

Oakhill Primary School

Inspection report

Unique reference number	124166
Local authority	Staffordshire
Inspection number	380822
Inspection dates	5–6 March 2012
Lead inspector	David Driscoll

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	117
Appropriate authority	The governing body
Chair	Carol Dean
Headteacher	Ian Melloy
Date of previous school inspection	5 May 2009
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Age group	4–11
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Introduction

Inspection team

David Driscoll

Additional inspector

This inspection was carried out with two days' notice. The inspector observed the teaching in 12 lessons. A total of six teachers were observed teaching. The inspector held meetings with pupils, members of the governing body and staff. He took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's records of pupils' progress, safeguarding documentation, behaviour records and findings of the school's checks on the quality of teaching. The inspector analysed the 50 responses of parents and carers to the inspection questionnaire.

Information about the school

Oakhill Primary School is much smaller than most primary schools. The number of pupils on roll has fallen by more than one third since the school was last inspected. Over half of the pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs is above average and includes pupils with a range of different learning needs. There are currently no disabled pupils at the school. Very few pupils have a statement of special educational needs. Around 95% of pupils are of White British heritage. The rest of the school population is made up of very small numbers of pupils from a range of different minority ethnic groups. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress. There have been several changes of staff since the school was last inspected, including a new headteacher and deputy headteacher.

The school shares its site with Oakhill Child Care. This is not managed by the governing body and is subject to separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	4
Leadership and management	4

Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The school is not satisfactory because teaching is not ensuring that pupils leave the school with a secure grasp of the basic skills of reading, writing and mathematics; emerging trends of poor behaviour are not tackled early enough to prevent them escalating; and the school’s leaders are not identifying the key weaknesses that need to be addressed in order that the school can improve.
- Achievement is inadequate. Although children make satisfactory progress in the Early Years Foundation Stage, progress is inadequate in other year groups and so attainment is low. The curriculum does not allow enough opportunity for pupils to practise their reading and writing skills in literacy lessons or, more widely, to develop their mathematical skills.
- Behaviour is inadequate. Provision for pupils’ moral and social development is not effective enough in ensuring that pupils know how to behave towards others. The number of pupils excluded from school is much higher than in other primary schools. Pupils are safe in school and there are few instances of bullying.
- Teaching is inadequate. Pupils often spend too long on undemanding tasks that are not matched to their ability. In literacy lessons, some pupils are not given work that successfully promotes their progress in reading or writing. Pupils’ learning in lessons is not checked often enough and the marking of books does not ensure that pupils correct basic errors.
- Leadership and management are inadequate. Pupils’ progress is not checked on

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sufficiently to identify emerging underachievement. The leadership of teaching and the management of teachers' performance are inadequate. Teachers do not have enough opportunities to learn from observing the best possible practice. The analysis of data on pupils' progress is not used to target lesson observations to find out why some classes are not making enough progress or to take action to address this.

What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress so that their attainment is at least average by July 2013 by ensuring that:
 - all pupils are given tasks that improve their reading and writing skills in literacy lessons
 - pupils spend less time together on the carpet at the start of lessons and are quickly moved on to do work that is appropriately matched to their ability
 - pupils' progress is checked on more frequently in lessons and that work given to pupils is adjusted accordingly
 - teachers' marking checks that pupils have carried out corrections and are addressing areas identified as in need of improvement
 - pupils are given more opportunities to develop their mathematical skills in other subjects.
- Improve behaviour and substantially reduce the proportion of pupils being excluded by December 2012 by:
 - analysing the records of incidents more frequently so that emerging patterns of poor behaviour can be identified
 - providing support for pupils at the earliest possible stage.
- Ensure the more frequent assessment, collation and analysis of pupil progress data in order to:
 - identify underachievement as early as possible
 - target checks on teaching to pinpoint the key weaknesses that lead to underachievement
 - draw up sharply focused plans to address the weaknesses identified.
- Provide teachers with more opportunities to observe good and outstanding teaching in order that they can improve their own practice.

Main report

Achievement of pupils

Achievement is inadequate. There is widespread underachievement in Years 1 to 6, and pupils' needs are not met equally as there is a high proportion of pupils in each

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class who make very little progress in reading, writing and/or mathematics. In 2011, Year 6 pupils made good progress in mathematics and left with average results that exceeded the floor standard. However, this good progress has not been maintained. Current attainment is low, including in reading, and the school is not on target to meet the floor standard in 2012. Only one in four pupils is on track to have made the expected progress in English and mathematics by the end of Year 6. Attainment is equally low in Year 2, including in reading. By the end of Year 2, pupils are already far behind their peers nationally and the gap is not closing as they move up the school.

Pupils are not learning the basic skills. In the lessons observed, pupils were given tasks that did not support their learning. For example, they drew pizzas in a reading lesson and cut out pictures in a writing lesson. Most pupils stuck to their task but some became bored when the work was too easy or when they did not understand what they should be doing. Groups were not treated equally. Some were left to their own devices for long periods so that they stopped learning when they completed a task or got stuck. Pupils did not receive the extra work or support they required.

Some pupils who have special educational needs receive effective support, in groups of two or three, from a teaching assistant. In these situations, the work is well tailored to their ability and they make good progress. However, the majority of such pupils do not receive this level of support and make the same slow progress as others. There is no significant difference between the performance of different groups of pupils. Parents and carers indicate that they are pleased with the progress their children were making; the findings of the inspection do not align with this view.

Children join the Early Years Foundation Stage with skills, knowledge and understanding that are well below the levels expected for their age. Assessments are accurate and provide a firm basis for teachers to plan for the next steps in children's learning. Children make satisfactory progress in all areas of learning in the Early Years Foundation Stage, but their attainment remains well below average on starting Year 1.

