

Oldswinford CofE Primary School

Inspection report

Unique Reference Number	103839
Local Authority	Dudley
Inspection number	336175
Inspection dates	20–21 May 2010
Reporting inspector	Martyn Groucutt

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair	Edward Gale
Headteacher	Stephen Pepper
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by four additional inspectors. Sixteen lessons were observed and 17 teachers were seen. Meetings were held with the chair and vice-chair of the governing body, members of the senior leadership team and pupils. Inspectors observed the school's work, and looked in detail at pupils' work, school performance data, and published policies and procedures, including all documentation relating to safeguarding. A total of 186 parental questionnaires were returned, together with 110 pupil and 18 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment, with a focus on reading in Key Stage 1 and on mathematics in Key Stage 2
- the systems for tracking the progress made by pupils and the setting of individual targets for each pupil
- the extent to which pupils appreciate the diversity of faith, cultures and communities within their locality
- the impact of the restructuring of the Early Years Foundation Stage.

Information about the school

This is a larger than average primary school situated in a suburban area on the edge of the Black Country. Nearly all of the pupils are White British and the proportion who have special educational needs and/or disabilities is significantly below the national average. The school has Healthy Schools status.

There is childcare provision before and after the school day which is not managed by the governing body and this is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school that, in its desire for ever-improving standards, has now reached a position where attainment is high. It is exceptionally well led, and the leadership team, focused on driving up achievement and progress, has created a school where teachers and pupils show high morale and a commitment to success. The most significant development has been the sophisticated tracking and monitoring system that gives a detailed picture of the progress and achievement of every pupil. They are monitored on a termly basis and teachers are expected to address individual needs and set personal targets that are challenging, yet realistic. Teachers are also showing a commitment to supporting individualised learning, and pupils are motivated and energised through this approach. Pupils demonstrate good progress whatever their academic ability. They acquire knowledge and develop understanding, responding positively to the challenges they are set. Throughout the school, there are examples of pupils who are producing work of a standard normally expected of children who are considerably older. Those who have special educational needs and/or disabilities, and those who are potentially vulnerable, are able to make progress at least in line with that of their peers. This is because of the excellent provision that is made for them and the quality of the links with external agencies that provide specialist services, such as those for speech and language. While pupils spend considerable time in individual or small group activities, this time rarely provides opportunities to assess the quality of their own work, or that of their peers, in a way that supports critical self-analysis. Similarly, marking shows inconsistency in the guidance given for how work might be further improved. There is also some inconsistency of practice in assessment between teachers in the two key stages.

Behaviour is exemplary throughout the school and pupils really enjoy their learning. Attendance is high and this, combined with the promotion of independent thinking, teamwork and the practical use of skills in literacy, numeracy and information and communication technology (ICT), supports the development of skills for future economic well-being. Pupils understand issues around personal safety and the importance of living a healthy lifestyle. The school works hard to instil a clear sense of morality and personal values. Pupils collaborate very effectively and listen carefully to each others ideas. The development of spiritual and moral elements of provision is very strong. Not so well developed, however, is pupils' appreciation and understanding of the different ethnicities, religions and cultures within the local Black Country population.

Teaching is at least good and some is outstanding, while the curriculum provides many opportunities for high quality learning. Pupils want to learn and are often challenged and inspired. They are willing to take on difficult challenges because they are confident that

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their teachers will support them. There is a mutual respect between teachers and pupils and the school is a vibrant learning community. Sustained improvement, the willingness to address identified areas for improvement and the clear focus on excellence provided by the leadership show the school's outstanding capacity for continued improvement.

What does the school need to do to improve further?

- Raise pupils' awareness and understanding of the different social, ethnic and religious communities that live within their local area.
- Improve the consistency of assessment in Key Stage 1 and Key Stage 2 by:
 - providing pupils with time during the day to reflect on their learning and consider next steps through self- and peer-assessment of their work
 - ensuring that teachers' marking of work provides advice on how pupils can make their work even better.

