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07 October 2010

Mr Melloy
Headteacher
Oakhill Primary School
Hawksworth
Glascote Heath
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B77 2HH

Dear Mr Melloy

Ofsted monitoring of Grade 3 schools: monitoring inspection of Oakhill Primary School

Thank you for the help which you and your staff gave when I inspected your school on 06 October 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to everyone who spoke to me.

Since the last inspection you have been appointed headteacher from 1 September 2010 and a new deputy headteacher has been appointed. The school was without a deputy headteacher during the summer term when you were acting headteacher.

As a result of the inspection in May 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made **inadequate progress** in making improvements and **satisfactory progress** in demonstrating a better capacity for sustained improvement.

Attainment at the end of Key Stage 1 in 2009, based on teacher assessments, was below the national average overall and significantly below in reading. In the 2009 national tests at the end of Key Stage 2, attainment in the core subjects was below average overall and significantly below average in mathematics. The proportion of pupils achieving the highest possible levels in English, mathematics and science at the end of Key Stage 2 was low. Pupils make satisfactory progress in their learning in each key stage.

The school has not made sufficient progress in ensuring teaching is consistently good. However recent actions have made a significant impact in ensuring that, initially, teaching is at least satisfactory. Previous inadequate teaching has been removed and changes in the staffing of three classes have been made to secure

improvements. Relationships between teachers and pupils are good. Teachers question pupils well to develop their speaking and listening skills. Pupils generally know what they have achieved and what their targets are. In the best lessons pupils engage in problem solving and experiments, particularly in science. Overall, however, pupils spend too much time sitting on the carpet listening to teachers, restricting the role teaching assistants can play. The best lesson planning links learning objectives to what pupils will know by the end of the lesson and takes account of their different starting points, but this is not consistent across all classes.

A few pupils have been identified as high attaining and in some lessons they are now set more challenging work. However, teachers do not consistently identify and plan for their needs. The recently appointed deputy headteacher has been given the role of gifted and talented coordinator: this work is at a very early stage of development. Marking has improved. Written comments or symbols from teachers let pupils know how well they have done and give them steps for improvement. Occasionally pupils are involved in assessing their own and others' work and respond to teachers' written questions. This is not yet fully established throughout the school.

Children's knowledge and understanding of cultural diversity is extending. Older pupils show an understanding of world religions and the signs, symbols and clothing associated with them. The faith trail in Derby for Years 5 and 5 had a significant impact on broadening their understanding of diversity in this country, as did the multicultural week in the summer term. However, these successful one-off events are not integrated into the curriculum. Resource boxes have been developed for each year group but uptake of these resources is not monitored. Visitors from local churches who take assemblies ensure that pupils of different or no faith backgrounds have a secure understanding of events in the Christian calendar such as harvest and advent.

The local authority has provided additional support to the school to develop teaching and raise standards in literacy and numeracy. It recognises that whilst there have been improvements in some individual teacher's lessons, not enough lessons are consistently good. The capacity for the school's sustained improvement has been strengthened by new senior appointments.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mark Sims
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in May 2009

- Make sure that teaching and learning are consistently good so that pupils of all abilities, especially the higher attainers, make good progress.
- Ensure teachers' marking gives all pupils clear guidance on what they need to do to improve their work and reach the personal targets they are given.
- Improve pupils' knowledge and understanding of the cultural diversity and different religions found in modern Britain.