Quality of teaching

Teaching is inadequate because it does not meet pupils' needs sufficiently for them to develop adequate skills in reading, writing and mathematics. In Years 1 to 6, the introduction to lessons often takes too long with more able pupils answering questions that they find too easy and less able pupils struggling to understand what the teacher is talking about. Group tasks are not always matched well enough to pupils' abilities and this means that pupils do not make enough progress. For example, some pupils were asked to underline words containing 'ou' in a reading lesson, when they could already read the words. The teacher usually stays with one group, who often make better progress than others, leading to inequality in pupils' learning. In these situations, teachers are not aware of how others are progressing, especially when teachers sit with their back to the rest of the class.

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Marking is frequent and provides clear guidance on what pupils need to do to improve their work. However, this is rarely followed up by checking that the pupil is doing as expected. For example, pupils have been asked to use capital letters in the correct places but continue to put them in the middle of sentences and this is not being corrected. Parents and carers say that their children are taught well. Pupils agree but say that lessons are 'sometimes fun' and 'sometimes boring'. The inspection found significant weaknesses in teaching.

In the different topics taught, teachers do build in opportunities to improve pupils' cultural and spiritual development. However, basic opportunities are missed to promote social and moral development by, for example, insisting that pupils listen carefully and do not shout out when others are speaking.

In the Early Years Foundation Stage, lessons often get off to a brisk start and children are soon working on tasks that are well matched to their abilities. Children enjoy the wide range of different tasks they are given and have access to an excellent range of different resources. However, opportunities are often missed to reinforce basic skills such as speaking, listening, reading, writing and counting. For example, in one lesson, the teacher counted the number of humps on a camel rather than encouraging the children to count them for themselves.

Behaviour and safety of pupils

Behaviour is inadequate. Although the inspector observed no instances of poor behaviour during the inspection, and pupils generally have satisfactory attitudes to learning, it is clear that this is not typical of behaviour over time. The exclusion rate is already around six times higher than the national average this year, continuing the trend of recent years. On average, there were three incidents of poor behaviour each day last term. None were based on any form of discrimination, but instead were a result of pupils being rude to staff or refusing to follow instructions. Parents, carers and pupils all expressed concerns about behaviour. In September 2011, the school introduced an escalating scale of sanctions that is applied consistently. All incidents are recorded. However, the records are neither held centrally nor analysed frequently enough for the school's leaders to be aware of emerging trends of poor behaviour until it is too late. The actions of school leaders are not fostering good relationships within the school community. Pupils are not learning how to socialise with one another or developing a clear moral code of how to behave towards others.

Parents and carers express confidence in the school's procedures for keeping their children safe and pupils agree. Pupils say that, although behaviour is less than satisfactory, there is very little bullying of any type at the school and the incidents that do occur are dealt with well. Several parents and carers praised the school for its work in tackling any bullying at an early stage. Pupils are rightly confident that any concerns will be taken seriously by staff. Pupils show no signs of discriminatory behaviour towards any group. Pupils' attendance is average but punctuality to school is poor.

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Leadership and management

Leadership and management are inadequate because leaders have failed to prevent the decline of the quality of education. Achievement, behaviour and teaching have deteriorated since the previous inspection and leaders have not demonstrated the capacity to improve the school's effectiveness. Pupils' progress is assessed too infrequently so leaders are not aware of underachievement until it becomes embedded. While the headteacher has a suitable vision for the school, and appropriate expectations, these expectations are not being met in practice. Self-evaluation, including checks on teaching quality, is not robust enough to identify clearly those aspects of provision that are inadequate. As a result, leaders, including the governing body, have not drawn up sharply focused plans for improvement. The school's records show no instances of good teaching this academic year; this was the case in lesson observations during the inspection also. A few teachers have been able to observe good teaching in other schools but opportunities to do this widely have been very limited.

The curriculum is inadequate. It does not ensure that all pupils have daily lessons that promote their reading and writing well, and there are too few opportunities for pupils to practise their mathematical skills in other subjects. The curriculum does not adequately promote pupils' social and moral development because the support provided for individuals is not having enough impact on improving their behaviour. The curriculum is more effective in supporting pupils' spiritual and cultural development.

Pupils feel safe at the school and leaders ensure that requirements for safeguarding are met in full. Appropriate attention is paid to tackling overt discrimination but the school is not promoting good progress for all pupils equally and they leave school inadequately prepared for the next stage of their education.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 March 2012

Dear Pupils

Inspection of Oakhill Primary School, Tamworth, B77 2HH

Thank you for the help you gave me when I visited your school. You told me that you feel safe in school and that there is very little bullying. You said that some lessons are fun, but others are boring. You also had concerns about some pupils' poor behaviour. I agree with your views.

Unfortunately, I found that you are not getting a good enough education. Children in the Nursery and Reception classes make satisfactory progress. In other classes, though, you are not learning quickly enough how to read, write or do mathematics. I have asked your teachers to make sure that you are always given tasks that help you to learn and that the work set is neither too easy nor too hard. I have also asked them to check how well you are getting on in lessons and to give you more work or extra help when you need it. You can help by telling your teachers when you finish or when you are stuck. I have asked teachers to check that you are concentrating on the things that will improve your skills in your written work. You always need to do your corrections and do what your teachers suggest.

Some of you are not being taught how to behave properly. Teachers record carefully when you misbehave, but school leaders are not checking the records quickly enough to find out who needs extra help in controlling their behaviour. I have asked them to do this so that behaviour can be improved quickly.

The school is not checking on how well you are being taught or that you are learning enough. Your school is not improving as much as it needs to. It has been decided that it needs 'special measures' to help it improve more quickly. Inspectors will visit your school regularly in future to check that this is happening.

With all best wishes for your future

Yours sincerely

David Driscoll
Lead inspector

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