

# Worcester, Oldbury Park Primary School

Inspection report

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<b>Unique Reference Number</b>	116770
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	312395
<b>Inspection date</b>	4 June 2008
<b>Reporting inspector</b>	Terry Elston

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 on roll</b>	
School	412
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorna Winstone
<b>Headteacher</b>	Jaquie Ludlow
<b>Date of previous school inspection</b>	27 June 2005
<b>School address</b>	Oldbury Road Worcester WR2 6AA
<b>Telephone number</b>	01905 424878
<b>Fax number</b>	01905 339326

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

The effectiveness of measures taken by the school's leadership to raise standards, particularly in mathematics and those of girls.

The quality and usefulness of the tracking of pupils' progress.

The extent to which the school's priorities in the improvement plan are based clearly on measurable gains in pupils' achievements.

The inspector gathered evidence from observations of lessons, discussions with pupils, governors and staff, school data, tracking pupils' progress, an analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This large school admits pupils mainly from the St John's area of Worcester but nearly 30% come from outside its catchment area. There are few pupils with English as an additional language and none at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is a little higher than in most schools. There is an Able Autism base for eight pupils. A private organisation runs before and after-school clubs in the school buildings.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils achieve well. Children enter the Reception with skills typical of their ages and, by Year 2, standards are above average in reading and writing and average in mathematics. By Year 6, their overall standards are above average. In the 2007 national tests, while standards were above average, girls did not do as well as boys, but this is no longer the case. English is a real strength in the school because pupils develop a love of books and teachers give them lots of interesting writing tasks in all subjects. In mathematics, however, pupils have too few opportunities to practise their number work in other subjects and, when they do, it is not always of the same quality as in numeracy lessons. Consequently, standards in mathematics are not quite so high as in English and science. Pupils' attainment is above average in information and communication technology and music where specialist teaching brings the best out of them. They also do well in competitive sports, as can be seen from the bulging trophy cabinet. Pupils with learning difficulties and/or disabilities and those in the Able Autism Base make good progress because they work towards clear targets and benefit from effective support in lessons.

Pupils are rightly proud of their successes, attend regularly and love school. They develop a clear sense of right and wrong, behave well and show considerable respect for others. They learn to think deeply about issues such as people less fortunate than themselves, and their concern for the environment shows in the way they recycle materials and keep the school free from litter. Pupils are eager to take responsibility, and enjoy opportunities to become members of the school council or to act as playground leaders who play games with younger ones. They have a very good community spirit and love performing plays and concerts for local people. The school prepares pupils well for the future, and the 'Mind your own business' project is an excellent way that pupils learn how to set budgets and market a product.

Pupils feel that the best thing about school is their teachers who, they say, are 'kind and helpful'. They like the way teachers make lessons fun by using computers and interactive whiteboards to show them, for example, how to read a measuring jug or convert centimetres to metres. Typically, lessons move at a brisk pace with a good balance of the teacher talking and pupils working at tasks at their own ability level. This keeps pupils interested and maintains their enthusiasm for learning. Teaching assistants are an important part of the team and work very closely with teachers to support pupils who find learning difficult and those who just need extra help.

A vital factor in pupils' enjoyment of school and their good progress is the well-planned curriculum. While it has a strong focus on basic literacy and numeracy skills, it also links subjects such as music, literacy, history, geography and art and design together to bring topics to life. The outstanding topic on the Second World War is an example of how this approach can lead to high standards in a range of subjects. The curriculum includes valuable work on how to stay safe and live healthy lives, and pupils speak with authority on the best foods to eat, the importance of regular exercise and the dangers of smoking. A wide range of visits, visitors and clubs after school add extra interest to the curriculum.

Parents think highly of the school and the way it cares for their children so well. They appreciate the robust systems for safeguarding their children and know children feel safe at school. The school make effective use of assessment systems to track pupils' progress and make it clear to them how they can improve.

The success of the school is due in no small way to the determined leadership of the headteacher. She has high expectations of all members of the school community and communicates her vision clearly to parents, staff and pupils. Other leaders play an important part in raising standards and make an effective team. The leaders evaluate the quality of teaching and learning regularly and provide valuable guidance on how lessons could be improved. The priorities in the improvement plan are the right ones to move the school forwards, but they lack clear criteria in terms of pupils' improved performance to accurately judge their effectiveness. The leaders have developed strong partnerships with other schools and colleges that provide valuable opportunities for joint staff training and the sharing of expertise. Governors are knowledgeable, enthusiastic and fully involved in improving the school. These many strengths explain why the school has made rapid progress since the last inspection and show that it is well set to improve still further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The provision in the Reception classes is good. Children enjoy coming to school because learning is fun. Parents enthuse about the way their children are prepared for school and how quickly they settle. One parent, typical of many, wrote, 'What a great start to school life!' The teachers and teaching assistants make an effective team and lessons are a good balance between work, play and opportunities for children to explore things for themselves. As a result, they make good progress so that by the end of the Reception Year, they attain above average standards in all areas. The curriculum is planned well to give children a broad range of opportunities to develop their academic skills and personal qualities, but the school rightly has a priority to make more effective use of the outside area. The leadership and management are effective and committed to improving the provision further.

### **What the school should do to improve further**

- Provide more opportunities for pupils to develop their mathematical skills in all subjects.
- Ensure that the success of the priorities in the school's improvement plan can be measured in terms of pupils' achievements.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Inspection of Oldbury Park Primary School, Worcester WR2 6AA.

Thank you for your valuable contributions to this inspection. It was a pleasure to meet so many of you who showed such pride in your school. I enjoyed talking to some of you in the playground and at lunchtime and loved your brilliant singing in assembly. You think yours is a good school and I agree!

What I found out about your school.

- You work hard and make good progress.
- You have a really good understanding of how to keep safe and live healthy lives.
- Your teachers work hard to make lessons fun and help you when you find things difficult.
- You enjoy the activities planned for you and the wide range of visits and visitors that make learning interesting.
- You behave well, both in class and around the school, and you are good at taking responsibility.
- The staff and governors run the school well and know how to make improvements.
- All the adults care for you well, and are always there if you need help.

What I have asked the school to do now.

- Give you more opportunities to do number work in all subjects. You can help by making sure that you try just as hard when doing calculations in subjects such as science, history and geography as you do in numeracy lessons.
- Make sure the leaders can check that the improvements they are making in the school are helping you to make even better progress.

With best wishes for the future,

Yours faithfully

Terry Elston Lead inspector