

# 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>	315702
<b>Inspection dates</b>	4–5 June 2008
<b>Reporting inspector</b>	John Deller

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	217
<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>	1 June 2004
<b>School address</b>	Brancepeth Road Oxclose Village Washington Tyne and Wear NE38 0LA
<b>Telephone number</b>	0191 2193760
<b>Fax number</b>	0191 2193764

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school, in an area of above average social deprivation. The proportion of pupils eligible for free school meals is nearly twice the national average and the number with learning difficulties and/or disabilities is high. Almost all pupils are from White British families and there are few pupils whose home language is not English. The school has had substantial staffing disruption over recent years, including a number of different headteachers. The school's Resourced Provision supports a number of pupils with complex physical and medical disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of Oxclose Village Primary is satisfactory with some good features and a good capacity to improve. Pupils enjoy coming to the school. The school is a caring community that values and respects all individuals; consequently pupils develop confidence and have a positive attitude to their work. 'I enjoy everything about this school' was one typical pupil's view. The great majority of parents are pleased with the education their children receive and one typical comment was, 'My daughter enjoys school and I feel happy in the thought that I know she is happy and well cared for.'

Children's skills are below those typically found for their age group when they enter Reception. They make satisfactory progress and enter Year 1 with standards below the national expectations. Pupils' achievement is satisfactory in Years 1 to 6. By the end of Year 6, standards are below average overall although results in the mathematics national tests are relatively weaker than those in English and science.

The curriculum is satisfactory. It is currently being reviewed with the aim of extending the existing successful Year 5 strategy of teaching subjects through themes. However, this action is not complete and there are variations in the quality of experiences for pupils through the school. Teaching and learning are satisfactory overall. Across the school, teachers have good relationships with their pupils and manage them well. Pupils are attentive and respond positively to their teachers. Pupils with learning difficulties and/or disabilities make better progress than other pupils because planning matches tasks well to their ability. Activities and tasks are not always sufficiently challenging for the more able pupils. Teachers' feedback to pupils and their marking do not consistently identify what pupils need to do to improve.

Pupils' personal development is a strength of the school. The systems to safeguard pupils are in place. Pupils enjoy school and are keen to participate in activities. They are friendly, polite and relate well to others. Behaviour is good in lessons and around school. Pupils have a good understanding of what contributes to a safe and healthy lifestyle. They make good contributions to the local community. Preparation for pupils' future lives and their progress in the basic skills of literacy, numeracy and information and communication technology are satisfactory.

This is an inclusive school where pupils from the Resourced Provision, who have a wide range of significant disabilities, are integrated very effectively into mainstream lessons. Staff and other pupils support and care for them very well and they make good progress in relation to their targets. Support for all pupils' personal development is good but academic guidance is not as well developed and targets set for individual pupils are not always challenging enough.

Leadership and management are satisfactory. Since her appointment in September 2007 the new headteacher has established greater stability and a clear vision and direction for the school. The headteacher and deputy headteacher have a good understanding of the school's performance and what is required to improve. New responsibilities are being taken by staff and they are only just beginning to monitor pupils' progress. There is a determination to improve the school that is already evident in a positive school climate, and is much appreciated by governors, parents, staff and pupils.

## Effectiveness of the Foundation Stage

### Grade: 3

The effectiveness of the Foundation Stage is satisfactory. Children make satisfactory progress across the different aspects of the curriculum apart from personal development where progress is good. This is due to the high priority given to this aspect of children's learning and to the good quality of care, guidance and support. Teaching and learning are satisfactory. The teaching team work well together and manage behaviour effectively. Staff provide interesting activities that stimulate children's interest well. They sometimes miss opportunities to extend individuals' learning when they are working with them in groups, or provide enough challenge for the more able children. The curriculum indoors is well balanced and children enjoy using the carefully organised resources. The outdoor learning does not cover the full curriculum effectively enough and not enough time is spent in this area throughout the day. Leadership and management are satisfactory.

### What the school should do to improve further

- Raise standards and increase achievement in mathematics.
- Improve the progress made by more able pupils.
- Improve the consistency of the curriculum.
- Ensure a more consistent approach to marking and providing feedback to pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory although standards are below the national average. Children enter Reception with skills below those typical of children of this age. They make satisfactory progress during their time in Reception. Standards are below those expected of pupils when they enter Year 1. Pupils make satisfactory progress during their two years in Key Stage 1 and also through Key Stage 2 leading to overall standards that are below average by the end of Year 6. Pupils with learning difficulties and/or disabilities are well supported to reach their individual targets and make satisfactory progress. The small number of pupils from the Resourced Provision achieve well. More able pupils do not achieve as well as expected in both key stages. Pupils' standards in mathematics are lower than those reached in English and science by the end of Key Stage 2. The school is aware of this weaker performance and is taking effective action to improve standards.

