

Wednesbury Oak Primary School

Greenacre Road, Tipton, DY4 0AR

Inspection dates 14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school's previous inspection found that it had started to improve and was beginning to go 'from strength to strength'. This process has continued and it has made excellent improvement since then.
- When children start in the Nursery, most have basic skills that are well below those typically found. When pupils leave at the end of Year 6, their results are well above the national average. This represents outstanding progress and means that pupils are confident and well prepared for moving on to secondary education.
- Teachers have the highest expectations of their pupils. They make exceptionally good use of detailed information on the progress of every pupil to ensure that they all do their very best. However, the school does not make full use of pupils' evaluations of their own progress.
- Pupils who have additional needs of all kinds are extremely well supported so that they make exceptional progress from their starting points.
- Behaviour is outstanding because pupils enjoy school so much and attendance has improved. There are many examples of pupils supporting each other at work and play.
- Under the inspirational leadership of the headteacher, the management team is totally focused on enabling pupils to reach their full potential. Effective support and training have seen standards of teaching and learning rise since the last inspection.
- Staff have clear responsibilities and are held to account, and they show a strong commitment to their pupils and to the school.
- The governing body has been committed to making this an exceptional school and its members provide a range of skills and expertise that have enabled them to do this very successfully.
- The local authority has also given strong support, in providing training for example, that has helped the school to make such rapid improvement.

Information about this inspection

- Inspectors observed a total of 20 lessons taught by teachers from the Nursery through to Year 6.
- Inspectors talked with pupils formally and also held informal conversations with them, looked at their work and listened to some of them reading.
- Meetings were held with senior leaders, members of the governing body and a representative of the local authority. The views of staff were gathered through their responses to the staff questionnaire and conversations throughout the inspection.
- A total of 15 responses to the online questionnaire (Parent View) were taken into account, together with a detailed survey of parental opinion undertaken by the school in October 2012 and a telephone message from one parent.
- Inspectors looked at a range of documents including the school’s data on pupils’ progress, planning for teaching and learning, the school’s self-evaluation and development planning and key policies and procedures, including those for keeping pupils safe.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Christopher Ogden

Additional Inspector

Susan Lewis

Additional Inspector

Jane Ladner

Additional Inspector

Full report

Information about this school

- The school is considerably larger than the average-sized primary school.
- A far higher proportion of pupils than average attract the pupil premium, additional government funding for pupils known to be eligible for free school meals, those who are in the care of their local authority or those who have a parent in the armed services. There are currently no pupils in this latter group.
- The overwhelming majority of pupils are White British.
- The proportion of pupils supported at school action is much higher than average, although the proportion supported at school action plus is broadly average and there are no pupils currently with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The governing body manages a breakfast club which meets before the start of school each day.

What does the school need to do to improve further?

- Make greater use of the information that results from pupils assessing their own work and that of their classmates, so that it forms part of the record of their progress.

Inspection judgements

The achievement of pupils is outstanding

- When children first join the Nursery, nearly all have skills and experiences well below the levels expected for their age. High quality provision through the Early Years Foundation Stage leads to rapid progress and many more are now closer to achieving the expected levels by the time they start Year 1.
- Effective teaching of reading is a priority and pupils make rapid progress in learning their letters and the sounds they make. In the national screening at the end of Year 1, pupils achieved higher standards than those found nationally.
- By the end of Year 2, pupils achieve results in the national tests which are a little below the national average, but this represents strong progress from their starting points.
- Rapid improvement is maintained so that by the end of Year 6, standards are well above the national average. The percentage of pupils reaching the expected levels in both English and mathematics was well above average in 2012.
- The percentage of pupils reaching the higher levels in English is also above average, while the figure for mathematics is broadly average. The constant drive to raise standards and progress has been extremely successful, and the school is concentrating now on increasing the number of pupils who gain higher levels in mathematics.
- Teachers use data extremely well and monitor pupils' progress termly. Any pupils who are not making at least good progress are identified and extra support is provided for them, matched exactly to their individual needs. The rapid rise in standards is being maintained and the majority of pupils in the current Year 5 are already producing work in both English and mathematics that is at the standard expected at the end of Year 6.
- Careful analysis of the progress of a range of identified groups, such as pupils from minority ethnic backgrounds, show that their progress is in line with that of the rest of the pupils.
- Great care is taken to make sure that disabled pupils and those who have special educational needs are identified early so additional provision can be put in place to support them. A range of extremely well-targeted support meets their learning, behavioural, social and emotional needs. As a consequence, these pupils are able to make exceptional progress and the gap is narrowing between their attainment and that of their classmates.
- Pupils who attract the pupil premium because they are eligible for free school meals are similarly successful. Last year, they made outstanding progress and reached higher levels in mathematics than other pupils by Year 6, while in English their attainment was in line. The funding partly goes to support the targeted support programmes that have been so successful in raising individual attainment.
- Those pupils who are in the care of the local authority also benefit from individually targeted support. A considerable amount of the pupil premium funding is used to support the extremely effective 'family support team' and great care is taken to ensure that these pupils are supported effectively so that their achievement is fully in line with that of other pupils.

