

Oldbury Park Primary School

Inspection report

Unique Reference Number	116770
Local Authority	Worcestershire
Inspection number	358026
Inspection dates	12–13 May 2011
Reporting inspector	Michael Farrell

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Lorna Winstone
Headteacher	Anna Streater
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by four additional inspectors. Three assemblies and 17 lessons were observed, including two lessons observed jointly with senior staff, and 17 teachers were seen. Meetings were held with parents and carers, staff, groups of pupils and the chair of governors. Inspectors observed the school's work and looked at the school's improvement plans, data on pupils' progress, and records for pupils with special educational needs and/or disabilities, and scrutinised 189 parental questionnaires.

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

- Inspectors looked at the impact of teaching on pupils' progress in English and mathematics, particularly for boys and different ability groups.
- They examined the effectiveness of provision for pupils with differing levels of special educational need, particularly pupils whose circumstances make them potentially vulnerable.
- Inspectors looked at the validity and reliability of the school's assessments of pupils' progress in all year groups and the effectiveness with which the school uses the resulting data in planning.

Information about the school

Oldbury Park Primary School is a large school educating pupils mainly from the St John's area of Worcester, although a third of the pupils come from outside its catchment area. A small number of pupils speak English as an additional language, but none are at an early stage of learning English. The proportion of pupils identified as having special educational needs and/or disabilities is higher than in most schools. A local authority specially resourced provision for special educational needs provides for up to eight pupils with autism. A private organisation runs before- and after-school clubs in the school buildings, but they were not included in this inspection. A new headteacher was appointed soon after the previous inspection. Since July 2008, seven teachers have left the school and ten have been appointed. The school has an Artsmark Silver Award and an Activemark Award.

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

Oldbury Park Primary School is a satisfactory school. One parent speaks for many in stating the school has 'a great sense of community'. A strength of the school is its warm and embracing ethos, which parents and carers, pupils and visitors recognise has a powerful influence on raising pupils' self-esteem. Partnerships are at the heart of the school's work and underpin the excellent contribution made by sports, music and dance. The curriculum is satisfactory and improving. It has considerable strengths, such as the good contribution to pupils' personal development and well-being. However, while cross-curricular links are satisfactory, planning does not always ensure that all subjects contribute enough to improving standards in literacy and numeracy.

Teaching, including the use of assessment for learning, is satisfactory and improving. Consequently, previously inadequate progress in several areas has been rectified. Both boys and girls are now making satisfactory progress in English and mathematics across both key stages and the progress made by pupils with differing levels of special educational needs and/or disabilities is satisfactory. Pupils with autism make good progress in the well-run resource base because of the high levels of good-quality support they receive. In the school as a whole, however, work is not always pitched at exactly the right level to ensure that all groups of pupils make the best possible progress and assessments do not always help teachers or pupils to see what they need to do next in order to improve progress. Care, guidance and support are good, including the support for pupils and their families whose circumstances may make them vulnerable.

Staff at all levels are ambitious to improve and supported by accurate self-evaluation systems such as regular monitoring of teaching. Teachers make accurate and reliable assessments of pupils' attainment levels and progress in all age groups. However, the school recognises that the present paper-based system is too unwieldy to enable prompt analysis of the progress made by, for example, different groups of pupils, or to provide a clear overview of performance. Consequently, middle managers cannot focus with sufficient precision on areas where progress needs improving to ensure teaching improves in exactly the right aspects to drive up standards. For example, writing has been identified correctly as an area for improvement, but the exact aspects of writing that require improving have not been identified clearly.

The school has sustained high levels of care, guidance and support and pupils' personal development since the previous inspection and has strengths in partnerships and the way it engages parents and carers. These positive features, coupled with the staff team's very strong commitment to do better, underpin a satisfactory capacity to sustain improvement.

Up to 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.

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What does the school need to do to improve further?

- Improve planning across the curriculum for literacy and numeracy, to raise standards in these areas.
 - Ensure that, in lessons, work is consistently pitched at the right level for pupils, through effective use of assessment information.
 - Make the assessment database more accessible, so that the senior management team can measure progress more accurately and improve their strategic overview of the school.