## Personal development and well-being

### Grade: 2

Personal development and well-being are good because the headteacher sets a high priority on this aspect of the school's work and staff set very good examples for pupils. A key strength of pupils' development is the high quality relationships and interactions between the pupils from the Resourced Provision and other individuals. Pupils are polite and courteous to adults and to each other and treat one another with respect. They have very positive attitudes towards learning and enjoy coming to school. Rates of attendance have risen due to the school's efforts and are now good. The school works very hard to produce high standards of behaviour in pupils

and is successful in achieving this goal. Spiritual, moral, social and cultural development is good. Assemblies are very positive occasions with pupils responding sensitively to opportunities for spiritual and moral development. Pupils have a good understanding of keeping safe and healthy. They appreciate the healthy tuck shop and look forward to opportunities to try out new foods at their school lunches. Pupils' preparation for their future lives is satisfactory. Their development of social skills is better than their basic skills of literacy and numeracy. Pupils make a good contribution to the community. Pupils relish taking responsibility for each other and the school, such as picking up litter or acting as buddies or school councillors.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with good features. The good relationships between teachers and pupils and the high expectations of behaviour create a positive learning environment. Planning provides appropriate work for pupils with learning difficulties and/or disabilities and pupils in the Resourced Provision. Teachers do not provide consistently challenging work for more able pupils, which is restricting their progress. In some lessons, good questioning encourages pupils to respond orally, developing their speaking and listening skills. This was seen in a Year 6 literacy lesson where pupils worked together to write a play script. These positive features are not consistent through the school. Teaching assistants are well prepared and work well together as a team. They make a positive contribution to the pupils' learning, particularly for those with learning difficulties and/or disabilities. Good use is made of resources such as interactive whiteboards. There is an inconsistent use of marking and assessment to inform pupils of how to make progress.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and ensures that the required subjects are covered over time. The school is working hard to make the content more relevant to all pupils' needs and interests. It is also beginning to create better links across subjects and making sure that the curriculum is more consistent through the school. There are examples of some particularly effective strategies for providing a stimulating and relevant curriculum, such as the project based on testing, designing, making and evaluating biscuits. The use of literacy in different subjects is much better than that of numeracy. The school has identified weaknesses in the mathematics curriculum and has some effective new whole school systems in place, but these are still at an early stage of use in classes. The curriculum for pupils with learning difficulties and/or disabilities is good and is particularly effective for the pupils from the Resourced Provision. It is not challenging enough for the more able pupils. The use of visits to enrich the curriculum is beginning to have an impact on learning but is not used consistently well to extend curriculum opportunities throughout the school. The curriculum for personal development is good and has a positive impact on pupils' learning.

### **Care, guidance and support**

#### **Grade: 3**

The school is successful in providing good levels of care and support for its pupils. The whole staff team works well together to support individuals and guidance for pupils' personal

development is good. A key weakness is academic guidance, which is not focused well enough to support pupils in understanding their targets and what they need to do to reach them. Care, guidance and support for pupils with learning difficulties and/or disabilities and Resourced Provision pupils are good. The nurture arrangements are very effective and support individuals particularly well in managing their behaviour. Safeguarding systems are in place, including those for risk assessments and child protection. The school has a wide range of productive partnerships with external specialists and works hard to extend partnerships with parents, which they appreciate. There are effective links with the secondary school, which support individuals well when they move on to Year 7.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The new headteacher is providing strong leadership and the vision to raise standards. She is supported well by the recently appointed deputy headteacher. Staff, parents and children already recognise the positive impact of the greater stability introduced by the headteacher. Subject leaders are only just beginning to develop their roles of monitoring and tracking standards and progress in their subjects. Newly introduced systems to analyse pupil performance data are beginning to help staff to identify aspirational yet realistic targets for all pupils. The leadership team work very effectively to ensure that pupils from the Resourced Provision are very well supported in mainstream classes and make good progress. The schools' self-evaluation is good and has accurately identified strengths and the correct areas for improvement. Governors are actively committed to the school and provide both support and challenge.

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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?	3
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	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

6 June 2008

Dear Pupils

Inspection of Oxclose Village Primary School, Sunderland, NE38 0LA

Thank you for making the team feel so welcome in your school. We enjoyed listening to your views and opinions. Yours is a satisfactory school. It is very caring and is helping you to develop into responsible young people.

These are the things we found out about the school during our visit:

- you enjoy school
- your teachers help you to make satisfactory progress
- behaviour is good in lessons and around the school
- you show care and respect for other pupils and adults
- staff take good care of you and give you good support
- you show a good understanding of healthy lifestyles and keeping safe
- your school is a friendly place to be.

Here are some things we think your school could do better. The school is going to help you to do as well as you can in all subjects, particularly mathematics. It is also going to make sure that those of you who find work easy have more challenging work. Staff have been trying out some varying ways of teaching different subjects and your teachers are going to make sure that you all have exciting and interesting work to do. Finally, staff are going to clearly explain to you how you can improve your work and make good progress.

Thank you once again for all your help and I wish you all the very best for the future.

Yours sincerely

John Deller

Lead inspector