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2 July 2013

Ms Lynn Kelly  
Headteacher  
Oak Hill First School  
Wirehill Drive  
Lodge Park  
Redditch  
B98 7JU

Dear Ms Kelly

### **Requires improvement: monitoring inspection visit to Oak Hill First School**

Following my visit to your school on 1 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, meetings were held with you and the assistant headteacher, pupils, members of the governing body and a representative of the local authority. Neither the Chair nor the Vice Chair of the governing body was available. The school's raising achievement plan was evaluated. Samples of pupils' books were scrutinised and records of monitoring of teaching and learning were reviewed.

### **Context**

There have been no contextual changes since the last inspection. A number of new teachers have been appointed who will take up their posts in September 2013.

### **Main findings**

Senior leaders know the strengths and weaknesses in teaching and learning well. Systems of monitoring teaching and learning are rigorous and have led to improvements or in some instances changes in personnel to take effect from next term. Leaders at all levels are involved in monitoring teaching and holding teachers to account for the progress pupils make. Written feedback to teachers is followed up with tailored training or further observations linked to improvement points previously identified.

Marking has significantly improved in recent months, as seen in pupils' work. A new system where next steps for learning are identified in orange bubbles is clear to pupils who commented favourably about the changes. Pupils are involved in checking their own and others' work and teachers set follow-up tasks which they also check.

Changes have been made to planning in the Early Years Foundation Stage to ensure that teacher-led tasks are followed up by free flow activities that follow through a theme and develop pupils' learning in literacy and numeracy.

The governing body is fully supportive of the work of senior leaders in changing the culture of the school and managing changes of teaching personnel. Governors are focussed on asking challenging questions as they have become better informed particularly about teaching and learning and the raising achievement plan. Their regular visits to the school have a focus, usually linked to the plan, and outcomes are formally recorded. There are now governor links with coordinators and subjects. They have taken up numerous training opportunities offered. They are evaluative about how they could improve and seek regular meetings with pupils to take their feedback into account.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to make sure:

- induction and support for new and existing staff leads to consistently good teaching and support for all groups of pupils including those learning English as an additional language
- senior leaders and managers are involved in pupils progress meetings to ensure they are always sufficiently rigorous
- the raising achievement plan has clear dated milestones for achievement targets so that those monitoring and evaluating the plan can see at an early stage whether the school is on track to meet its targets.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

**External support**

The local authority has been highly supportive of the school. The impact of this has been seen in the improvements in place for planning in the Early Years Foundation Stage and significantly raised pupil achievement, particular in writing in Year 3 where literacy support has been provided. The local authority has also provided regular and generous support to senior leaders and training for governors to enable them to carry out their role more effectively.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Worcestershire.

Yours sincerely

Mark Sims  
**Her Majesty's Inspector**