Outcomes for individuals and groups of pupils

3

Children join the Reception class with skills and capabilities that are broadly at the levels expected for their age. Different groups of pupils, including minority ethnic groups, boys and girls, and those who speak English as an additional language, now make satisfactory progress at all ages. Standards of attainment are broadly average throughout the school. Pupils make strong progress in sports, dance and music, all of which they enjoy greatly. Pupils in the special resource base make good progress and achieve well. Parents and carers say how much pupils enjoy school and one captured the views of many in saying her child was 'besotted with school'. The questionnaires completed by older pupils endorsed this view strongly and, during lessons, pupils' enjoyment was evident. In a literacy lesson for younger children, the children used alliterative sentences with increasing confidence and pleasure. They behaved well because their behaviour was well managed and the activity was fun. Progress was assessed carefully and the teacher and teaching assistant worked closely together. In a typical lesson on numeracy for older pupils, in which they solved mathematics problems expressed in sentences, pupils made satisfactory progress because the range of activities was interesting and the pace was steady. The lesson was clearly structured and relationships were warm and encouraging.

Pupils feel safe and know they can talk to staff if they have any concerns. Parents and carers are also very confident in the safety of pupils and one, speaking of improvements made in the past three years, highlighted 'security and building maintenance'. Although older pupils' questionnaires indicated they do not consider behaviour is good, inspectors saw only good and sometimes excellent behaviour. Pupils are thoughtful towards others, polite and try their best in lessons. They strive to eat healthily and enjoy the many sporting and other physical activities promoted in school time and after school. Pupils recognise that the school provides well for their mental and emotional well-being and individual pupils spoke powerfully of how they had been supported at difficult times. They are proud of their roles in the school council and on the eco council and gladly take on responsibilities as prefects or play leaders. Pupils develop leadership skills, for example through sporting activities, and the choir and dance troupe are well established in the local area. Pupils are involved with charity work on a national and international scale, but this not as strong as their contribution to the school community. Attendance is above average and pupils are punctual to lessons. Appropriate progress in developing key skills ensures that pupils' future economic well-being is satisfactory. Moral and social development is particularly strong and pupils speak fluently of right and wrong actions. Spiritual and cultural development is not as fully developed as moral and social development.

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Assemblies make a good contribution to raising pupils' self-esteem and enhancing the powerful sense of the school community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

The quality of teaching observed was mostly satisfactory and several good lessons were also observed. Lessons are typically well structured and interesting. Pupils' behaviour is managed well and relationships are especially warm and trusting. Information and communication technology is increasingly being used to enhance learning. Teachers and teaching assistants work closely together. For example, teaching assistants note pupils' contributions to the lesson while the teacher is speaking to the class as a whole. Where lessons are only satisfactory, tasks are not always matched closely to pupils' different starting points and questioning is not always used precisely enough to check pupils' understanding. As a result, pupils' progress slows.

The school's curriculum has recently been reviewed to meet pupils' needs better. The thematic topic-based aspects have benefited from a thorough consultation with parents and carers, pupils and staff and a rich variety of topics is now studied. The full impact of these changes is not yet fully evident, but there are signs already that they are leading to improvements, for example in writing. The curriculum is planned carefully so that there are many enjoyable activities that stimulate and motivate the pupils. Personal, social, and health education is well developed, for example in ensuring there are opportunities where

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pupils can discuss issues with respect for others' views. Sport, dance, music and the 'forest school' enhance the enjoyment of the curriculum considerably, providing many opportunities for success. Extra-curricular activities are popular and make a valuable contribution to pupils' confidence and enjoyment of school. Opportunities are taken to build on literacy and numeracy skills and knowledge in some subjects, but not in a sufficiently planned and systematic way to raise standards in literacy and numeracy.

Parents and carers appreciate greatly the care, guidance and support their children receive. Well-organised arrangements for the care of all pupils lead to their generally good development and well-being and support their learning effectively. Clearly targeted support for groups of pupils whose circumstances may make them vulnerable and their families has resulted in significant improvements, for example in their engagement with learning and in behaviour. Staff know pupils very well so that transitions from one class to another are smooth. The school is successful in promoting good attendance through, for example, celebrating success and effort in enjoyable celebration assemblies. Partnerships are very strong, especially in supporting the personal development and well-being of pupils and in sports. Consequently, pupils have opportunities to succeed that give them confidence in other areas that they find hard. Good welfare arrangements in the Early Years Foundation Stage contribute to children feeling secure and trusting staff.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has successfully encouraged a culture of openness, accountability and ambition for all. Leaders and managers provide a clear sense of direction and staff speak of the 'excellent team approach'. A member of staff captured the mood in saying 'We are proud of our school and all that we have achieved in the past few years.' Staff are dedicated to continuing improvements to the school. Teaching and learning are regularly and carefully monitored. Members of the governing body offer a wide range of skills, which are suitably deployed. The governing body is strong in providing support, but its ability to challenge is constrained because the school is not always able to provide timely and fully analysed data on pupils' progress.

