

# New Oscott Primary School

## Inspection report

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<b>Unique Reference Number</b>	134774
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	341525
<b>Inspection dates</b>	16–17 November 2009
<b>Reporting inspector</b>	Lois Furness

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

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<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 of pupils on the school roll</b>	661
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Tyson
<b>Headteacher</b>	Linda Whitfield
<b>Date of previous school inspection</b>	8 June 2007
<b>School address</b>	Markham Road Sutton Coldfield West Midlands
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 27 lessons and held meetings with governors, staff, parents and groups of pupils. They observed the school's work and looked at a range of documentation including: the school improvement plan, records of pupils' progress, teachers' planning and assessments, information on pupils with special educational needs and/or disabilities, safeguarding documentation, 215 parent/carer questionnaires, 32 staff questionnaires and 134 pupil questionnaires.

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

- the learning and progress of pupils in Years 3 to 6, including those with special educational needs and/or disabilities
- the use of assessment information to ensure all groups of pupils make at least expected progress
- the impact of monitoring and evaluation systems in ensuring good progress
- the accuracy of the schools' evaluation of Early Years Foundation Stage provision.

## Information about the school

In this much larger than average primary school the majority of pupils are White British. Although 16 other ethnic backgrounds are represented, there are no pupils at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below the national average. Early Years Foundation Stage provision consists of a part-time morning and afternoon Nursery class, and three Reception classes. Along with older pupils, approximately 24 of the Nursery and Reception children attend the morning and after-school clubs which are managed by the governing body. The school holds a number of awards including Healthy Schools, Artsmark Gold, Activemark and Quality Mark status.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school is a very happy, harmonious community in which all pupils are valued. As a result, pupils say they feel safe and secure in knowing that adults will always help them. Pupils are polite, well-behaved and enjoy learning. As one pupil said, 'This school is the best! I really enjoy it here.' They speak excitedly about the outstanding range of extra-curricular activities and of how they enjoy their annual trips to the theatre, for example. Pupils know how to keep safe, and show good understanding of the importance of pursuing a healthy lifestyle. There are many opportunities for pupils to participate in a wide range of sporting activities, and the 'Wake and Shake Up' sessions enable all pupils to take part in daily exercise. Parents also, are very appreciative of the school. Comments such as, 'We feel privileged to be a part of this school,' and, 'The teachers are kind and caring,' typify the many positive responses from parents received by the inspection team.

Children get off to a good start in the Nursery and Reception classes where they quickly become confident and eager learners. The good progress in these classes continues into Years 1 and 2. By the end of Year 2, attainment is consistently well above average in reading, writing and mathematics. However, progress has not been as good in Years 3 to 6, and, over the last two years attainment by the end of Year 6 has been broadly average in English, mathematics and science. The leadership has taken steps to address this and actions are starting to bear fruit, especially in reading. There are secure indications that attainment will rise next year, but as yet attainment is not high enough in writing and mathematics, considering pupils' starting points on entry into Year 3. Good teaching was seen during the inspection in all year groups resulting in improving progress as pupils make up lost ground especially in Years 5 and 6. Particular strengths are the way in which teachers share the intended learning of the lesson with pupils, and also make clear to them how they might achieve success in their work. However, information about what pupils know already is not used consistently well for planning future work. The current system of teachers planning together in year groups does not enable them to plan work that meets the specific needs of all pupils, including those with special educational needs and/or disabilities. The tracking and target setting system is not rigorous enough to quickly identify under-achievement. Regular meetings are held whereby pupils' progress is discussed but the targets set are not consistently challenging for all pupils in Years 3 to 6.

The leadership has been successful in ensuring that all staff are eager to play their part in moving the school forward. All are keenly aware that the successes of the Early Years Foundation Stage and of Years 1 and 2 have not been built upon rapidly enough in Years 3 to 6. The senior leadership team also recognises that all staff with leadership

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responsibilities are not sufficiently involved in checking pupils' progress, nor are staff held fully accountable for their pupils' progress. Self-evaluation is satisfactory and the school improvement plan identifies the right priorities. The actions taken so far have resulted in marked improvements in reading. The most recent assessment information for Years 3 to 6 pupils show that attainment is rising and progress improving steadily in writing and mathematics. These rising trends show that the school has a satisfactory capacity to sustain further improvement.

