Teachers make good use of the interactive whiteboards to explain things to pupils, and to illustrate their points. They provide many good practical experiences for pupils that make learning more interesting. An emphasis on speaking and listening skills supports the good progress made in English. However, in some lessons, opportunities are missed to fully involve all pupils, for example through using small whiteboards. Teachers are making good use of the improved tracking systems to match work to pupils' needs, but occasionally some pupils are still given work that is too hard or too easy for them.

### Curriculum and other activities

#### Grade: 2

The curriculum supports learning well throughout the school. Teachers endeavour to explore links between subjects whenever possible. This makes tasks more relevant to pupils and provides good opportunities for practising literacy, numeracy and social skills. As one pupil in Year 6 said, 'Teachers make learning fun.' New technology is used well. Teachers draw well on the variety of cultures represented in the school. The locality is used effectively to stimulate learning with visits to local museums, Forest School and places of worship planned regularly. There is a good range of extra-curricular activities and a strong focus on sport and physical exercise. A Year 6 residential visit supports pupils' social and personal development as well as their academic work.

### Care, guidance and support

#### Grade: 2

The school provides a safe and caring environment. Very good relationships and high expectations underpin good behaviour. Intensive support for pupils transferring into the school with English as an additional language helps them establish friendships quickly and settle into school routines well. Teaching assistants ensure that pupils who struggle with English and mathematics cope well. Teachers are skilled in supporting the emotional needs of pupils, which helps them to become tolerant and sensitive to the needs of others. Procedures to monitor and track pupils' progress have been improved and teachers are beginning to use this information to plan work systematically to meet individual needs. Group targets for learning are set, but personal targets are not set or used consistently. Procedures for improving attendance are rigorous and have a positive impact.

## Leadership and management

#### Grade: 2

Good leadership and management have maintained pupils' good personal development and are raising achievement. The school is well placed to improve further. The headteacher and deputy work together well, and have established an increasingly effective staff team. Accurate

self-evaluation has resulted in the identification of the right priorities to take the school forward, including the need to focus on standards in mathematics. The improved systems for tracking pupils' progress are helping the school get a clearer grip on what needs doing, and action is being taken to address the issues identified. Systematic monitoring of teaching and of other aspects of provision has successfully focused on English and mathematics. Subject leaders all work hard to support their colleagues in their planning. This is particularly effective in developing the good curriculum that generates interest and enthusiasm from learners. Except in the core subjects, however, leaders have relatively few opportunities to keep track of standards and provision in their subjects.

The governors have a secure understanding of the schools context and provide good help in supporting developments such as the new building, or managing finances. They currently lack a secure enough understanding of achievement in the school to challenge it about this aspect of its work.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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.

## Annex A

**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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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

12 March 2008

Dear Pupils

Inspection of East Oxford Primary School, Oxford, OX4 1JP

Thank you for all your help when we came to visit your school. We enjoyed talking to you and we were very impressed by how well you all get on together. Your behaviour is good and we were pleased to see that you try hard in class. You told us that you enjoy school and we could see why.

We think that your school gives you a satisfactory education, with a lot of good things going on. The Foundation Stage unit gives children a good start. You all have an interesting curriculum, with exciting things to do in school, in clubs and on visits. The adults take great care of you and try to make sure that you get extra help when you need it. This is particularly good for pupils who do not speak much English when they start, and for pupils who find English and mathematics hard. The adults are very good at helping pupils who are new to the school to settle in, and you play a big part in this by helping them to feel welcome.

You are making satisfactory progress overall. You do really well in English because teachers give you lots of chances to talk things over together. You do not do as well in mathematics, and we have agreed with the teachers that they are going to try to help you improve in this subject, to be just as good as in English. They have worked out better ways of keeping track of how well you are doing, and are trying to use the information to make sure you get work that is just right for you. You still sometimes get work that is a bit too easy or too hard, and we have asked the teachers to make sure this does not happen in future. The teachers have also agreed that they will help you to understand your personal targets better, to help you see how well you are doing with your work.

Your headteacher and her deputy are particularly good at organising the school. All the adults are working together to try to make things better for you, and we are sure they will succeed. You can help by carrying on working hard, especially with your mathematics, and by trying to reach your targets when you get them.

We hope you carry on enjoying life at East Oxford.

Best wishes,

Steven Hill

Lead Inspector