

Oldbury Park Primary School

Oldbury Road, Worcester, WR2 6AA

Inspection dates 7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Standards are rising steadily and are above average by Year 6.
- Children thrive in the Reception classes because the staff are so good at helping them to learn as they play.
- Disabled pupils and those who have special educational needs learn well. Good facilities are provided to enable disabled pupils to manage their disabilities and work is set at the right level for pupils with special educational needs.
- High quality care and support in the mainstream autism base enables pupils to learn well and develop good social skills.
- Teaching is good. Teachers adjust lessons according to how pupils are doing so that they generally work at the right level.
- Pupils' behaviour is good. They are keen to learn and are exceptionally good at working together in lessons.
- The school is well led and managed. The headteacher, senior staff and governing body work closely together to ensure that teaching improves.
- Music plays a big part in the life of the school. Many pupils sing in the choirs and play musical instruments.
- The school is very successful at helping the pupils to feel good about themselves and instilling in them a sense of responsibility for the environment.

It is not yet an outstanding school because

- Standards are not as high in writing as they are in reading and mathematics because of inconsistencies in how it is taught.
- Leaders and managers have not made it sufficiently clear to all staff what they must do to improve writing.

Information about this inspection

- The inspectors observed 24 lessons and saw nearly all the teachers teaching. They also observed pupils' behaviour at playtimes and lunchtimes, talked to pupils about their views and looked at samples of their work.
- Various documents were examined including minutes of meetings of the governing body, records of lesson observations by senior staff, policies relating to keeping pupils safe and records of pupils' progress.
- Meetings were held with teaching staff, members of the governing body and a representative of the local authority.
- Inspectors talked with parents before and after school and took into account the 46 responses to the online Parent View questionnaire.

Inspection team

Peter Kerr, Lead inspector

Additional Inspector

Mary Le Breuilly

Additional Inspector

Jean Whalley

Additional Inspector

Full report

Information about this school

- Oldbury Park is a larger-than-average primary school. Nearly all the pupils are from White British backgrounds and very few speak English as an additional language.
- About one in seven pupils, which is a small proportion compared to other primary schools, are known to be eligible for the pupil premium. This provides additional funding for looked-after children, pupils from families eligible for free school meals and those from families with parents in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with statements of special educational needs is high.
- The local authority funds a specially resourced provision within the school for pupils with special educational needs. This provides for up to eight pupils with autism. This is known as the mainstream autism base. All of these pupils are on the school's register and spend some time in lessons with their year groups.
- The school has two forest-school areas to help pupils explore the natural environment.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress

What does the school need to do to improve further?

- Ensure that pupils achieve as well in writing as they do in reading and mathematics by:
 - teaching the basic skills of handwriting, spelling, punctuation and grammar more consistently throughout the school
 - increasing opportunities for pupils to write at length so that they consolidate their skills more securely
 - relating marking more closely and consistently to pupils' individual writing targets
 - getting pupils to correct and improve their own work regularly so that more of their writing is as good as they can make it.
- Strengthen the impact of leadership and management on raising standards in writing by:
 - ensuring that all staff are fully aware how they can best contribute to raising standards in writing
 - checking more rigorously that staff focus strongly on this priority.

