

Oxclose Village Primary School

Brancepeth Road, Oxclose Village, Washington, Tyne and Wear, NE38 0LA

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' achievement is inadequate. Too many pupils do not make enough progress, especially in mathematics. Standards in mathematics are low and show no sign of improvement.
- Teaching is inadequate. Too many teachers do not have a good enough grasp of what pupils need to learn next. Teachers do not always assess accurately what pupils know already and their lesson plans are too general to make sure that pupils improve quickly. Teachers spend too long explaining which means there is not enough time for pupils to learn on their own.
- Some arrangements and procedures to ensure the safety and well-being of staff and pupils are inadequate.
- Attendance is below average and shows no sign of improvement. In some lessons, where pupils are not fully involved, their behaviour deteriorates and limits the progress that others can make.
- In the Reception class, opportunities for children to learn independently are limited and not enough detail is collected to check individual children's progress and plan for future learning.
- School leaders have failed to improve teaching and pupils' achievement since the previous inspection. Systems for checking the school's work and deciding what needs most urgent improvement are not rigorous or accurate enough. Weaknesses are not followed up with enough urgency.
- Governors are beginning to extend their knowledge of the school's weaknesses, but the information they receive is not always accurate, so they are not able to challenge the school about persistent underachievement.

The school has the following strengths

- The majority of pupils behave well, form good relationships and support each other.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons, two of which were shared observations with the headteacher and deputy headteacher. They also listened to pupils read in a number of classes.
- Discussions were held with staff, school leaders, governors, pupils and a representative of the local authority.
- Inspectors observed the school’s work and looked at pupils’ books, records of pupils’ progress this school year, safeguarding information and other documentation relating to the school’s work.
- Inspectors took into account the view of parents as expressed in eight responses to the online questionnaire (Parent View). They also took into account the views of staff in 20 questionnaires that were returned.

Inspection team

Moira Fitzpatrick, Lead inspector

Additional Inspector

Zoe Westley

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is an average sized primary school.
- Nearly all pupils are of White British heritage and very few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is above average.
- The proportion of pupils who are supported at school action is above average; so too is the proportion of pupils who are supported at school action plus or who have a statement of special educational needs.
- The school has specially resourced provision for up to 12 pupils with physical disabilities. At the time of inspection there were eight pupils using this provision.
- The school does not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has experienced considerable staff changes and high levels of staff absence.

What does the school need to do to improve further?

- Eradicate all inadequate teaching and make it all at least good by:
 - urgently raising teachers' expectations of what pupils can achieve
 - providing training which will teach all staff effective ways of checking on how well pupils are learning during lessons
 - providing training for staff to ensure they make accurate checks on pupils' progress, so they are able to plan appropriately for the next steps in learning
 - ensuring that all staff mark pupils' work regularly and give feedback about what needs to improve that is understood and followed up by pupils in all classes
 - improving teachers' lesson planning so that it gives more scope for pupils to learn independently, including in the Reception class
 - ensuring that teachers' planning focuses on what and how children will learn and reduces the amount of time teachers spend on complicated explanations.
- Quickly raise pupils' achievement and attainment in mathematics by:
 - providing training for all staff to improve their subject knowledge
 - ensuring there is a clearly understood programme of study in place to guide teachers in planning for the development of pupils' mathematical skills as they move through the school
 - ensuring that staff use up-to-date information about pupils' learning to plan the next steps
 - ensuring leaders and managers check pupils' learning in mathematics frequently so they

are able to spot underachievement and take prompt remedial action.

■ Ensure the safety and well-being of pupils and staff at all times by:

- making clear lines of responsibility and accountability for the maintenance of a safe and secure working and learning environment and holding to account those responsible for tasks associated with maintaining a safe site
- taking prompt action to ensure repairs are made to the fabric of the building, including fixtures and fittings, and taking immediate action should defects cause or be likely to cause injury to staff or pupils.

■ Improve pupils' behaviour in lessons and raise attendance so that it is at least average by:

- increasing the pace and challenge of learning so pupils do not become bored and disruptive
- finding effective ways to support those pupils who are persistently absent, and their families, so that they attend school more regularly.

■ Urgently improve leadership and management at all levels and governance by:

- improving the way that the school checks its effectiveness by planning more regular and more rigorous checks on teaching and learning
- ensuring that arrangements for the management of teachers' performance are rigorous and hold teachers to account for the progress their pupils make
- providing timely and effective support for all teachers to improve their skills through regular training, especially teachers who are newly qualified
- improving the accuracy and robustness of the data the school collects about pupils' learning
- providing governors with up-to-date and accurate information about the progress and achievement of pupils
- providing governors with training so that they are able to challenge the school about its effectiveness, especially with respect to pupils' progress
- keeping governors promptly and fully informed of issues relating to the well-being, including any accidental injury, of staff and pupils while on the school site.

