

# Oxclose Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	131035
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	360193
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Gill Gleghorn

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Brown
<b>Headteacher</b>	Mrs Angela Harris
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	Brancepeth Road Oxclose Village, Washington Tyne and Wear NE38 0LA
<b>Telephone number</b>	0191 219 3760
<b>Fax number</b>	0191 219 3764
<b>Email address</b>	oxclose.village.primary@schools.sunderland.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 lessons taught by eight teachers and held meetings with governors, staff and pupils. They observed the school's work, and looked at a range of documents including policies, monitoring records, the school improvement plan, records of pupils' progress and the school's child protection procedures. The inspection team received and analysed 29 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which current rates of progress are improving for all groups of pupils.
- The effectiveness of recently introduced initiatives on improving attainment and progress in writing.
- The effectiveness of teaching and the curriculum in helping pupils make progress.
- The robustness of assessment and tracking in tackling underachievement.
- The effectiveness of monitoring by all leaders in improving outcomes for all groups of pupils.

## Information about the school

This is an average-sized primary school. Almost all of its pupils are of White British heritage. The school's population is stable. The number of pupils known to be eligible for free school meals is well-above average. The proportion of pupils with special educational needs and/or learning disabilities is above average. The school's resource provision supports a number of pupils with extensive physical and medical needs from across the local authority. These pupils are integrated into classes across the school.

**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

This is a satisfactory school. It is showing signs of improvement and has good features in the care it provides for its pupils and the partnerships to support, in particular, those pupils with extensive physical and medical needs. Parents and carers agree. A typical parental comment reflects the views of others, 'Staff are absolutely brilliant with the children. They treat each and every child as individuals.' Pupils are happy; they get on well and care for each other. The school is justly proud of its inclusive nature. Children make a good start to their education in the Early Years Foundation Stage because they are well motivated and provision is good.

Pupils enjoy school and want to achieve well because of the good relationships they have with their teachers and adults. Pupils have a positive attitude to learning and their behaviour is good. Pupils make satisfactory progress although this is improving securely at a good rate, owing to initiatives such as setting by ability for English and mathematics. In mathematics, a successful focus on target-setting, ensuring pupils know the next step in their learning, is improving the rate of pupils' progress. Likewise, an increasing number of opportunities for pupils to write in different subjects are helping pupils to quickly secure their writing skills. Attainment, although low at the end of Year 6 is rising across the school as a result of these improvements. The quality of teaching and learning varies between classes. It is often good but there are too many occasions when the pace of learning slows and the use of assessment information does not challenge pupils to reach their full potential. Pupils receive appropriate guidance on how to improve their work but do not always have sufficient opportunities to act on this. Pupils' work in information and communication technology contributes to faster progress in many lessons.

Pupils benefit from the good level of care and support. While the curriculum is satisfactory overall, it is good at developing personal skills and how to keep safe and healthy. Pupils are also able to access a range of opportunities that widen their understanding of their immediate community. Pupils' understanding of the cultural diversity of the United Kingdom and other countries is less well-developed. Pupils eagerly volunteer to take on responsibilities and are proud of their contribution to improving their school.

The vision and ambition of the leadership is driving improvement. Self-evaluation is mainly accurate and the school knows what it needs to do next. Monitoring systems, however, are not yet rigorous enough in monitoring the impact of teaching and learning on raising attainment and improving progress. There has been satisfactory and sometimes good progress against actions identified since the last inspection. This, coupled with the school's generally accurate self-evaluation gives the school satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and increase the pace of pupils' progress in all subjects by:
  - improving the rigour of monitoring teaching and learning so that all teachers work to a good or better standard
  - ensuring that there are opportunities for pupils to act on teachers' guidance so they know how to improve their work
  - using assessment information more effectively to ensure tasks challenge pupils of all abilities
  - maximising the time available in lessons to increase the pace of learning.
- Provide opportunities to develop pupils' awareness of the diversity of cultures and communities within the United Kingdom and the wider world.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy school and respond well in lessons. They are keen to do well and have good attitudes to learning. Behaviour is good owing to the good relationships they have with their teachers and other adults. Pupils listen intently, concentrate hard when motivated and work equally well in groups or on their own. This was observed in a mathematics lesson where pupils worked together well to find out about the properties of different shapes.

