

Oak Hill Church of England Primary School

Junior Base, School Road, Alderton, Tewkesbury, GL20 8NP

Inspection dates 20–21 February 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- For most pupils, standards in English and mathematics are well above the national average by the end of Year 6. Attainment in reading and speaking is particularly high.
- Most pupils, including disabled pupils and those who have special educational needs, progress well from their starting points. Some pupils, especially girls, make outstanding progress.
- Children in Reception achieve outstandingly well. The teaching there ensures that they all make rapid gains in personal development and in acquiring the full range of skills.
- Teaching is consistently good and occasionally outstanding. Support staff help pupils with learning difficulties well. Teachers use resources effectively and build on pupils' evident eagerness to learn. Teachers give good feedback on the quality of pupils' work.
- The headteacher checks the quality of teaching and learning rigorously. She is well supported by other staff and governors. The leadership has worked successfully to improve teaching and learning since the previous inspection.
- There are links between various subjects and this encourages pupils to develop their basic literacy skills, including writing, more effectively in all their lessons.
- Parents show great confidence in the school, believing that it enables their children to do well. They are almost unanimous in recommending the school to others.
- Pupils behave well in lessons and around the school. They feel very safe and well cared for, and enjoy taking on responsibility. Their enjoyment of school is reflected in consistently high attendance.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable every pupil to make the best possible progress. Occasionally, teachers' expectations of the most able pupils are not high enough.
- The most able boys do not make the same rapid progress in mathematics and writing as many of the higher-attaining girls.

Information about this inspection

- The inspector observed eight lessons, taught by six teachers. Two of the observations were carried out jointly with the headteacher.
- Meetings were held with the headteacher, other staff, pupils and four governors. The inspector also had a telephone conversation with a representative of the local authority.
- The inspector took account of 19 responses to the on-line questionnaire (Parent View) and 11 questionnaires returned by staff.
- The inspector observed the school's work and scrutinised a variety of documentation, including the school improvement plan, minutes of governing body meetings, data on pupils' current progress, records of monitoring, the school's self-evaluation and records relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for support through the pupil premium, all of them being pupils known to be eligible for free school meals, is well below average.
- The proportions of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs are below average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- The school does not use any alternative provision for its pupils.
- As a result of a long-standing amalgamation of two former smaller primary schools, the school operates on two sites several miles apart. Children in the Early Years Foundation Stage (Reception) and Key Stage 1 pupils are taught on the site at Dumbleton, and Key Stage 2 pupils on the site at Alderton. All classes except Reception are made up of mixed-age pupils.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that teachers have consistently high expectations, particularly of the most able pupils, so that all can reach their full potential in lessons.
- Further raise the attainment of the most able boys by building on the school's work to fully engage boys and improve on their existing good progress in writing and mathematics.

Inspection judgements

The achievement of pupils is good

- Children's skills when they join the school are usually in line with, or just above, those expected for their age.
- In the Reception class, children make outstanding progress, as a result of being taught exceptionally well. This progress was observed, for example, in lessons based around 'The Selfish Giant' story. Follow-up activities included an exciting adventure in the Dumblewood outside area, looking for things connected with the story. Then, despite the freezing weather, children made music and danced enthusiastically to recreate the seasons.
- On the following day the children practised their skill in linking letters and sounds (phonics) very proficiently, wrote poems and prayers, and painted their version of winter landscapes, using David Hockney as their inspiration. All the time the children responded enthusiastically to the teacher's very high expectations, learning how to listen, how to present their ideas and how to collaborate sensibly with others when working away from the teacher.
- Pupils throughout the rest of the school make good progress. Pupils exceeded the expected standard in the most recent Year 1 phonics check. Pupils of all ages read with fluency and accuracy, progressing at a faster rate than most pupils nationally. Many also speak fluently, clearly and accurately. Attainment in English and mathematics is generally above average or well above average and this has been sustained for several years.
- Pupils also make good progress in mathematics and writing. Some girls make outstanding progress. Boys, particularly the most able boys, do not progress at quite the same rate as do girls, partly because the school's initiatives to increase boys' motivation and skill in writing are still at a relatively early stage.
- Disabled pupils and those with special educational needs make better progress than similar pupils nationally. They benefit from a good level of additional staff support both in the classroom and out of lessons. The relatively few pupils who qualify for additional support through the pupil premium funding achieve higher-than-average points scores in relation to several other pupils in the school, and make good progress in developing knowledge and skills. The school devotes additional resources and staffing to meet their learning needs successfully.
- In most lessons the teaching ensures good learning and progress of all groups of pupils. Typical was a lesson designed to improve pupils' skills in writing fiction, when the teacher used assessment well by checking the pupils' efforts and then asking questions such as 'How can we improve this?' Pupils then used the guidance to evaluate their partner's efforts.
- Occasionally pupils, especially the most able, do not make as much progress as they could during lessons. This happens when they are given low-level or repetitive tasks instead of working on more demanding tasks, independently of the teacher, in order to come up with more imaginative ideas for themselves.