The quality of teaching is outstanding

- Teaching is consistently at least good and a high proportion is outstanding. There is a constant focus on promoting learning and raising pupils' achievement.
- Teachers who are new to the profession are given outstanding support so they become effective classroom practitioners despite their lack of experience.
- Every classroom and corridor has high quality displays that create a positive learning environment and help give pupils a very positive attitude to learning. This is further promoted through teachers' skilled questioning, which gives them a clear view of pupils' understanding of topics being learned.
- Teachers have extremely high expectations and use the wide range of data they have on every pupil very effectively to maximise their progress. Marking is of a high quality and all teachers use the school's clear policy very effectively. Every pupil is aware of the progress they are making towards meeting their challenging targets and what they need to do to make their work even better.
- A strong feature of learning is the extent to which pupils are involved in assessing their own work and that of their classmates. They challenge each other in a supportive way and show increasing maturity in working with their classmates to analyse their work and look for ways in which it could be improved. The school is starting to look at ways in which this type of assessment information can be set against more formal types of assessment to give an even wider picture of progress and achievement. This work is at an early stage and reflects the constant drive for improvement.
- The active part pupils play in their own assessment is giving them an enthusiasm for learning and is supporting their skills in thinking, problem solving and independence. It is creating confident learners across the whole range of study that makes up the school day.
- Teaching assistants work alongside teachers very effectively. They also deliver carefully monitored support programmes to address individual learning issues. They are, therefore, playing a key role in the support for pupils with a range of additional needs that supports their rapid progress. As a consequence, all pupils, including those who attract the pupil premium, are making exceptional progress across all areas of learning.

The behaviour and safety of pupils are outstanding

- Pupils' extremely positive attitudes to learning mean that behaviour in lessons and generally around the school is exemplary, so little or no time is lost to learning.
- Pupils are extremely enthusiastic about their school and take a great pride in it. They are aware of the extent to which adults work hard to help them to succeed and they respond in a very positive way. They insist that the school is a safe place and there is a positive atmosphere of mutual respect between all members of the school community.
- The staff are consistent in putting the school's clear behaviour policy into practice. Based firmly on a reward model for positive behaviour, there are still clearly understood sanctions on rare occasions when a pupil breaks the behaviour code.
- The results of the school's recent parental survey showed an extremely high level of support for

the way it addresses behaviour and safety. However, in the small number of responses to the Parent View questionnaire a few parents expressed concerns about behaviour and bullying. Inspectors looked into these issues but found no evidence to support their worries. Pupils who were spoken to were adamant that bullying is not a problem.

- Issues around bullying are covered in lessons and pupils are aware of different types of bullying, including cyber-bullying. They also show a good awareness of the risks of misusing social media chat-rooms and the internet. On the odd occasion where there is a behavioural issue between pupils, they say that it is quickly resolved.
- Attendance has improved significantly as a result of very hard work, including the creation of the support team that works with parents and families. There is a clear focus on the importance of attending school every day and, as result, attendance in 2012 was above the national average for the first time. Only a few years ago it was a very different picture. The school makes sure that pupils who attend the breakfast club get a positive start to their day.

The leadership and management are outstanding

- The fact that this is an outstanding school is in no small measure due to the drive, determination and vision of the headteacher and the dynamic support she receives from the assistant headteachers and other leaders. All have clear roles and responsibilities and are held to account for their contribution to the school's effectiveness.
- The school has divided itself into three phases based on year groups and the management role of the three leaders of these phases has been broadened since the last inspection. They are teachers' immediate line managers and this has created well-led teams that work hard to support each other.
- Leaders are thorough and supportive in the way they check teachers' work by observing lessons, looking at planning and pupils' learning. The measurement of success is firmly founded on pupils' progress. Teachers are held to account but they are also given high quality training and support to develop their expertise.
- All teachers have clear and ambitious targets to achieve during the course of the year. Teachers are held to account for their pupils' progress, and nothing less than good is acceptable. There is a relentless focus on raising standards. There is a clear link between performance and rates of pay. More experienced teachers who move to the upper pay scale are expected to take a greater share of responsibilities.
- Subjects and topics, newly introduced at the time of the last inspection, are now firmly embedded and promote practical research and personal involvement in learning. They also provide a rigorous grounding in literacy and numeracy, and give pupils opportunities to develop these skills in 'real life' situations in other lessons.
- There are widespread opportunities that promote pupils' spiritual, moral, social and cultural development. Positive examples can be seen around the school and in learning, such as the work undertaken by Year 6 on the developing economies of the world. Younger pupils are encouraged to take an active pride in their local town and its various communities.
- The school's self-evaluation is accurate and helps it to identify priorities for continuing improvement. Leaders are constantly looking to improve and the capacity to sustain improvement remains very strong.

- The school works well with the local authority and has benefited from its expertise, through the training opportunities it provides, for example. There is a close and positive bond between the school and its school improvement partner from the local authority.
- Arrangements for safeguarding pupils meet legal requirements and include effective liaison with other professionals.
- As the needs of individual pupils are so well known and addressed, the school is very effective in making sure all receive equal opportunities. Staff promote good relationships and make sure that any discrimination is tackled quickly.
- The school works exceptionally well in partnership with parents, including providing opportunities for them to share learning experiences with their children. The responses to the school's detailed survey undertaken with parents last term reflected a very high level of parental support.
- **The governance of the school:**
 - Governors provide effective challenge and support, carrying out legal responsibilities effectively. They bring expertise, while having benefited from effective training opportunities. They monitor the quality of teaching, subjects and topics and have a good understanding of the processes by which the effectiveness of teachers are measured. They know how any under-performance is dealt with and how teachers' performance links to their pay. The targets governors set for the performance of the headteacher are rigorous and monitored carefully. They scrutinise the financial situation of the school, have a clear awareness of the ways in which the pupil premium is being allocated and make sure that it is successful in supporting the pupils for whom it is intended. Governors are extremely proud of the school and the progress it has made in raising attainment and supporting pupils' learning.

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	103926
Local authority	Sandwell
Inspection number	404914

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	404
Appropriate authority	The governing body
Chair	Roger Dunnaker
Headteacher	Maria Bull
Date of previous school inspection	15 September 2010
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