■ Improve provision and children's progress in the Reception class by:

- improving the organisation and teaching of letters and sounds
- ensuring more regular and rigorous monitoring of children's learning
- recording information about children's learning so that it is clear where they have strengths and where they may need additional support
- improving the quality of records of children's learning by collecting more samples of children's work that show their progress over time, and sharing their learning journals regularly with parents and encouraging them to contribute.

■ An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Children join the school with skills below those expected for their age. The school's data show that there has been a decline in outcomes for children at the end of the Reception class over the last two years and too many do not reach the expected level for their age. Children do not have enough opportunities to learn independently. Their knowledge of letters and sounds is not developing as quickly as expected. Records of children's learning do not give a full picture of the progress they make because there are not enough examples of their work to show how skills and knowledge are developing.
- Progress in Years 1 and 2 is too slow, and by the end of Year 2 a high proportion of pupils do not reach the level expected for their age. Evidence gathered during inspection, including lesson observations and examination of pupils' work, does not support the school's view that the progress of these pupils is good. In two out of the three classes, progress is inadequate over time.
- Progress is inadequate between Years 3 and 6. Published test results show that the pattern of underachievement and low attainment by the end of Year 6 has persisted over time. However, improved test results in English indicate the positive effect of the school's actions to raise standards in reading and writing.
- There is evidence of significant underachievement in pupils' work, caused in part by the effect of high and long-term staff absence, both of teachers and teaching assistants. Older pupils in several classes commented on how, 'having different teachers all the time is really hard, because they all do things in different ways'. Progress in lessons is seldom good because most teachers' expectations are too low.
- Pupils' progress in developing their reading skills is variable. It has been affected by changes to staff and because the way in which early reading skills are taught does not meet the needs of all the pupils. The more-able pupils read at the level expected for their age, but many others fall behind in their ability to recognise words and make sense of what they read. Teachers do not have enough oversight of pupils' learning about letters and sounds when they are taught in small groups by teaching assistants.
- Disabled pupils, those who have special educational needs and those pupils in the specially resourced provision are supported to make expected progress and in some classes they exceed this. Pupils with additional physical needs have their needs well met by caring staff that are well trained for their role.
- Pupil premium funding is not well used to raise achievement for the pupils it is intended to support. These pupils make less progress than others and their attainment scores are significantly below those of other pupils. Although attendance data clearly shows that these pupils attend school much less often than the majority does, there has been no specific focus to improve attendance by using pupil premium funds.

The quality of teaching

is inadequate

- Teaching is inadequate; there is too little that is good or better. During the inspection, over one third of lessons seen were inadequate. There is not enough good teaching to accelerate pupils' learning quickly, or to allow teachers to learn effective methods from each other.
- Mathematics teaching is weak because too many teachers do not have good subject knowledge and are unable to plan work that leads to pupils making steady progress. Lesson plans are often over-complicated and fail to make clear enough what pupils will learn by the end of the lesson. Too much attention is given in planning to what the teacher will do and not enough to what different groups of pupils will learn.
- Marking and feedback on how to improve work is of variable quality and frequency. In the few good examples seen, teachers mark work regularly and write simple directions to help pupils know what they need to do next. They also allow time at the start of lessons for pupils to make

these improvements. However, too much marking includes comments such as, 'you can do this', and 'nearly there' which have little or no meaning for pupils. This lack of careful marking is a significant weakness. It affects how well teachers understand pupils' needs and what needs to be revisited to consolidate learning. Too few teachers check on how well pupils are learning during lessons, intervene to help them overcome difficulties or challenge them with more difficult work.

- In the very few good lessons, teachers plan and provide clear targets that match the needs of different pupils. They keep explanations brief and give pupils time to learn from well-planned activities, as seen in a lively Year 5 lesson on descriptive writing, where pupils learned at a good rate. In too many lessons, teachers talk for too long and pupils' behaviour and enthusiasm wane as they become restless and disengaged.
- In the Reception class, children, including those with physical disabilities, sometimes have too much support from adults, preventing them from learning independently and progressing at their own rate. The teaching of letters and sounds is not planned to match the developing skills of each child because the teacher teaches the whole class at the same time.

