

Oxenhope CofE Primary School

Cross Lane, Oxenhope, Keighley, West Yorkshire, BD22 9LH

Inspection dates

9–10 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is extremely ambitious for the school. She is extremely well supported by senior leaders. Staff morale is high and all are committed to raising standards. As a result, the school continues to improve.
- Governors support and challenge the school in equal measure. They are knowledgeable and track the work of the school closely.
- Well-planned actions have secured at least consistently good teaching across the school.
- Pupils make good progress in their learning and standards in English and mathematics are rising well.
- All groups of pupils, including disadvantaged pupils, disabled pupils and those with special educational needs, and the most able achieve well.
- Behaviour in school is good. Pupils are polite, welcoming and friendly. They feel safe at school and have confidence in staff to help solve any problems they may have.
- Attendance is above average.
- The effective management and stimulating learning environment in the early years ensures that children get off to a good start and become confident learners.

It is not yet an outstanding school because

- The quality of teaching does not yet result in outstanding achievement for pupils. Middle leaders are not yet fully involved in checking the quality of teaching and the sharing of best practice is not fully developed.
- Achievement in mathematics is not as strong as that in reading and writing. This is because some pupils have gaps in their basic number skills.
- Marking does not always identify errors in grammar, punctuation and spelling.
- The impact of teaching assistants to support learning is sometimes variable.

Information about this inspection

- Inspectors visited several lessons or parts of lessons, four of which were observed jointly with the headteacher or deputy headteacher. Inspectors looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Chair and other members of the governing body, a representative from the local authority as well as the school's School Improvement Partner.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed movement around the school and lunch breaks. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account 37 responses to the online questionnaire (Parent View) and a letter from a parent, as well as the results of a parent questionnaire carried out by the school.
- The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- Oxenhope is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The school's Reception class provides full time early years education.
- The proportion of pupils known to be eligible for support through the pupil premium funding is well below that found nationally. (The pupil premium is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the school was inspected in 2011 there have been significant changes in staffing, including the appointment of the headteacher and deputy headteacher in November 2013.
- The school holds a daily breakfast and after-school club for its pupils.
- The school is part of the Worth Valley Learning Network.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to accelerate progress further, particularly in mathematics, and spelling, punctuation and grammar by:
 - reinforcing the accurate usage of English grammar, punctuation and spelling in all pieces of work
 - securing pupils' rapid recall of basic mathematics and creating opportunities for pupils to use and apply these skills
 - providing, where appropriate, additional training and guidance for teaching assistants
 - increasing the involvement of middle leaders in monitoring the quality of teaching and learning across the school
 - continuing to share the best practice that already exists in the school.