Most pupils' starting points on entry to the school are below average. Their achievement is satisfactory and improving securely, because of the improved consistency in the quality of teaching and accuracy of assessment. Although current assessment data indicate that recent actions taken by the school are having a positive effect and attainment is now broadly average across the school, this is not the case in Year 6. As a result, attainment is low overall. However, it is rising quickly as pupils' progress improves and by the end of Year 6, attainment is higher in mathematics than in English. Pupils with special educational needs and/or disabilities make satisfactory progress. Pupils with physical and medical needs make good progress due to excellent care and good support from skilful staff.

Pupils are very aware of the importance of a healthy diet and taking exercise through activities such as football and multi-sports. This is reflected in their involvement in sporting activities. The active school council makes a positive contribution through suggesting improvements in activities for playtimes and in the school environment through, for instance, litter picking. Pupils care for each other and are acutely aware of the needs of pupils with special educational needs and/or disabilities in school, particularly those with physical and medical needs. As a result these pupils participate in activities and are happy in school. There are strong links with the local community through the '3G' Club where local residents and pupils work together to exchange and learn new skills such as knitting and computer skills. Pupils' spiritual, moral, social and cultural development is good although their understanding of the make-up of society in the United Kingdom and of life in other parts of the world is less well developed. Pupils' well-developed social skills, average attendance and their improving basic skills, including in information and communication technology, equip them satisfactorily for future life.

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*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>	4
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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Although some teaching is good, the quality varies from class-to-class. As a result it is satisfactory overall. In the best lessons, teachers use assessment skilfully to ensure that work is well matched to pupils' needs, pupils are challenged and the pace of learning is good. These lessons are lively and have a clear sense of purpose. Pupils know what is expected of them and respond eagerly. This was observed in a mathematics lesson where pupils enjoyed the challenge of sequencing decimals. At times though, teachers underestimate what pupils can do and set only moderately challenging work. Explanations can be lengthy and the level of tasks does not always take into account the pupils' different needs and abilities. As a result, the pace of learning slows. Marking identifies pupils' successes and areas for improvement in their work. However, there are not enough opportunities for pupils to act on the guidance provided. As a result, they are not involved in improving their work. Teaching assistants, particularly those working with pupils who have physical and medical needs, are skilled in ensuring pupils are fully included in lessons.

Strengths in the curriculum lie in the promotion of pupils' personal development through the wide range of enrichment and extra-curricular activities such as football, the film club and African drumming. The annual visit to a residential outdoor centre provides the opportunity for Year 6 pupils to develop new skills and raise self-esteem. Linking subjects together to enliven and enrich pupils' learning have improved pupils' attainment and

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progress. A good start has been made at providing opportunities for pupils to write in different subjects, but this approach does not currently include the use of mathematical skills. Good adaptations to the curriculum for pupils with special educational needs and/or disabilities ensure they make good progress through well-planned support.

The school's care and support for pupils is good. The good relationships ensure pupils trust staff and will approach them with any concerns. Well-managed care ensures pupils whose circumstances have made them vulnerable are well supported within nurture groups. As a result, these pupils are confident and ready to learn. Exceptional, well-managed care is offered to the small proportion of pupils with physical and medical needs. The use of adult support is sensitive and well-focused. It underpins the work done by health professionals and ensures that these pupils, whatever their needs, make good progress. Good procedures adopted by the school ensure attendance is average.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has a clear vision and is committed to raising attainment and improving provision for all pupils. Working closely with the deputy headteacher, she has introduced a range of initiatives that have led to raising attainment and better progress. These are not fully embedded and have not yet had time to have a full impact on achievement. The signs are positive with outcomes for pupils improving across the school in all subjects. There are effective systems in place for tracking pupils' progress though such information is not yet sufficiently well used by all staff to plan work which is challenging and meets the needs of all pupils. Checks on the quality of teaching and learning are not yet rigorous or regular enough to identify areas for improvement or to ensure that the schools' marking policy is followed.