Parents and carers feel the school is open in its approach to them. Several who have moved out of the area make the effort to travel to the school so their children can continue to attend. Partnerships with others are particularly strong and central to the school's approach. They contribute very effectively to progress and achievements in sports, dance, and music. Mentoring of individual pupils in literacy and numeracy is beginning to enhance the learning and motivation of pupils. The close partnership with the

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speech and language service contributes strongly to the progress made by pupils with special educational needs and/or disabilities, including those with autism.

Equality of opportunity is promoted satisfactorily and the school tackles any bullying or discrimination promptly and effectively. Safeguarding procedures are strong and have the full confidence of parents and carers and their children. Staff are suitably and regularly trained and conscientious in carrying out their safeguarding duties. Record keeping is secure and well organised. Community cohesion is supported by a thorough audit of the school's population, but the resulting planning and monitoring is less well developed. Consequently, the school cannot be precise in identifying and improving areas where children's knowledge and understanding are less secure. The school's finances are scrupulously monitored and the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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	3

Early Years Foundation Stage

Children enter the Reception class with levels of skills expected for their age. They make satisfactory progress and the next steps in their learning are satisfactorily planned. Observations undertaken by staff are carefully considered and adults have a secure knowledge of learning and development in this phase. Children feel safe because staff take care that the environment is secure. Safe practices are successfully encouraged, such as using scissors correctly. Children are happy and settled and engage in stimulating activities. They behave well and respond well to adults because of the strong, positive relationships that are encouraged. Their behaviour, when they are fully engaged and challenged, can be outstanding. Resources are properly maintained and of suitable quality. The provision is satisfactorily led and managed and there are clear plans for future improvements. Parents and carers are very appreciative of the provision and staff encourage their involvement effectively. Improvements in the outside environment since

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the previous inspection have improved the quality of education available. However, practice is not always evaluated as fully as it should be and staff are keen to rectify this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are very positive about the school. Typical comments are that it is 'a lovely friendly school', that 'my children love the school' and that it has 'fantastic teachers'. Questionnaire responses were strongly positive in all areas. The strongest area of disagreement, although still reflecting a very small number of responses, related to the effectiveness with which the school deals with unacceptable behaviour. Inspectors examined this and found behaviour to be well managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oldbury Park 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 189 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	57	77	41	1	1	1	1
The school keeps my child safe	115	61	71	38	1	1	0	0
My school informs me about my child's progress	77	41	103	54	7	4	0	0
My child is making enough progress at this school	87	46	94	50	4	2	0	0
The teaching is good at this school	94	50	86	46	4	2	0	0
The school helps me to support my child's learning	84	44	90	48	6	3	0	0
The school helps my child to have a healthy lifestyle	85	45	96	51	3	2	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)	84	44	88	47	4	2	0	0
The school meets my child's particular needs	82	43	92	49	4	2	0	0
The school deals effectively with unacceptable behaviour	68	36	92	49	11	6	4	2
The school takes account of my suggestions and concerns	67	35	93	49	8	4	4	2
The school is led and managed effectively	83	44	91	48	2	1	3	2
Overall, I am happy with my child's experience at this school	109	58	71	38	4	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 pupils' 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.



16 May 2011

Dear Pupils

Inspection of Oldbury Park Primary School, Worcester WR2 6AA

It was a great pleasure to meet you when my colleagues and I inspected your school recently. We were all impressed by the way you behaved and how polite and kind you were to us and everyone else in the school.

Oldbury Park Primary School is a satisfactory school. You are well cared for and supported by staff. Those who work in partnership with the school do a good job and appreciate their links with the school. Your parents and carers value the school highly. The curriculum is satisfactory. You and your parents and carers have contributed to the recent improvements to the curriculum, but it is a little early to see the effect. Teaching is satisfactory and staff work together well to make your lessons enjoyable and interesting. You work hard and make satisfactory progress. You do especially well in sports, music and dance. The school is satisfactorily led and managed, and the atmosphere of the school is lovely.

The school could do some things better. I have therefore asked the staff to:

- make sure all subjects make a good contribution to literacy and numeracy, so you improve your skills in these important areas
- ensure that, in lessons, the work is at just the right level for you to do your best and teachers' assessments of your work help with this
- make the way the information about your progress is looked at easier to use, so staff know exactly where to put their efforts to help you do better.

I am sure you will want to help, for example by continuing to do your best in lessons.

Yours sincerely

Michael Farrell

Lead inspector

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