Inspection judgements

The achievement of pupils is good

- Children starting in Reception are mostly at the expected level of development for their age group. They quickly become confident, independent learners in the exciting but well-ordered classrooms and outdoor learning areas and go on to achieve all the main learning goals for children of this age.
- The children learn rapidly because they play actively for most of the time, often completely absorbed in what they are doing, chatting confidently to each other and the adults helping them. They are very aware of the new skills they are being taught and take great pride in their accomplishments, saying such things as 'I am a 'writer'.
- From Year 1 to Year 6 pupils make steady gains each year. Attainment is therefore rising and is currently above average in nearly all classes. Progress is faster and standards higher in reading and mathematics than in writing.
- Pupils achieve well in reading because they are systematically taught the skills they need and encouraged to read widely. By Year 6, pupils talk enthusiastically and knowledgeably about the books they have read and their favourite authors.
- Progress is also rapid in mathematics. Pupils develop good basic skills and are confident in tackling problems because they get plenty of practice at it.
- The quality of pupils' writing is patchy. There is not as much improvement from year to year as in mathematics, with relatively few examples of pupils writing at length. While pupils have individual targets for improvement, they do not always have them in mind as they write and so are not making the best use of them to improve their work. They do not edit and correct their writing often enough to bring it up to a high quality.
- Autistic pupils learn well because they have clear routines they can rely on and know exactly what they are doing at each stage of the day. They feel part of the school because of the good balance they experience between working in the base and in mainstream classrooms.
- Pupils who have special educational needs learn well in lessons because the support they are given is pitched at the right level. Pupils with disabilities make good progress because of the high quality specialised support they receive to manage their disabilities and participate as fully as possible in lessons.
- Those who speak English as an additional language quickly begin to learn English and make similar progress to other pupils of the same age.
- Pupils supported through the pupil premium make good progress because the money is spent on extra help for them in class and support for them to take full advantage of all that the school has to offer, including music lessons and trips.

The quality of teaching is good

- In the great majority of lessons, teachers plan activities that build on what pupils learned in previous lessons. They question them to make sure they understand what they need to do and

check at the end of the lesson that they have learned what was intended. This ensures that pupils make good progress over time.

- Teaching is outstanding in the Reception classes. The indoor and outdoor areas are superbly set out to engage the children in play activities that encourage them to use the skills they are learning each day.
- The teachers and other adults continuously observe and listen to the children as they play. They encourage them to talk about what they are doing and ask questions to check their understanding. They encourage them to extend their play, bringing in key skills such as taking turns and writing things down.
- In the most effective lessons in Years 1 to 6, teachers keep pupils working at interesting tasks that make them think. They give more demanding tasks to those who find learning easy and extra support for pupils finding it difficult.
- Reading is taught well. Younger pupils are systematically taught about the sounds that letters make to help them to read and spell words correctly. They are encouraged to read widely for pleasure and for information as their skills improve. This ensures that reading standards steadily rise.
- Systematic teaching of skills in mathematics and numerous opportunities for pupils to work practically ensure good progress. Teachers often talk with pupils about how they solve problems and this deepens their understanding.
- The teaching of writing is improving but not yet effective enough to ensure that progress keeps pace with that in reading and mathematics. Spelling, punctuation and grammar are taught regularly, but pupils do not do enough writing to consolidate their skills. Teachers set individual targets for pupils to improve but do not refer to them regularly enough in lessons or in marking to make sure that pupils improve their writing each time they write.
- Teachers encourage pupils to produce their best work for display around the school. Pupils say they enjoy editing and improving their writing for this purpose. Lessons provide limited opportunities for them to do this on a regular basis.
- Teaching in the base for autistic pupils is good. The adults there skilfully ensure that each pupil feels secure in their routines and knows what to expect at any time. They guide pupils towards increasing social interaction with their friends in the base and when appropriate in the classrooms. This helps them to develop confidence socially, enabling them to learn more effectively.
- Good support for disabled pupils and those who have special educational needs and for those known to be eligible for the pupil premium enables them to benefit from lessons. Adults either help them to complete the set tasks if they are at the appropriate level, or support them with work toward different individual targets.
- Pupils who speak English as an additional language are well supported to feel part of the school and to learn English quickly. Their contributions are valued, for example through assemblies that celebrate their languages and cultures.