The governing body is supportive and kept well informed of school developments. They are involved in the school in their roles as special interest governors and have been involved in working with pupils. The governing body's involvement in monitoring the pupils' academic performance to check that the school is performing as well as possible is satisfactory. Safeguarding procedures meet requirements. Members of the governing body and staff are well trained and ensure pupils are safe.

The promotion of equal opportunities and tackling discrimination are satisfactory. The school uses information on the performance of all pupils to check that no group is underperforming.

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The school is rightly proud of its inclusive nature and makes a satisfactory contribution to community cohesion. The sense of community in the school is strong and there are good links with the local community.

*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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly into the Reception class and make a good start to school. Most children enter school with skills below those expected for their age and in some cases well below. This is particularly so in communication, language and literacy. Children enjoy learning and make good progress so that by the end of Reception attainment is closer to average though still below. Careful tracking of individual children ensures that they all progress well. Work has gone into improving aspects of teaching. Provision for children to understand the sounds that letters make is now of a high quality. The current priority is improving early writing skills and children enjoy the opportunities now offered to write as part of their play. Rightly a high priority is placed on personal, social and emotional development, encouraging independence and learning skills.

Provision for play is good. The indoor environment has lots of interesting areas for children to explore and learn. The use of the outdoor environment builds on this and enhances learning further. Children thoroughly enjoy role play in an 'igloo' and talk confidently about what they are doing. Relationships are very good and practitioners play alongside children supporting learning by skilful questioning and modelling appropriate behaviour. Child-initiated learning and observations are developing well but occasionally the potential for learning in adult-led activities is too limited. Leadership is good with a clear focus for future improvement. Recent actions to develop early literacy are showing a positive impact. Transition into Year 1 is good allowing children to continue the learning journey. Parents are well informed and welcomed.

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*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

A very small minority of parents and carers returned the questionnaires to express their views of the school. Almost all parents who returned a questionnaire support the work of the school and the way it helps pupils to feel safe, meets their child's needs and helps them to make progress in learning. A very small minority of parents and carers expressed concerns over the school's communication with them about school events and helping them to support their child's learning. The inspection team looked closely at these areas through talking to pupils and adults and found no evidence to support these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Oxclose Village 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	48	14	48	1	3	0	0
The school keeps my child safe	17	59	11	38	1	3	0	0
My school informs me about my child's progress	13	45	16	55	0	0	0	0
My child is making enough progress at this school	11	38	16	55	2	7	0	0
The teaching is good at this school	12	41	16	55	1	3	0	0
The school helps me to support my child's learning	11	38	17	59	1	3	0	0
The school helps my child to have a healthy lifestyle	14	48	15	52	0	0	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)	13	45	16	55	0	0	0	0
The school meets my child's particular needs	14	48	15	52	0	0	0	0
The school deals effectively with unacceptable behaviour	9	31	17	59	2	7	0	0
The school takes account of my suggestions and concerns	9	31	19	66	1	3	0	0
The school is led and managed effectively	13	45	13	45	1	3	1	3
Overall, I am happy with my child's experience at this school	13	45	15	52	1	3	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



27 January 2011

Dear Pupils

**Inspection of Oxclose Village Primary School, Washington, NE38 0LA**

Thank you very much for the welcome you gave me and my colleagues when we visited your school and for the part you played in the inspection. You were polite and helpful throughout our time in school. We were very impressed by your behaviour and how well you care for each other.

Your school is satisfactory, with signs of improvement. Adults care for you well. You told us that you feel safe and enjoy school, particularly the clubs and activities provided. Teaching is satisfactory, as is your progress. There have been improvements of which we would like to see more. We have asked your teachers to help improve your work by:

- ensuring that you all make good progress
- making sure that lessons are more exciting and challenging and that you have time to complete your work
- making sure you have time to improve your work after it has been marked.

I have also asked that you have the opportunity to learn about other people's lives in our own country and in other parts of the world.

You can help by continuing to be the delightful children you are and always doing your best.

Yours sincerely

Gill Gleghorn

Lead inspector

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