Outcomes for individuals and groups of pupils**1**

With some variation year on year, pupils join the school with the levels of skills and knowledge expected for their age. They achieve very well and, by Year 6, attainment is well above that expected for their age across all subjects. There is no significant difference between any groups and current data shows that attainment continues to rise even higher. Pupils with special educational needs and/or disabilities make progress in line with their peers. The most able throughout the school, starting from the Early Years Foundation Stage, are challenged effectively. This enables them to achieve standards well above those expected, benefiting from good links with local specialist colleges. Attainment is supported by a detailed tracking system which ensures that challenging individual targets are set for every pupil. As a result, pupils gain knowledge, and develop and practise skills, exceptionally well throughout the school.

Behaviour is outstanding and pupils help and respect each other. They told the inspectors that they feel very safe. Healthy lifestyles are encouraged in a variety of ways, not least through the wide variety of sporting clubs which are attended by a high proportion of pupils. The school garden provides food that is given to the cook to be used in the preparation of a range of healthy meals. Pupils greatly enjoy coming to school and so it is not surprising that attendance is high.

Pupils demonstrate good spiritual, moral, social and cultural development. This is reflected in their outstanding commitment to 'caring and sharing' and in their positive support for a school in Malawi. However, with a school population that is almost entirely White British, pupils do not have a well developed understanding of the diverse cultures in their locality.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Much of the teaching is good and some outstanding. Lessons are well planned and reinforced by effective ICT and stimulating classroom environments. Pupils respond in a very positive way and work hard. On occasion there is too much teacher input in lessons when pupils are eager to get on with their own work, and opportunities for pupils to work with classmates to analyse the quality of their own work are rather limited. Since its last inspection, the school has developed many opportunities for independent investigations. This is promoting skills of critical thinking and confidence in learning. Teaching assistants complement teachers well and their support for pupils with special educational needs and/or disabilities is one reason why these pupils are able to make good progress. These pupils are also well supported through links with external support services, just one example of a range of partnerships that enhance the school's curriculum.

The curriculum is broad, balanced and increasingly thematic in approach. For example, Year 6 pupils are developing key mathematical skills through a project, 'Operation Football Pitch', which promotes skills in measurement, calculation, recording and project design. Excellent use is also made of partnerships, such as a cookery project undertaken in French by a teacher from the local languages specialist college. Since the last inspection, the school has invested heavily in ICT and banks of laptops are used to excellent effect in supporting pupils' learning in these cross-curricular opportunities. The school constantly analyses its work and, because it is data rich, it has evidence that is used to adjust the curriculum where it identifies areas where pupils' outcomes could be improved. Enrichment is a vital element, adding immensely to the pupils' learning

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experiences. On World Maths Day the whole site was transformed into a problem-solving area, and two thirds of the current pupils play a musical instrument. Detailed termly monitoring and review of pupils' progress provides a powerful tool that supports teaching. It helps shape the direction of teaching, but is not currently used so well in terms of giving feedback to individual pupils. There is also some inconsistency in marking. Not all marking provides 'next steps' advice on how to improve work and there is some inconsistency in practice between the key stages.

Very well targeted support maximises individual progress and this, combined with their enormous enjoyment of learning, enables pupils to make the best of the many opportunities open to them. There is a mutual respect between teachers and pupils, and every child is known as an individual. The extremely effective links with families and a range of agencies support the school in sustaining the learning, development and well-being of pupils. This includes the effective use of an outreach worker to support hard-to-reach parents and involve them in school life.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The very experienced headteacher has assembled a leadership team that is providing outstanding direction in moving the school forward. There is a strong sense of purpose and a commitment to sustaining high standards. This motivates staff, and morale is high. This is a major factor in supporting good quality teaching and learning. It enables pupils to achieve extremely well and the most able pupils to demonstrate some exceptional achievement. The governing body provides a very effective level of challenge, expecting to see objective evidence of rising standards. However, it has not done enough to promote community cohesion by developing links beyond the immediate locality and by broadening pupils' awareness of other cultures and ways of life.

