

Oxford Road Community Primary School

Oxford Road, Reading, RG1 7PJ

Inspection dates 15–16 October 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.

- Leadership is good. The headteacher has made sure that the key issues facing the school are identified and have been tackled. As a result teaching has improved, and standards have risen.
- Leaders have developed comprehensive systems to make sure that plenty of information is collected and evaluated to check on the performance of pupils and the quality of teaching.
- Teaching is good. Work in pupils' books and the data about progress show that this is typical. Senior leaders have made sure that teachers know what is expected of them for learning to be good.
- From their different starting points, all groups of pupils make good progress.
- Disabled pupils and those with special educational needs are well supported. They make at least good progress, and some make rapid progress.
- Pupils who speak English as an additional language make rapid progress because the school helps them develop their confidence in speaking and understanding English. As they do so, their progress in other subjects accelerates quickly.
- Behaviour is good. Pupils greatly enjoy the topics planned for them. Pupils get lots of opportunities to work together and do so willingly. They are polite and courteous to adults and one another.
- Pupils feel safe, and know how to keep themselves safe, particularly when they use the internet. They say that poor behaviour is very rare, and that teachers deal with it quickly.
- The Early Years Foundation Stage is a strength of the school and gives children in Nursery and Reception a good start to their learning.
- Governors and senior leaders make sure that all the statutory requirements are met, including those to keep pupils safe.

It is not yet an outstanding school because

- The feedback leaders give teachers is not always precise enough for teachers to know how to develop outstanding practice, and to ensure pupils make rapid progress.
- On a few occasions the work done by the most able pupils does not stretch their knowledge and skills as much as they are capable of.
- Marking focuses on a few weaknesses at a time and does not always ensure pupils make rapid progress on all fronts, including spelling, grammar, as well as the content they have written.
- Teachers do not always expect enough of some pupils' presentation and the quality of their written work. At times adults do not model this themselves as well as they could.

Information about this inspection

- This inspection was carried out over two days. Two of the inspectors were in the school for both days; the third inspector was in the school for the first day.
- During the inspection, the inspectors spent most of their time in lessons, observing the learning of pupils and talking to them about their work. About a quarter of these observations were done together with members of the senior leadership team.
- Inspectors met with senior and middle leaders, groups of pupils, members of staff, and members of the governing body, to discuss the work of the school.
- The inspectors reviewed a wide range of documentation provided by the school including: minutes from meetings; records about the progress and standards of pupils; senior leaders' records of checking the quality of teaching; plans to bring about improvements; and external evaluations about the work of the school.
- Inspectors considered the 50 responses to the online survey for Ofsted, Parent View. They also spoke to parents informally before and after school. The inspectors reviewed the 31 responses to a survey for staff working at the school.
- The inspectors were accompanied by a trainee inspector for both days. The quality of this inspection was also checked through a visit by one of Her Majesty's Inspectors on the second day, as part of Ofsted's ongoing quality assurance process.

Inspection team

Andrew Saunders, Lead inspector	Additional Inspector
Helen Bailey	Additional Inspector
Christine Bennett	Additional Inspector

Full report

Information about this school

- This school is of average size, with one class in each year group, except for Year 2, where there are two classes. The school includes a Nursery, where children attend either a morning or afternoon session. The Nursery is located away from the main school site, a short walk away.
- The large majority of pupils are from a wide range of ethnicities. The largest groups include: White British; any other White background; Pakistani; and African.
- The large majority of pupils speak English as an additional language, much higher than the national average. More pupils than average join the school other than at the usual times, and many of these are at the early stages of learning English.
- The proportion of disabled pupils and those with special educational needs supported at school action is average. However, the proportion of pupils who receive additional support from outside the school or with statements of special educational needs is above average.
- The proportion of vulnerable pupils who receive additional support is above average. This is provided through the funding known as the pupil premium.
- The headteacher was appointed to the post two years ago. She was previously the deputy headteacher.
- There has been a substantial turnover of staff in the past two years but this is now more stable. There are two teachers who are at the initial stages of their careers.
- In 2013 the school met the floor standards at the time. These are the minimum targets set by the government for the progress and standards reached by pupils.

What does the school need to do to improve further?

- Increase the precision of feedback leaders give to teachers so that they are clear what constitutes outstanding practice, particularly by making sure that:
 - adults give pupils more effective feedback when marking work, to help them make even more rapid progress across all aspects of their writing
 - teachers have even higher expectations of all pupils' presentation and quality of written work, and that adults model this for pupils
 - opportunities and tasks for the most able pupils stretch their knowledge and skills even more often.

