

Oxbridge Lane Primary School

Inspection report

Unique Reference Number	111644
Local Authority	Stockton-on-Tees
Inspection number	354383
Inspection dates	25–26 May 2010
Reporting inspector	John Paddick

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	376
Appropriate authority	The governing body
Chair	Mrs C McHale
Headteacher	Mrs Dianne Gage
Date of previous school inspection	19 October 2006
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Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons and scrutinised a wide variety of examples of pupils' written work. Of the 16 teachers who were teaching during the inspection, 12 were observed in class, several more than once. Inspectors held meetings with governors, teachers, classroom assistants and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, minutes of governors' meetings, the development plan and records of pupils' progress. They analysed 121 questionnaires from parents and carers, 108 from pupils in Years 3 to 6 and 16 from members of staff.

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

- attainment in Year 6 in English, mathematics and science
- progress being made by all groups of pupils in the school
- pupils' listening, speaking and writing skills
- the quality of provision for community cohesion

Information about the school

Oxbridge Lane Primary School serves an area to the south of Stockton town centre. It is much larger than average. Most of the pupils come from homes which are quite close to the school but many come from the town centre. Most pupils are from White British backgrounds but there is an above average proportion from minority ethnic groups, mainly Asian Pakistani and Asian British Pakistani. Seventeen pupils are at an early stage of learning to speak English as an additional language. Around 30% of pupils are known to be eligible for free school meals, which is a much larger than average proportion. Around 20% of pupils have special educational needs and/or disabilities, which is broadly average. Pupils with a statement of special educational need make up less than 1% of the school's population; this percentage is below average. The school has Activemark and Healthy Schools awards. A breakfast club operates each morning before school begins. The current headteacher has been in post for only five weeks.

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?

2

The school's capacity for sustained improvement

2

Main findings

Oxbridge Lane Primary School provides its pupils with a good standard of education. An outstanding feature is the high-quality care, guidance and support. The school's good reputation in the locality means that it is popular with parents and carers.

Self-evaluation procedures are accurate and provide clear direction for improvements where they are necessary or beneficial. Since the previous inspection, standards in listening, speaking and writing have improved in response to the effective focus that teachers have put on them in lessons.

A combination of challenging targets and good teaching enables all groups of pupils to make good progress as they move from the Nursery to Year 6. Pupils reach average standards by the time they transfer to secondary school. This represents good achievement because many join the Nursery with low levels of skill and personal development. Teachers provide pupils with interesting lessons and move their learning on at a good pace. An excellent tracking system accurately charts each pupil's progress and triggers extra help and support when targets are not being reached. Consequently, all groups of pupils represented on the school roll do equally well. Pupils respond extremely well to all of the adults who work with them because the adults act as good role models and make it clear that they really care. By the time they are coming to the end of Year 6, pupils are ready for the secondary phase.

Most features of the school's work are of a consistently good quality. However, an exception is the marking of pupils' work, which is variable. Frequently, it is good and gives pupils a clear idea of how to improve their work but some marking is not of this standard. A few teachers are not systematically picking up the errors in pupils' written work, challenging weak aspects of presentation and routinely giving clear advice on how to make improvements. Although there are many examples of well-presented work, some pupils' handwriting, diagrams and general layout are unsatisfactory.

The school runs very smoothly on a day-to-day basis. It provides a very harmonious atmosphere in which pupils from different backgrounds and cultures mix and learn happily together. High levels of support are always on hand and enable pupils to feel secure and safe. The constantly evolving curriculum presents basic skills to pupils at the same time as widening their knowledge and understanding in subjects such as history, religious education and science. Frequent trips and visits make classroom work come to life and link well with the world outside school.

What does the school need to do to improve further?

- Raise the quality of the marking of pupils' work by ensuring that the good practice

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which exists is replicated in all classes.

- Ensure that all pupils are effectively challenged to take a pride in the presentation of their work.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their education and display good attitudes in class. They are usually attentive and respond positively to teachers. All groups of pupils relate very well to each other and to the adults who work with them. Pupils say that they feel safe in school and that staff deal effectively with any bullying on the rare occasions that it occurs. They have a good grasp of what healthy living involves and most are keen to eat and drink what is good for them and participate widely in sport. Pupils benefit from the many opportunities to take responsibility within school and to participate in activities in the community. They are keen to raise money for charities and the choir performs to the delight of local residents in church and in residences for older people. Pupils' attendance remains at average despite the school's best efforts to improve it.

Achievement is good because pupils make good progress with their learning as they move from the Nursery classes to Year 6. This applies equally to gifted and talented pupils, those with special educational needs and/or disabilities, White British pupils and those from all of the minority ethnic groups in the school. In the current Years 5 and 6 standards of work in listening, speaking, writing, reading, numerical work and science are all broadly average but there are slightly fewer pupils than normal reaching the highest levels, especially in mathematics. Some pupils really take a pride in the presentation of their work but others appear to be satisfied with a lower and quite untidy standard. Nevertheless, the good progress that pupils have made with their vocabulary and sentence construction over several years is evident from the portfolios that the school keeps.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2

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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Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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 Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching enables pupils of all abilities to make good progress. Teachers plan lessons well so they cater well for all groups of pupils. A good variety of activities usually maintains pupils' attention and engagement. Occasionally, the good pace of learning slows when teachers take too long with their instructions and explanations. An excellent tracking system monitors pupils' progress and triggers extra help on the few occasions that individuals begin to fall behind their targets. Classroom assistants also play a key role in the promotion of pupils' good progress.