**What does the school need to do to improve further?**

- Accelerate the progress of pupils in Years 3 to 6 in writing and mathematics by using assessment information rigorously to plan activities that consistently match the learning needs of all pupils.
  - Develop a rigorous tracking and target setting system whereby each pupil has challenging annual targets that are reviewed on a half-termly basis.
  - Improve monitoring and evaluation procedures by involving all members of the senior leadership team in the analysis, setting and checking of pupils' progress targets, and in holding staff accountable for the progress of their pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may
  - receive a monitoring visit by an Ofsted inspector before their next section 5
  - inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils from a wide variety of backgrounds work and play happily together. Behaviour of almost all pupils is good. Pupils have a good understanding of how to stay safe and adopt healthy lifestyles by taking part in a wide range of physical activities in lessons and after-school clubs, including swimming. Attendance is above average, confirming pupils' enjoyment of school. This understanding of the importance of regular attendance, and satisfactory basic skills prepares them satisfactorily for their future economic well-being. The school council is involved in making decisions about a range of issues, and 'peer pals' make a good contribution to ensuring harmonious relationships. Pupils are clear about what to do if they are concerned about bullying, confident that staff will support them. Pupils' experiences of the wider world are extended very effectively through visits, participation in sporting activities, and working with a variety of visitors. Spiritual, moral, social and cultural development is good. Pupils show a good understanding of how to respect and help others. As one pupil explained, 'We have lots of friends and all try to help each other.' They learn about different faiths and traditions as a result of the school extending awareness of life in a multicultural society.

In most lessons pupils enjoy learning and are eager to extend their knowledge. They collaborate well in groups, as seen in Year 6 lessons when pupils rose to the challenge of identifying the features of autobiography, and in Year 3 when pupils wrote interesting pieces of descriptive writing. In these lessons pupils made good progress in their

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learning. In Years 1 and 2 pupils are well-motivated and eager to learn. However, this good progress is not consistent throughout the school, as work is not always matched well enough to pupils' learning needs. Consequently pupils lose concentration and the pace of learning slows. Then progress is satisfactory. Pupils with special educational needs and/or disabilities make the same progress as their peers although this is sometimes better when they are supported by teaching assistants. Overall, pupils' achievement is satisfactory but improving steadily.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

In lessons pupils are keen to learn and apply themselves diligently. The overall quality of teaching is satisfactory, with much good teaching observed during the inspection. Teachers have good subject knowledge and deploy teaching assistants effectively to meet the needs of pupils with special educational needs and/or disabilities. Work is regularly marked and in some instances informs pupils of how they can improve. However, this is not consistent and is better in English than in mathematics. In order to meet the range of ability within each class the school groups pupils in ability sets for

<sup>1</sup> 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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English in Years 3 to 6, and in mathematics in Years 2 to 6. However, although this has been successful in Year 2, it has been less effective in Years 3 to 6. Planning in year groups has been useful, so staff can work together to share expertise and ideas. However, planning is not ensuring that lessons consistently provide the right activities to accelerate the learning of all pupils in each ability set. This is improving steadily as teachers are taking more ownership of planning work for their own set of pupils.

The curriculum is well matched to pupils' interests and provides outstanding enrichment opportunities which reflect the cultural diversity of the school and wider community. For example, the work on the theme of 'Everybody's different- Nobody's perfect' effectively helped pupils to understand the importance of inclusion. Music is a strength and all pupils have the opportunity to take part in the annual Christmas performance. The Artsmark gold award and Activemark confirm the school's commitment to the arts and physical education. After-school clubs are well attended, and include opportunities to take part in sailing, gardening, sport and dance activities, to name but a few. Although enrichment is outstanding the curriculum as yet is not as strong on meeting the academic needs of pupils. However, this is improving as the school is adapting its provision, to meet pupils, needs, for example by improving boys' reading and writing skills.

The staff take good care of the pupils and those who require additional academic or pastoral support are identified early. Links with external agencies are good and the school works in close partnership with parents and carers where there are any concerns. Transition arrangements for pupils moving to secondary school are clear, and the school regularly provides parents and carers with information about how they can support their child's learning. The before- and after-school clubs provide a good facility for supporting pupils at the start and end of the school day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leaders have a clear vision based on continuing improvement which is understood by all staff. However, although the senior leadership knows the weaknesses, monitoring and evaluation of teaching and learning has not been sharp enough to identify clearly the reasons why progress has not been good enough in Years 3 to 6. Not all senior staff are sufficiently involved in checking pupils' progress, and tracking and target setting systems are a record of progress rather than a

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tool for prevention of underachievement. It is only recently that leaders are raising their expectations of what is meant by 'good' progress. The impact of this can be seen in the good improvements in reading in Years 3 to 6. The governing body discharges its statutory responsibilities satisfactorily and knows the strengths and weaknesses in provision. Safeguarding arrangements are satisfactory, with all necessary checks carried out and staff training up to date. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is satisfactory because as yet not all groups of pupils make the same progress. The school provides satisfactory value for money.