The quality of teaching is good

- Improvements in teaching since the last inspection mean that there is no inadequate teaching. Teaching has been typically good for some time and is occasionally outstanding, especially in Reception, although this is not yet consistent across the school.
- Typical strengths in the teaching include the constructive marking of pupils' work. Pupils get helpful feedback on how well they have done and how they can improve the work. Teachers also use pupils' targets effectively when setting work.
- Teaching assistants provide good support for pupils, especially disabled pupils and those who have special educational needs. Consequently, they progress at a faster rate than similar pupils nationally.

- Teachers were observed making good use of resources such as film extracts in order to develop pupils' imagination and skills in creative writing.
- Speaking skills are developed well, because teachers encourage pupils to talk at length in class and give them the confidence to do so. Pupils listen well and relish opportunities to express their views.
- Teaching is less effective when occasionally teachers talk for too long, or do not expect enough of the more able pupils, setting them tasks which do not move their learning on quickly enough.
- The school's records and pupils themselves confirm that teaching is good most of the time. Pupils talked to the inspector about fun lessons when they 'do things' such as science experiments rather than listening to the teacher. Year 1 and Year 2 pupils were very enthusiastic about their topic work on the Great Fire of London. Only occasionally do pupils comment that the work is 'too easy'.

The behaviour and safety of pupils are good

- Observations by the inspector and the school's own records show that behaviour is nearly always very good in lessons, and it is a significant factor in the good learning. Behaviour is not outstanding because staff do have to carefully manage the behaviour of a few pupils.
- Pupils confirm that occasionally behaviour is less good at lunchtimes, although they all agree, as do their parents, that pupils are very safe in school. Pupils say that there have been very occasional incidents of verbal spats, but they insist that bullying is not an issue and they are taught how to avoid the various types of bullying, such as cyber bullying.
- The school operates as a harmonious community, with strong Christian values. Pupils respect each other and are welcoming and polite to visitors.
- Attendance has been consistently high, well above the national average. There is no persistent absenteeism.
- Pupils are enthusiastic about having responsibility. They have contributed both to drawing up the school rules and to ideas for classroom topics. They appreciate their school council, although they do not run it themselves. Pupils raise money for the school and for charities and are excellent ambassadors for the school.
- Pupils greatly enjoy coming to school, not just for the lessons but also the clubs and trips.

The leadership and management are good

- Both the senior leadership and, increasingly, subject leaders check the quality of teaching and learning more systematically and thoroughly than at the time of the previous inspection. This process leads directly into opportunities for the professional development of staff and has resulted in improved teaching.
- The leadership evaluates the school's performance very accurately and has the right priorities for continued improvement. Its successes thus far show the continued capacity for further improvement.
- The local authority recognises that the school performs well and therefore adopts a 'light touch' approach to monitoring. It has assisted the school in improving achievement in mathematics by negotiating some specialist support.
- The leadership manages the performance of staff well. Most staff have responsibilities and all are held accountable, with teachers' pay being linked to pupils' progress.
- The pupil premium funding is managed effectively. The relatively small amount of funding is used to provide some additional staff support and resources which ensure that the eligible pupils make good progress.
- Staff are unanimously supportive of what the leadership is trying to achieve, especially in

seeking new ways to engage pupils' interests and raise achievement. This is evident in the development of the school's range of subjects and activities during the last year, with the introduction of topics linking skills and knowledge from different subject areas.

- Partnerships with local schools provide good opportunities to develop staff expertise, for example in the moderation of pupils' work across schools. Pupils also benefit from the partnerships, for example using facilities in the local secondary school and taking part in joint projects.
- The school encourages equal opportunities and provides a high level of care and support for all pupils, as confirmed by parents.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils are encouraged to reflect on moral and social issues, as observed in an assembly and in their work. Children in Reception were observed composing prayers. The school also recognises that there is scope for increasing pupils' awareness of people's beliefs and cultures in other parts of the world, as part of their development as rounded young citizens.
- The school meets all safeguarding requirements. Staff and governors are trained in safeguarding awareness and pupils themselves have a good understanding of how to keep safe, for example when using computers.
- **The governance of the school:**
 - Governors are active in all areas of school life. For example, they are linked to subject areas and visit lessons, so they are aware of the strengths in teaching and pupils' progress, and also understand what the school needs to do to improve. Governors are closely involved in checking the quality of the school's work and also carry out their responsibilities in safeguarding. They have received good professional development. They check how effectively the pupil premium is used and have a good grasp of school assessment data and how it is used to support progress. Governors understand the links between how staff perform, their professional development and how this relates to pupils' progress. Governors are very supportive of the leadership but also challenge it constructively so that there is never any complacency.

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	115670
Local authority	Gloucestershire
Inspection number	403273

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Vicky Hardwick
Headteacher	Rebecca Gore
Date of previous school inspection	30 January 2008
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