Inspection judgements

The leadership and management are good

- Since taking on the role the headteacher has made sure that key issues facing the school are tackled very quickly. The excellent leadership she provides means the dip in standards in 2013 has been addressed vigorously and as a result, standards quickly returned to previous levels. Ongoing improvements mean standards are rising further.
- Senior leaders have tackled inadequate teaching and made sure that this is eradicated. They have developed an ethos in which teachers are encouraged to reflect on their practice and encouraged to try new approaches.
- Procedures for gathering information about the quality of learning and teaching are very well organised, drawing on a wide range of evidence. However, the feedback that teachers are given is not always precise enough about how teachers can ensure teaching is outstanding and that progress is rapid.
- Teachers and leaders have worked together to agree a policy about marking of pupils' work. This is focused on improving the content that pupils produce, but is not as effective in promoting pupils' careful checking of spelling, punctuation and grammar, and the quality of some pupils' handwriting. At times this constrains the progress some pupils make.
- Senior leaders are particularly adept at evaluating how well particular support is helping the groups of pupils who need it. As a result, any additional support which is not having a quick impact on the pupils it is aimed at, is quickly changed or adapted. This means the particular needs of pupils are met well, including disabled pupils, those with special educational needs, those who speak English as an additional language and vulnerable pupils. The needs of the most able pupils are usually met, although there are occasions when they could be challenged even more.
- The senior leaders and governors have made sure that all the procedures and policies to keep pupils safe are in place and are regularly reviewed. The systems to manage behaviour and promote positive attitudes to learning are well established and pupils are clear about the school's expectations. This promotes good behaviour.
- The wide range of different heritages and languages spoken provides a rich background for the spiritual, moral, social and cultural development of pupils. They get lots of opportunities to think about the beliefs and lifestyles of others, and this promotes great tolerance and equality. No discrimination or extremism would be allowed.
- Middle leaders are increasingly involved in improving the quality of teaching and developing the curriculum. They have made sure that pupils have good opportunities to develop the knowledge and skills they need, because there is a helpful framework of interesting topics around which teachers plan their work. This widens pupils' experiences and views of the world around them, and helps them understand how they can play a part in their community and within modern Britain.
- The additional funding to promote the physical education of pupils is exceptionally well used, and the enthusiasm of pupils has improved greatly. These lessons are now many pupils' favourite part of the week. Teachers also say that their own confidence and knowledge have been improved in this area so they deliver higher quality lessons.
- Attendance is monitored very closely, and the school makes it very clear to parents why good attendance is so crucial to pupils' learning. As a result, attendance has improved and is well above average.
- The local authority has worked closely with the school, at the school's request, to tackle the considerable issues it faced in 2013. In particular, the school has benefited from support in developing writing and mathematics. The school continues to value the developments these links allow. The school also works with a group of schools, the Oxford Road Primary Schools, particularly to review and evaluate the level at which pupils are working.
- **The governance of the school:**
 - Governors have a clear picture of the performance and work of the school because they make sure they have plenty of information from a range of sources. They have an accurate view about the quality of teaching because they receive reports from middle leaders and from external partners, as well as those from the headteacher. Governors understand what the data show about the progress pupils make, and they use this to challenge the school to improve standards.
 - Together with senior leaders, governors make sure that all the adults who work with pupils are safe to do so. They check that all staff are trained about their responsibilities to keep pupils safe and that they are well supported where any issues arise.
 - Governors work with the senior leaders to make sure that the finances of the school are allocated wisely, to maximise the learning of all the pupils. In particular they closely monitor the way the

additional funding is used to support vulnerable pupils. Governors check that the performance management of staff takes into account the quality of teaching, and informs decisions about the levels of pay, so that best practice is encouraged.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good because they are keen to work hard. They get along with one another very well. Pupils from a wide range of backgrounds are tolerant and supportive of each other. The school's focus on the rights and responsibilities of pupils mean they understand clearly how their attitudes and behaviour contribute towards good learning.
- Pupils say that behaviour is almost always good. Very occasionally, when a few pupils let themselves down, the school's systems work well to remind them of what is expected. Around school pupils are very polite and courteous, and they enjoy chatting to visitors about their learning. They speak very proudly about their school. Parents also expressed very positive views about the school, and had no concerns.
- Pupils told inspectors that bullying of any kind is very rare, but if it does happen, they understand what to do. They feel confident that adults respond quickly if they have any concerns about this or any other worries they may have.
- Pupils are very well informed about how to stay safe when they are using the internet, and they appreciate the many opportunities to use computers to research, to share their work or to comment on other pupils' work.
- Pupils' efforts in gardening and in keeping the school neat and tidy help to make it a very pleasant place to learn and socialise. They also like the clubs and activities they can do after school.

Safety

- The school's work to keep pupils safe and secure is good because pupils feel safe at school, and are well informed about how they can keep themselves safe in a range of situations.
- Pupils are well trained about the dangers they may face, for example when using the internet, and they understand how to take care over this. Their work on the rights and responsibilities of children across the world, not just at the school, helps them to understand how to make the most of the opportunities they have. This prepares them very well for making a positive contribution to the school, the community around them, and as positive citizens of modern, democratic Britain.
- The school works very closely with external agencies if they have any concerns about vulnerable pupils, so that they are helped to overcome any issues they face.