The school is proactive in reflecting the diversity of the community that it serves and in encouraging pupils to appreciate similarities and differences across a range of cultures and traditions. A strong contribution is made to community cohesion through the Year 6 pupils undertaking the Rotary Award which helps them further their understanding of this aspect through community service activities.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children are happy and secure as a result of a carefully structured induction programme. Parents appreciate the approachability of staff and the rapid progress that they are seeing their children make. The majority of children on entry to Nursery are working at age-related expectations. Regular records are kept of their progress so that work can be matched closely to their individual needs. This contributes strongly to their good progress, resulting in attainment being above expectations at the end of the Reception



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Year. Teaching is good, and there is vibrancy to learning with children busily working in the inside and outside environments. Their independence is developed well. Behaviour is good although occasionally boisterous behaviour affects the learning of others. The welfare of these young children is at the heart of what staff do, and safeguarding arrangements are good. The children who attend the before- and after-school club benefit from the experience as the activities given to them further develop their early learning skills. Leadership of the Early Years Foundation Stage is good. The leader has a good overview of provision and has a good action plan in place to continue to improve children's learning opportunities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers are very supportive and all believe their children are kept safe. Almost all believe that teaching is good, as is the leadership and management and the way their children are helped to lead a healthy lifestyle. They think that the school is effective in helping parents to support their children's learning, and are happy with their children's experiences in school. A few parents are not happy with the progress that their children make, the way unacceptable behaviour is managed and how the school responds to their suggestions and concerns. Although the inspection team agrees not all pupils make the progress they should in Years 3 to 6, no evidence was found to support the last two concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Oscott 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 215 completed questionnaires by the end of the on-site inspection. In total, there are 661 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	157	73	54	25	4	1	0	0
The school keeps my child safe	140	65	74	34	1	0	0	0
The school informs me about my child's progress	134	62	72	33	5	2	2	1
My child is making enough progress at this school	123	57	80	37	8	4	1	0
The teaching is good at this school	142	66	70	33	2	1	0	0
The school helps me to support my child's learning	139	65	71	33	2	1	2	1
The school helps my child to have a healthy lifestyle	132	61	81	38	2	1	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)	119	55	85	39	1	0	0	0
The school meets my child's particular needs	127	59	80	37	4	2	1	0
The school deals effectively with unacceptable behaviour	111	52	88	41	5	2	2	1
The school takes account of my suggestions and concerns	117	54	82	38	9	4	0	0
The school is led and managed effectively	140	65	71	33	1	0	0	0
Overall, I am happy with my child's experience at this school	155	72	56	26	3	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 November 2009

Dear Pupils

Inspection of New Oscott Primary School, Sutton Coldfield, B73 6QR

On behalf of the inspection team, I would like to thank you for the welcome you gave us during our visit to inspect your school. It was good to meet so many of you and a special thank you to those of you who gave up your time to speak to us and tell us all about the many things you do. We think that you are very polite, and your parents and carers should be very proud of the way you speak to visitors. We think your school is satisfactory with lots of good things happening. These are some of the good things we found out:

Your teachers provide you with an outstanding range of enrichment activities involving, trips, visitors to the school, residential visits and sporting activities.

You know how to keep yourself safe, and told inspectors about the dangers of drugs, smoking and alcohol.

You are all very keen to lead a healthy lifestyle, knowing the importance of eating sensibly and taking regular exercise. You said you enjoy your 'Wake and Shake Up' sessions.

In lessons you behave well, and all try hard to do your best.

Your parents and carers are very pleased with the work of the school.

Those of you in the Early Years Foundation Stage and Years 1 and 2 learn well and make good progress. By the end of Year 2 you are attaining much higher than most pupils of your age.

However, although there are lots of good things in your school we think that those of you in Years 3 to 6 could do better with your work and those people who run the school agree. We have suggested three things that we think will help. These are:

- making sure that everyone in Years 3 to 6 makes the best possible progress in writing and mathematics by teachers planning work that builds on what you know already
- making sure you all have targets that make you think hard
- all senior leaders taking an active part in checking you all make good progress.

Thank you again for your help, and keep on working hard to help your teachers make

New Oscott Primary School an even better place to learn.

Yours sincerely

Lois Furness

Lead inspector

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