The behaviour and safety of pupils are good

- Pupils' good behaviour and very positive attitudes boost learning in many lessons. Relationships are very good throughout the school and pupils are particularly good at working together in pairs or groups to complete tasks or solve problems. Just occasionally pupils become restless when they do not find the work interesting enough.
- Autistic pupils behave very well because of the good support they receive in the base. They talk each day about what they and their friends are planning to do so that they have a clear idea of what to expect. This minimises any feelings of insecurity and helps them to feel safe and secure as they move about the school. Staff and other pupils are very understanding of their needs so that if any difficulties arise they are quickly resolved.
- Pupils feel safe and well cared for in school. They know how to keep themselves safe, including when using the internet, and that they can go to a trusted adult if they feel threatened.
- They understand that people can be discriminated against or bullied because they are different in some way, for example because of their skin colour, appearance or disability. They know that this is wrong and say that there is no discrimination in the school. None of the children spoken to thought there was any bullying in the school, but all agreed that if there was any it would be sorted out quickly by staff.
- The forest-school areas enable the pupils to engage in activities that involve some level of risk. They are very aware of these risks and how to minimise them.
- Pupils are very proud of the work they do for the environment. They talk animatedly about the Eco Council and how they contribute to recycling, for example by composting garden waste.
- Pupils from different ethnic backgrounds play and work happily and productively together. Those who speak English as an additional language do so at a rapid rate because of the continuous positive interactions with their friends.

The leadership and management are good

- The headteacher and senior leaders have effectively remedied the weaknesses that were identified in the previous Ofsted report. As a result, teachers mostly pitch the pupils' work at the right level and the staff and governors have access to clear information on pupils' progress.
- A detailed plan drives steady improvements in all aspects of the school's work but the main priorities are not always conveyed clearly enough to all staff. This leads to some misdirection of effort, for example from writing to reading. This has not been picked up quickly enough by senior staff because it has not been the main focus of classroom visits.
- These visits have been successful, however, in raising standards overall by identifying weaknesses in teaching and ensuring that improvements are made.
- The school offers a wide range of activities to enrich the pupils' education. Provision for music is particularly strong. Many pupils learn to play a musical instrument and all have regular music lessons.
- Music also enhances assemblies and contributes to pupils' spiritual development. For example, a

profoundly spiritual atmosphere was created in an assembly to remember soldiers lost in war by pupils humming in tune with reflective music that was being played.

- The forest-school areas support pupils' social development well. They provide very good opportunities for pupils to develop independence and initiative as well as appreciate the natural environment.
- The headteacher takes a strong lead in providing equality of opportunity for all pupils and ensuring that they are free from discrimination. She ensures that disabled pupils receive the best possible support so that they can be included to the fullest extent in the life of the school. Very rare reported incidents that are described as bullying are fully investigated and resolved and written records kept of the steps that were taken. As a consequence pupils feel confident that they are all equally valued.
- The provision for autistic pupils is very well led and managed. Leaders ensure that the pupils in the base feel safe and secure there. They also make sure all staff and pupils know about the difficulties these pupils face when integrating into classrooms and moving around the school. As a result, the pupils feel free from discrimination and can play a full part in the life of the school.
- The school spends its pupil premium money on ensuring that all pupils can take advantage of extra opportunities such as residential trips and instrumental tuition and on extra support in lessons for pupils at risk of not doing well because of their circumstances. The progress of these pupils is closely tracked to make sure that they do as well as other pupils in their age groups.
- The local authority has helped the school establish a robust leadership structure. It now provides light-touch support as it is confident that the school is steadily improving under its own steam.
- **The governance of the school:**
 - The governing body fulfils its duties well. It has built up a comprehensive picture of the work of the school through regular governor visits. This enables it to contribute effectively to school improvement. Designated governors set appropriate targets for the headteacher to meet and others play an active and effective role in checking the quality of teaching and ensuring that staff merit salary increases by improving pupils' progress. The governing body ensures that requirements relating to safeguarding pupils are met and keeps a close eye on spending. It ensures that the pupil premium money is spent appropriately and checks the impact it is having on pupils' performance.

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	116770
Local authority	Worcestershire
Inspection number	405664

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	413
Appropriate authority	The governing body
Chair	Lorna Winstone
Headteacher	Anna Streater
Date of previous school inspection	12 May 2011
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