The quality of teaching is good

- Teaching over time is good. Teachers reflect about how well each lesson is going, and often have the confidence to change things if the progress of pupils is not fast enough. Pupils' books, teachers' records and the work pupils are currently doing show that good teaching is typical and that pupils learn well.
- Middle leaders help teachers to share ideas about what they are teaching and how to make sure it is interesting to the pupils. As they move through the school, pupils develop their learning, so that by the time they are in Year 6, they are deeply passionate about improving their work and producing their very best.
- Teachers have taken on board some innovative ways of promoting writing, such as online sharing of learning and blogging, so that pupils are more aware of the content of what they write. They have also learnt to give one another more effective feedback to help improve their work because of this project.
- The teaching of phonics (the linking of letters and the sounds they make) is well organised and means that pupils become confident readers. It also contributes well towards their improved writing. The use of older pupils as 'Young Teachers' helps the younger pupils to be enthusiastic about learning to read, because the older pupils are good role models.
- The feedback teachers give pupils is particularly effective when they discuss the work with pupils. For example, Year 6 pupils were encouraged to read their writing aloud, to hear where they may have made errors; this helped improve their writing. Teachers and teaching assistants ask good questions to check how well pupils have understood what they are doing. However, comments in pupils' books, when teachers mark their work, are not always as effective. Consequently, improvements in pupils' writing have

not been as rapid as they have in reading and mathematics.

- The most able pupils are often given work which is substantially more complex so that they are challenged well. They particularly like the 'hot, hot, hot' or 'super-spicy' tasks which are available and look forward to getting onto this work. Very occasionally, they are expected to spend too long doing simpler tasks first, or to listen to explanations which they do not need. In these few lessons they do not make as rapid progress as they are capable of.

The achievement of pupils

is good

- Pupils reach standards which are average. From their starting points this shows they make good progress.
- By the end of Year 6, the proportion reaching the expected standards is average. While a higher proportion of pupils exceed these expected standards in mathematics, slightly fewer exceed the standards in writing. The proportion exceeding the expected standards in reading is average.
- In 2013, standards were lower than usual, because of a high proportion of pupils who joined the school during Years 5 and 6, many of whom were at the early stages of learning English, or who were new to the British education system. This particularly affected the overall data about the progress in writing.
- In 2014, the school's data showed that standards returned to their previous levels. The data about pupils currently in the school shows that they are well placed to exceed previous standards. They have already made excellent progress. The work in their books and teachers' records show that this is typical.
- The strong start children get in the Early Years Foundation Stage means they are well prepared for learning in Key Stage 1. Progress is slightly slower in Key Stage 1, often because pupils' grasp of more complex English is developing. Their progress accelerates as pupils go through Key Stage 2.
- The progress of disabled pupils and those with special educational needs is closely followed and evaluated. They make at least good progress and some make outstanding progress so that they no longer need the additional support.
- The most able pupils are particularly well supported in mathematics, so that they can reach the highest standards they are capable of. They are also confident reading and understanding complex texts. Support in writing is improving and thus raising the proportion reaching the highest standards. While their achievement overall is good, it could be even better in writing.
- Pupils who speak English as an additional language are well supported because adults are often very well informed and trained about how to help these pupils. The school has also developed excellent links with external partners who help them in this. Consequently, these pupils make excellent progress, whatever stage they are at. As their confidence and understanding of English develops, their progress in other subjects accelerates rapidly.
- Any vulnerable pupils who benefit from additional support make good progress and make up ground with other pupils, particularly in their writing. By the end of Year 6, the gap between these pupils in reading, writing and mathematics and other pupils in the school has reduced and is about six months, similar to the gap with pupils nationally.

The early years provision is good

- The Early Years Foundation Stage includes the Nursery and the Reception class. In the Nursery the available space has been very well developed to provide children with rich experiences and opportunities to learn, both indoors and outside. Safety is a high priority and the school makes sure that the environment is well looked after.
- Children who join the Nursery class often have knowledge and skills which are well below those expected for their age. Many of these children are at the very early stages of learning English. The rich environment, fun activities and excellent interaction of the adults mean they make rapid progress in developing the understanding and skills they need to be effective learners. The school's data show that many of the children make up ground more quickly than might be expected.
- Good progress continues through Reception, because of the quality of the resources available. Adults carefully observe and record children's development, using this to plan further activities and opportunities. They interact with the children well and use children's interests to develop the skills they need. Progress is not quite as rapid as it is in the Nursery because not all the adults expect enough of the most able children.
- Leadership of the Early Years Foundation Stage is good because they have worked closely as a team to make the most of the space and resources available, to most effectively meet the needs of the children. Adults are well informed about how to ask children questions and to use their interests to help them develop skills, particularly in writing and using numbers.
- Parents particularly appreciate the experiences their children have, and the opportunities they themselves have to find out more about their children's learning.

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	109786
Local authority	Reading
Inspection number	443971

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	289
Appropriate authority	The governing body
Chair	Dani Hall
Headteacher	Claire Hurst
Date of previous school inspection	4–5 March 2010
Telephone number	0118 937 5511
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