

Oxley Primary School

Inspection report

Unique Reference Number	119961
Local Authority	Leicestershire
Inspection number	327163
Inspection dates	2–3 February 2009
Reporting inspector	Mary Hinds

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School (total)	202
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	David Betts
Headteacher	L D Richards
Date of previous school inspection	22 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Thorpe Road Shepshed LE12 9LU
Telephone number	01509 502483
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Age group	4–10
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Oxley is an average sized school which serves a mixed catchment area. The majority of pupils are from White British families and there are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils who have learning difficulties and/or disabilities is broadly average. The Early Years Foundation Stage provision consists of a Reception class. Pupils transfer to the secondary school at the end of Year 5. The school has achieved the Healthy School award.

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 nurturing and inclusive school, which is providing pupils with a good education and where pupils have a high level of support and care, with good opportunities to learn and succeed. Everyone works very hard and parents are overwhelming appreciative of the school. As one summed up, 'The staff are an amazing team of dedicated people who always go the extra mile to consistently provide the very best.' The headteacher has a clear vision to secure improvement and he has the full support of staff. Governance is good. There is a strong ethos of teamwork with high expectations and, as a result, morale is high.

The quality of teaching and learning is good, with some outstanding features. In the best lessons teachers identify success criteria and targets to map progress. However, this is not consistently applied and not all marking provides pupils with guidance on how to improve their work further. Very skilled teaching assistants play a vital role in enabling pupils with learning difficulties and/or disabilities to make exceptional progress. This good teaching, together with recent measures introduced to improve pupils' achievement, has resulted in good progress by most learners. From a low starting point pupils attain standards that are above average by the time they leave Year 5. The school's most recent assessment data indicate that standards in English and mathematics are better than those in science because pupils' enquiry skills are underdeveloped.

The curriculum is broad and balanced. It provides activities for all groups of learners so that pupils are motivated and have a real desire to learn. There is good provision for English, mathematics and, more recently, information and communication technology (ICT). There is a wide variety of after-school clubs, which provide another layer to the pupils' social skills. Pupils' personal development is good. There are high levels of respect that ensure excellent behaviour and confident learners. Pupils make a good contribution to the school community, although they do not have sufficient opportunities to participate within the local community. Pastoral care is a strength of the school. The school rightly focuses on meeting the individual needs of all its learners. Pupils enjoy school enormously and are proud of their achievements. This together with the hard work the school has done to improve attendance rates has ensured that this is now good.

The effectiveness of the school's leadership and management is good. They have focused on both achievement and enjoyment and as a result, standards have improved since the last inspection. The self-evaluation processes which have subsequently been implemented indicate that capacity to improve is good. The school uses its finances well and is appropriately targeting these to improve pupils' achievement and personal development still further. It therefore provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the Early Years Foundation Stage is good. Induction arrangements are carefully planned and implemented to ensure that the majority of children settle in quickly. When they arrive in Reception, most children are below expectations for their age, particularly in some aspects of language, mathematical and personal development. However, because of good teaching and an effective curriculum, they make good progress so that by the start of Year 1 the majority are working at average levels. Leadership of the Early Years Foundation

Stage is excellent. There is a clear focus on raising achievement and providing the best quality and care. Staff are always seeking to improve and they work extremely well together to provide stimulating and interactive activities which enable children to develop key skills in all six areas. Regular meetings and ongoing observations and assessments ensure that all children's needs are met. There is a good balance of activities led by an adult and those children choose for themselves. Children's personal development is given a high priority. The nurturing of independent and cooperative skills provides the green shoots for excellent behaviour in the Early Years Foundation Stage and later in the school. Consequently, the children are active, inquisitive and motivated learners who have a real enthusiasm for their learning. Children respond positively to the spacious and stimulating environment. However, the open-plan layout can sometimes lead to occasional disruption of one activity by another through an increased noise level. The outdoor play area is generally well resourced but there is insufficient play equipment to allow for climbing activities.

What the school should do to improve further

- Improve pupils' achievement in science through more opportunities to develop their investigative and enquiry skills.
- Provide greater challenge for the more able learners.

Achievement and standards

Grade: 2

Children start school with skill levels that are below those expected for their age, particularly in language, mathematics and increasingly in their social development. Progress is good in all areas of learning and consequently, by the end of Reception the majority of children are working within levels expected for their age. This good rate of progress is maintained throughout Key Stage 1 and Key Stage 2 so that by the time pupils leave, standards in English and mathematics are above average. Pupils' achievement in all core subjects at Key Stage 1 is good. At Key Stage 2 overall achievement in English and mathematics is good and satisfactory in science because there are insufficient opportunities for pupils to plan, explore and record their own investigations. Now that the school has refined its assessment procedures, pupils' progress is rigorously monitored. Therefore, some groups of pupils are making excellent progress, for example, pupils with learning difficulties and/or disabilities, as they are swiftly identified and receive targeted and well-managed support. However, more able pupils are not achieving the higher levels in all year groups because challenge in lessons is not always sufficiently high.