The school works closely with parents and carers and has positive relations with most. It helps parents to support their children's learning in a range of ways and there are clear and accessible channels for two-way communication. For example, the school provides information about what the National Curriculum levels mean and the level at which their child is working. The school website has an interactive page for parents and this, together with an annual questionnaire, parents' evenings and reports, keeps them well informed. The school works with a range of partners to extend and maximise the outstanding achievements of pupils. Equal opportunities are pursued with vigour, so that

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pupils who might be seen as vulnerable or those having special educational needs and/or disabilities make progress in line with their peers. This is supported by the sophisticated tracking system that has been introduced since the last inspection. Safeguarding arrangements are good and all staff have received the necessary training. Pupils of all ages show a good understanding of how to keep themselves safe and the school works with outside agencies in a collaborative way.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

This year, many children started with skill levels that were well below average, but they have made outstanding progress. For example, most started unable to recognise numbers up to ten, but now almost all can do this. Twenty children have been challenged to achieve standards normally associated with work in Key Stage 1. The children's work demonstrates outstanding gains and they are engrossed in their learning. Provision has been restructured this year and this, together with the recently improved facilities, has been responsible for the enhanced quality of provision. Children play a very active role in their learning and respond to challenges with great enthusiasm. This stimulates their independence, curiosity, imagination and concentration. Their behaviour is outstanding and they work together very well indeed. The quality of teaching is outstanding, as is the assessment of the rapid progress that the children make during the year. The teachers display outstanding professional practice and inspire the children. Relationships are excellent and the children are safe at all times. Leadership and management are exemplary and staff have the highest aspirations for the children. Relationships with parents are exceptionally strong, which

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helps to ensure that individual needs are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A large number of parents responded to the questionnaire. Most offered strong support, although responses to all questions reflected some levels of concern. This was most noticeable in the questions relating to parents being informed on progress, enabling them to support learning at home and in taking account of parental concerns. However, the school has already taken steps to address these issues. The inspectors looked into all the areas where parents had concerns and also sought the views of many who came into the playground with their children. They found that the overwhelming majority of those spoken with gave full support to the school. The inspectors agreed with the majority view in each area covered by the questionnaire and that, where issues had been raised, the school had sought to address them. They found that the school provides good information to parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oldswinford CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 186 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	52	82	44	7	4	0	0
The school keeps my child safe	106	57	76	41	2	1	2	1
The school informs me about my child's progress	48	26	117	63	20	11	0	0
My child is making enough progress at this school	56	30	113	61	14	8	2	1
The teaching is good at this school	71	38	108	58	5	3	2	1
The school helps me to support my child's learning	58	31	105	56	20	11	3	2
The school helps my child to have a healthy lifestyle	65	35	109	59	12	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	26	110	59	9	5	18	10
The school meets my child's particular needs	52	28	112	60	14	8	8	4
The school deals effectively with unacceptable behaviour	61	33	84	45	21	11	16	9
The school takes account of my suggestions and concerns	52	28	96	52	19	10	18	10
The school is led and managed effectively	83	45	79	42	13	7	10	5
Overall, I am happy with my child's experience at this school	83	45	93	50	9	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 May 2010

Dear Pupils

Inspection of Oldswinford CofE Primary School, Stourbridge, DY8 2JQ

I am writing to thank you all for the very warm welcome you gave me and the other inspectors when we visited your school. Rarely have we been in a school where the pupils display such confidence and maturity. I know you will be delighted to hear that we think you go to an outstanding school where you are able to learn and make really good progress.

We particularly like the way in which your teachers know what you have learned and understand. This means that they challenge you to do your best and set targets for you to achieve. You told us how much you enjoy school and your attendance is very high. It is obvious that you like your teachers a lot and they respect you. Your school is one that is committed to learning and you get lots of help to do your best. You get on together very well and respect each other. Your behaviour and enjoyment of learning are outstanding. All of these things help you to achieve standards that are well above those normally expected in primary schools.

In order to make the school even better we are asking it to look at improving a couple of things:

You should develop a better understanding of the different types of cultures, religions and communities that are found in your part of the world.

Your teachers should give you more chances to look at your own work and that of your classmates to see how you think it might be made even better, and when they mark your work they should give you more advice on how it might be improved. You can help here by taking care to read your teacher's comments and doing your very best to follow their advice.

We found that the school has improved since the last inspection and everyone is looking for ways in which this improvement can be continued in the future. I am sure that you will do your best to ensure that this can happen.

Yours sincerely

Martyn Groucutt

Lead inspector

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