Inspection judgements

The leadership and management are good

- The headteacher, supported by senior leaders, middle managers and governors, provide the school with strong, effective leadership and clear direction. There is a shared understanding of what is needed in order to raise achievement further. Staff morale is high and everyone shares the headteacher's high expectations and ambition.
 - The school's view of how well it is doing is accurate. Senior leaders check the quality of teaching and pupils' progress throughout the year in pupil progress meetings. They have identified that achievement in mathematics has not been as strong as that in English and have started to put systems in place to address this through a whole-school approach to the teaching of mathematics. While the sharing of best practice is starting to take place, it is not yet fully developed across the school.
 - Middle managers with responsibility for specific areas have a clear understanding of their responsibilities. They lead their areas well both by example and in working collaboratively with colleagues. However, they do not yet check regularly the quality of teaching in their areas.
 - Pupils' progress is tracked carefully and regularly. This information is used to set targets and ensures that pupils are provided with challenge and support that are matched to their individual needs.
 - Teachers' progression in terms of pay is linked closely to the Teachers' Standards. Teachers have annual targets, which are set by the headteacher and link to salary progression.
 - The school's lively, rich curriculum engages pupils' interests fully and they become absorbed in their learning. Pupils agree that 'learning is fun!'
 - Spiritual, moral, social and cultural development of pupils is strong. Pupils take part in assemblies (acts of collective worship), which provide opportunities for reflection. School concerts and artwork allow pupils to express themselves through the arts. The subjects taught promote the study of other countries and pupils benefit from the specialist teaching of Spanish.
 - The school is committed to ensuring that every pupil has an equal opportunity to succeed. This can be seen in the good levels of progress being made across the school. Sensitive and caring support enables all pupils to be fully integrated into school life.
 - The school promotes tolerance and respect for all through class and whole-school assemblies and religious education lessons. British values of democracy and responsibility are encouraged through pupils' involvement in the election of the school council, the promotion of rights and responsibilities, and enthusiasm for charitable fundraising events.
 - Funding available through the pupil premium is used carefully to finance additional support and resources which help eligible pupils make at least similar progress to their classmates.
 - Additional funding from the government to promote sport and increase physical activity is being used to develop the expertise of staff and ensure a legacy of good teaching. More pupils are taking part in a wider variety of sporting activities. The range of after-school clubs has increased and pupils have more opportunities to participate in competitions than has previously been the case.
 - The local authority has a good relationship with the school. Help, support and advice are available should they be required. The school also engages the services of a School Improvement Partner who visits regularly. The local network of schools is providing valuable opportunities for discussion and teamwork.
 - Parents are appreciative of the school and opportunities are provided for parents to see how well their children are doing. The school actively encourages parental involvement through parents' information evenings and workshops as well as attendance at celebration assemblies and concerts.
 - The school has good working relationships with local nurseries and secondary schools, which ensure smooth transitions from one school to another.
- The governance of the school:**
- The governing body is instrumental in supporting senior leaders in their drive to improve the quality of teaching and secure rapid improvements in pupils' achievement. Governors know the school well and are actively involved in all aspects of the school's work. They do all they can to immerse themselves in the daily life of the school through regular visits to classes, discussions with subject leaders and attendance at school events. Their understanding of the school's performance data gives them an appropriate awareness of pupils' progress. Governors understand the performance management of the headteacher and how the performance of other staff links to salary progression. They receive regular reports on the quality of teaching and consequently ensure that good teaching is rewarded appropriately. The governing body has successfully challenged weak teaching and is committed to providing the best possible education for all pupils. Governors review the school's finances to ensure the budget is managed effectively. They make close checks to ensure that grants such as the pupil premium

and the additional funding for sport are well used and having a positive impact on pupils' outcomes. Governors understand their role regarding the safeguarding of pupils and ensure this meets requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The majority of pupils show enthusiasm for learning. They are quick to participate and keen to do their best.
- Pupils have positive attitudes towards adults. They are polite and respectful. Older pupils pride themselves on being good role models for younger children and pupils.
- Pupils are aware of the school's behaviour policy and were able to explain the systems clearly to inspectors. They understand the high expectations of staff and, as a result, the atmosphere around school is happy and welcoming. Pupils arrive at lessons promptly and most are ready to learn.
- Pupils willingly take on responsibilities in school. For example, members of the school council seek the views of other pupils as to how they would like the school to improve and Year 6 'buddies' help the Reception children to settle quickly. Pupils organise fundraising events for charity through, for example, a sponsored silence.
- The school is vigilant in following up absence from school. It works closely with parents to reinforce the importance of their children attending school regularly. This has led to improvements in attendance, which is now above average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils, together with their parents, feel strongly that the school is a safe place where everyone is valued.
- Pupils say they are well looked after and, older pupils in particular, know about the different types of bullying. All pupils spoken to confirmed that bullying was not an issue at the school.
- Pupils have a good understanding of how to keep safe. Pupils recognise the potential dangers when using the internet and know how to avoid these problems.
- Residential visits allow pupils to be adventurous and take risks in carefully controlled, safe situations.

The quality of teaching is good

- Teaching throughout the school is good and sometimes outstanding. Teachers have clear expectations and well-established routines in their classrooms. Work is well planned to meet the needs of all pupils and the many active learning experiences pupils have help them to achieve well.
- Overall, pupils are keen to get on with their work and enjoy the challenges set for them. For example, during a Year 6 mathematics activity pupils rose to the challenge of equivalent fractions with relish giving detailed explanations of their answers using the appropriate mathematical vocabulary accurately.
- Teachers exhibit good subject knowledge and ask questions skilfully and in ways that give some pupils opportunities to extend their knowledge and others to share any misunderstandings they might have. Positive relationships between adults and pupils abound, giving pupils the confidence to have a go and sometimes surprise themselves with their answers.
- Teaching assistants overall are used very effectively to support pupils and enable them to make good progress. However, there are occasions when the support pupils receive to help them improve is not as strong as that in other areas. The school has highlighted specific training needs and has plans to implement these.
- Subjects are taught in themes and imaginative resources, such as a section of a First World War trench, bring learning to life. Pupils are given as many first-hand experiences as possible, which have resulted in the good quality writing that is produced.
- Disabled pupils and those with special educational needs learn well because the support they receive is matched to their needs. Disadvantaged pupils also benefit from targeted support tailored to their needs. The most able have the chance to be challenged to reach their full potential.
- The school has a clear marking policy. Teachers mark work regularly, writing clearly to model good handwriting. Helpful comments in English and mathematics books consistently identify what pupils have achieved and how they can improve. However, mistakes in grammar, spelling and punctuation are not always corrected.