The curriculum enables all groups of pupils to improve their basic skills at a good rate, often through links with a wide range of subjects and topics. Themes in history, citizenship, healthy living and science link effectively with the promotion of progress with reading, writing, numerical skills and the use of computers. Pupils' personal development is enhanced strongly through a wide range of additional experiences, for example visits to an outdoor centre, industry, places of interest, drama and sport.

Outstandingly good care, guidance and support firmly underpin pupils' good rates of progress with their academic work and personal development. Pupils are all known extremely well as individuals and when necessary they receive expert extra attention that enables them to thrive, frequently against all odds. Extremely good-quality advice is always on hand, not just for the pupils but often for parents and carers too. Pupils' attendance is high on the school's priority list. It does everything it can to work with parents and carers in ensuring that their children come to school regularly. Members of staff really do go the extra mile to ensure that they carefully dismantle any potential barriers to pupils' success at school.

These are the grades for the quality of provision

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

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How effective are leadership and management?

Good leadership and management at all levels ensure that the school continues to provide a good quality of education. A strong and effective focus on each pupil's progress means that all pupils receive the same amount of attention and extra help if they need it. The school promotes equality of opportunity well and there is no evidence of discrimination of any description. Safeguarding and child protection procedures fully meet requirements. Arrangements for risk assessments and health and safety are good. The newly appointed headteacher has quickly gained the respect of pupils, their parents and carers, and staff. She has accurately assessed the school's strong features and knows exactly where and how improvements can be made. Governors have a good grasp of all major aspects of the quality of the school's performance. They are in the process of changing the way that their committees operate so that they can become more effective in helping managers with the school's development, monitoring and evaluating procedures. The school has recently carried out an audit of its currently satisfactory effectiveness in promoting community cohesion. On a day-to-day basis the school presents as a harmonious community but pupils' opportunities to become involved at the local, national and global levels are limited. Fifty pupils are registered for the well-organised breakfast club. This provides a welcome extra service for many families and affords pupils a good opportunity to socialise and get ready for the school day.

These are the grades for leadership and management

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

Early Years Foundation Stage

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

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Good provision in the Early Years Foundation stage enables children to make an enjoyable and productive start to their education. On entry to the Nursery, children's personal development and skills are at much lower than average levels overall. In speaking and listening these levels vary between very low and above average for their age. Children make good progress in all areas of learning so by the time they leave Reception they are reaching or exceeding most of the nationally expected levels, except for reading and writing where most are still below average.

Children benefit from good teaching and they are confident and happy in the welcoming environment that the school provides. They soon learn how to form friendships, share and explore. Teaching assistants effectively help to extend the quality of play and children's speaking and listening skills. Occasionally, the pace of learning slows when teachers or support assistants take too long to explain what they want children to do. Good use of assessment means that lessons build securely on children's prior learning. Good leadership and management ensure that planning, monitoring and evaluation procedures incorporate parents' and carers' views.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 justifiably have very positive views about the school's provision. Several wrote extra comments on their questionnaires to say how much they appreciate what the school is doing for their children. A few parents and carers expressed concern about the potential dangers posed by motorists ignoring road markings when they drop children off for school. Inspectors found that the school is doing all it can to eliminate this problem, even to the extent of asking the police to patrol before school and when children leave to go home in the afternoon.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oxbridge Lane 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 376 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	58	47	39	2	2	1	1
The school keeps my child safe	72	60	43	36	1	1	2	2
The school informs me about my child's progress	57	47	58	48	4	3	1	1
My child is making enough progress at this school	53	44	64	53	2	2	2	2
The teaching is good at this school	61	50	58	48	1	1	1	1
The school helps me to support my child's learning	46	38	66	55	7	6	1	1
The school helps my child to have a healthy lifestyle	44	36	73	60	3	2	1	1
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)	36	30	71	59	3	2	0	0
The school meets my child's particular needs	44	36	69	57	5	4	1	1
The school deals effectively with unacceptable behaviour	48	40	62	51	6	5	1	1
The school takes account of my suggestions and concerns	35	29	72	60	7	6	1	1
The school is led and managed effectively	41	34	73	60	3	2	1	1
Overall, I am happy with my child's experience at this school	60	50	54	45	4	3	2	2

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.



27 May 2010

Dear Pupils

Inspection of Oxbridge Lane Primary School, Stockton-on-Tees, TS18 4DA

Thank you for the welcome that you gave to my team when we came to inspect your school recently. We were particularly impressed by your good behaviour and friendliness. A particular thank you goes to those of you who filled in our questionnaires, met with us or answered our questions while you were working. We were very pleased that many of you were keen to meet us personally and explain how you are getting on. We enjoyed our visit and were impressed by what we saw. I am pleased to report that Oxbridge Lane Primary School provides you with a good quality of education.

The school is well organised and the atmosphere for learning is always good. This helps you to make good progress because you can concentrate on listening and writing without the distraction of noise. We are pleased to note that you enjoy coming to school and that you like your teachers, your lessons and all the trips and visits that are arranged for you. Teachers provide good-quality lessons for you and they know when you need extra help and encouragement. We know that all the adults who work in the school really care about you and that they are always delighted when you do well.

We have asked your headteacher, the staff and the governing body to do two things to make your school even better. These are to:

- ensure that teachers mark work more thoroughly in some classes
- provide you with more help to present your work well.

Yours sincerely

Mr John Paddick

Lead inspector

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