Personal development and well-being

Grade: 2

Pupils really enjoy school and this is reflected in their attendance, which is good. As one pupil said, 'Teachers make learning fun.' Behaviour is excellent in class and around the school. The school fosters a 'can do' culture and this really encourages attentive, confident and hardworking pupils. The pupils' spiritual, moral, social and cultural development is good. Assemblies are special occasions to celebrate personal achievements, cultural diversity and a sense of joy. Relationships are strong. Pupils show care and respect for one another and have a good understanding of right and wrong. They are involved in many activities and enjoy taking on responsibilities within the school. The school council takes its responsibilities seriously but it is not sufficiently involved in making important contributions about how the school is run. There is a wide range of sporting activities and this, together with focused lessons on healthy

lifestyles, enables pupils to have a sound understanding of what is needed to keep fit and healthy. The school provides a harmonious and calm place to learn and as a consequence pupils feel safe. Good standards of literacy and numeracy together with pupils' confident attitudes prepare them well for the next challenges in their lives.

Quality of provision

Teaching and learning

Grade: 2

Curriculum and other activities

Grade: 2

- The overall quality of teaching is good and at times outstanding. The teachers' good subject knowledge and interactive approaches ensure that pupils are confident and engaged in their learning. Relationships are good. In lessons, there is a clear focus on both achievement and enjoyment, for example in response to a pupil's question, 'Am I doing OK, Miss
- ' the teacher replied, 'You are doing better than OK!' Questioning is a particular strength in all lessons and ensures that pupils concentrate for sustained periods. In the very best lessons, ICT is used to enliven the pupils' learning, for example with the use of video clips and voice recorders. Similarly in these lessons, pupils are encouraged to assess their own work but this is not consistently applied in all classes. Teaching assistants are deployed effectively and make a significant contribution to the pupils' achievement, particularly for those pupils who have learning difficulties and/or disabilities. However, more able pupils are not challenged sufficiently in every class.

The curriculum gives appropriate priority to the key skills in literacy and numeracy and follows the national frameworks, incorporating them into a lively and thematic approach to learning, involving topics such as 'Space'. The curriculum meets the needs of all pupils effectively and is planned to ensure that learning is both enjoyable and engaging. Provision in ICT has recently been improved by an upgrade of a high quality computer suite and the availability of a portable bank of laptop computers that are used well and which enhance all areas of learning. The school works closely with other schools in the area in a learning partnership. Positive links in science, French and physical education have a beneficial effect on the transition to the next phase of education. For a relatively small school there is an excellent range of clubs, in which many of the pupils participate enthusiastically. Every teacher, as well as many of the support staff, runs clubs, which is further testimony to the deep-rooted commitment shown by the staff. However, pupils' learning would be enhanced still further by additional enrichment activities and visits in order to provide greater relevance and excitement in lessons.

Care, guidance and support

Grade: 2

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The school provides an extremely secure and caring environment. There are clear guidelines to encourage positive relationships and behaviour, and as a result, bullying is extremely rare. Procedures for safeguarding are in place and meet statutory requirements. Pupils enthusiastically look forward to coming to school and respond extremely well to the excellent pastoral care and commitment of the staff. There are effective links with external agencies and the school is a member of the learning partnership, which enables local schools to work together and share resources. The school has worked hard to develop a good partnership with parents and provides many opportunities for them to become involved in their children's education. There are now effective arrangements for assessing pupils' progress and for setting targets. The majority of pupils are clear about their 'bulls eye' targets for improvement in the core subjects and work conscientiously to achieve them. Marking is variable, from motivational comments to excellent examples where pupils are provided with clear guidance on what they need to do to improve.

Leadership and management

Grade: 2

The headteacher is highly respected and is well supported by the leadership team. The school's self-evaluation is accurate and leaders have a good understanding of how well the school is performing and what they need to do to ensure improvement. Leaders are very effective at promoting pupils' personal development and are now rigorously focusing on raising achievement. Some members of middle management are relatively new to their posts and, as a result, they are not as effective in monitoring and evaluating their own subject areas. However, the headteacher has promoted good teamwork and leaders work effectively together to develop colleagues' skills. The school has responded well to the last inspection issues, and initiatives such as tracking pupils' progress and setting challenging targets for improvement are showing a positive impact on achievement and standards. The recent upward trend of improvement shows that the school has good capacity to improve still further. The school is constantly seeking ways to provide the very best for all pupils and is not complacent. Governance is good. Governors are well informed and support and challenge the school effectively. The school's contribution to community cohesion is good in most respects, for example, there are very effective links with parents and other schools. Pupils have many opportunities to participate with local schools in a wide range of activities. Links with the wider community are less well developed.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

4 February 2009

Dear Pupils

Inspection of Oxley Primary School, Loughborough, LE12 9LU

Thank you for making us all so welcome when we visited your school. You are rightly proud of your school because it is good, with some things which are outstanding. We were really impressed with how friendly and caring you all are. Also, your love of learning is quite amazing! These are the best things we found out about your school.

- You are very polite, hardworking and sensible.
- You are making good progress and reach above average standards because you have very talented teachers who make sure that your learning is exciting and fun.
- Your headteacher and your teachers are proud of you and treat each one of you as special.
- Your teaching assistants are also very enthusiastic and help you and your teachers.
- All adults look after you and care for you exceptionally well.
- Your parents are very pleased about how the school teaches and looks after you.
- Your headteacher and teachers have very good plans to make sure that your school gets even better.

We have asked your headteacher and teachers to improve the following.

- Help you develop even better skills when you are investigating in science lessons, so that you can plan, experiment and record your ideas better. These skills will also help you in other subjects and enable you to be even more independent in your learning.
- Some of you are very bright and sometimes your teachers ask you to do things which are too easy, so we have asked your teachers to give you harder work to do and make you really think!

I wish you all the best for the future.

Yours sincerely

Mary Hinds

Lead inspector