- Displays in classrooms and around school reflect the topics being studied and examples of good-quality work are celebrated. This gives pupils a better idea of the standards expected of them.

The achievement of pupils**is good**

- Overall, from their individual starting points, pupils make good progress during their time in school.
- Children tend to start school with skills in reading, writing and mathematics that are broadly typical for their age. However, this varies year-on-year according to children's pre-school experiences. During their time in early years children achieve well and are well prepared for Year 1. School data show that, as a result of good teaching, in 2014 the proportion of pupils starting Year 1 having reached a good level of development was above that found nationally.
- Although standards by the end of Year 2 in reading, writing and mathematics are broadly average pupils have made the progress expected of them from their starting points and results in national tests in 2014 were better than the previous year. The proportion of pupils reaching the higher levels is slightly lower than that found nationally.
- In 2013, standards at the end of Year 6 were well-above average in writing and below average in reading and mathematics. In 2014, results in national tests showed that as a result of concerted efforts by the whole school, reading results had improved and were similar to those found nationally. However, mathematics remained below average.
- The most able achieve well, with a much higher than average proportion of pupils reaching the higher levels in reading and writing, but fewer than expected achieve well in mathematics.
- Overall, the levels of progress made by pupils are good. The most recent test results show that from their starting points, by the end of Year 6, the proportion of pupils making the progress expected of them in reading and writing is similar to that found nationally. However, in mathematics it is below that expected. The proportion of those doing better than expected is well above the national average in writing, similar in reading and below in mathematics.
- The proportion of disabled pupils and those with special educational needs, and disadvantaged pupils varies from class to class as does the complexity of their needs. The school tracks rigorously their achievement as individuals. As a result of the effective use of pupil premium funding, disadvantaged pupils make similar levels of progress as other pupils in the school in reading, writing and mathematics. The small number of disadvantaged pupils in the 2014 Year 6 cohort means that is difficult to make meaningful comparisons between their performance and that of other pupils in the school or nationally.
- Work in pupils' books and the school's own assessments show that progress in reading, writing and mathematics, in all classes, is at least as expected and often better.
- In some year groups, progress in mathematics is not as rapid as that in reading and writing because, as a result of previously weaker teaching, some pupils have gaps in their basic knowledge of number and have insufficient opportunities to apply their number skills in problem solving.
- Following the results of national tests in 2013 the school made the teaching of reading a priority and invested heavily in order to bring about improvements. The success of these measures is evident not only in data for 2014 but also in the very positive attitudes of pupils to reading. The restocked library and whole-school daily reading sessions are very popular with pupils. Those heard to read did so willingly and spoke enthusiastically of books they have read. Pupils demonstrated a wide range of skills in working out new words and establishing meaning of the text.
- All pupils are well prepared for the next stages in their education.

The early years provision**is good**

- Learning in the early years is typically good. The classroom and outdoor environments are spacious and creatively developed. Activities challenge children well and engage their enthusiasm for learning, so that they make good progress.
- The early years provision is well led and managed. Staff are knowledgeable and well trained. They work well together, meeting regularly in order to discuss what is going to be taught and how children are doing.
- Children work and play in a happy, safe and secure environment. Staff ensure that children have many opportunities to develop good social skills. Consequently, children's behaviour is good. They learn to follow instructions from staff and are generally able to concentrate on activities, happily sharing equipment and discussing what they are learning with their friends.
- Teaching in the early years is good. Children enjoy a wide range of exciting indoor and outdoor

experiences. Learning activities are particularly well thought out and closely follow the interests of children, inspiring them to learn more. Staff encourage children to develop their skills and understanding through exploration and experimentation.

- Children make good progress during their time in the early years. By the time they join Year 1 an above-average proportion has reached a good level of development, which is what is typically expected for children of this age. Disabled children and those with special educational needs also make good progress because their needs are quickly identified and they receive well-targeted support from staff. There are also opportunities for the most able to achieve well.

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	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.
		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.

School details

Unique reference number	107349
Local authority	Bradford
Inspection number	449142

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Joanne Wright
Headteacher	Kathrine Nutting
Date of previous school inspection	28 June 2011
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