The behaviour and safety of pupils are inadequate

- Pupils' attendance rates are below average and show no sign of improvement over time. Disabled pupils, those with special educational needs and those for whom the pupil premium is intended are the poorest attending groups. The school has no strategy in place to target these specific groups.
- Actions taken to secure pupils' safety and well-being are inadequate. During the inspection the site had not been properly cleared of snow and ice to ensure safe access for children and their families at the start and end of the day. Further, a faulty roller door in the school hall had not been secured to ensure pupils' safety. School accident records show that it is over two months since the hazard was reported and no action has been taken to repair the door so it remains a potential safety hazard for pupils and staff.
- Pupils behave well when moving around the school and in most lessons. They are polite and considerate and have good relationships with each other and their teachers. Where teachers have high expectations, pupils work steadily in lessons and are keen to help each other.
- In lessons where the pace of learning is slow, the teacher talks for too long or because the work does not motivate or interest them, pupils' behaviour can rapidly decline. In such cases pupils become noisy and slow to settle to work so that others are distracted and their progress slows.
- Pupils say that they feel safe in school. They are taught to understand risks linked to the internet, medicines and drugs and about road safety. They understand about different types of bullying and know what to do if they are bullied. They feel confident that any bullying is dealt with effectively by adults.

The leadership and management are inadequate

- Leaders and managers are having too little effect on the work of the school. Their checks on how well pupils learn and the quality of teaching are inaccurate, inadequate and give the school an inflated view of its performance. School leaders have not responded to test results which have shown that pupils are not progressing quickly enough. For example, results in mathematics have been a cause for concern for a number of years, yet the school has taken no action to improve these until the start of this school year.
- The arrangements for the safety and well-being of staff and pupils are inadequate because they are not robust or rigorous enough. For example, records of an injury resulting from a faulty roller door do not accurately record the cause of the incident. The defects in the door have still not been repaired; the failure to take action to prevent a further accident leaves pupils and staff at further risk of injury.
- Staff questionnaire returns show that morale is very low. Many staff feel unsupported to improve

and have concerns about the lack of training. Teachers who are newly qualified are not appropriately supported to develop good professional skills. Because of this, newly qualified teachers may not be appointed to the school. Many staff have concerns about the high level of staff turnover and absence and how this affects pupils' learning and their behaviour. A number do not feel that the school is well led and managed, while recognising the strength and support provided by the deputy headteacher.

- High levels of staff absence and turnover contribute to the slow progress the school has made in recent years. Several classes in Key Stage 2 have been affected by this over time. Evidence in pupils' books indicates that this has led to significant underachievement and to pupils showing a lack of pride in their work.
- The evaluation of staff's performance in relation to the school's targets is not well managed. Checks on the quality of their work and the progress their pupils make are not regular or rigorous enough. Staff are not held sufficiently to account when pupils do not make enough progress. There is no clear link between teachers' success in reaching their targets and their salary progression. Checks on pupils' work are not accurate, and as a consequence, records of progress do not give a true picture of the widespread underachievement in the school. This prevents governors from holding the school to account for pupils' progress.
- The curriculum is not well planned to give pupils the chance to use their reading, writing and number skills in other subjects. Pupils value the range of after-school clubs and the visits they have to other schools for swimming and technology lessons.
- Equal opportunities are not well promoted, because there is too much teaching that is inadequate. The pupil premium funds are not well targeted to make sure the gap is closing between the achievement of pupils who are eligible for free school meals and others. Disabled pupils and those who have special educational needs generally make the progress expected of them. This is because their progress is well tracked by the deputy headteacher.
- The local authority has provided intensive support in this school year to improve teaching in mathematics. So far, this has had little effect on the quality of teaching in the subject. The local authority has not issued the school with a warning notice over its performance.
- **The governance of the school:**
 - Members of the governing body are supportive of the school but do not have an accurate view of its weaknesses. For example, governors are not fully aware of the significant issues in the teaching of mathematics, nor do they have reliable information from the school about pupils' progress in the subject this year. Governors are not aware of teachers' annual targets, though they know that all staff achieved these in the last school year. Their knowledge of how pupil-premium funds are used is superficial which means that they are not able to assess whether the school gets good value for money from these additional funds. Governors have not ensured that all safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131035
Local authority	Sunderland
Inspection number	406406

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	222
Appropriate authority	The governing body
Chair	Sue Brown
Headteacher	Angela Harris
Date of previous school inspection	25 January 2011
Telephone number	0191 2193760
Fax number	0191 2193764
Email address	oxclose.village.primary@schools.sunderland.gov.uk

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