

Olive Hill Primary School

Springfield Road, Halesowen, B62 8JZ

Inspection dates 21–22 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- By the time they leave the school, pupils achieve well in reading, writing and mathematics. In 2014, the Year 6 results in reading were particularly strong.
- Pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs, make good progress throughout the school. They learn well across the range of subjects and topics.
- Children learn new skills well in the early years through effective leadership and a stimulating variety of well-taught activities.
- Teachers in all year groups plan and teach lessons that engage and interest pupils.
- Pupils' behaviour is good. They are polite and keen to help others. They enjoy being able to contribute to all aspects of the school's life.
- Pupils feel safe in school. They have a clear understanding of how to keep themselves safe in a variety of situations.
- The school's leaders, particularly the highly effective headteacher and assistant headteachers, have been very successful in improving the quality of teaching and raising achievement since the last inspection.
- Governors have a good understanding of pupils' performance and the quality of teaching. They regularly update their knowledge so that they can effectively challenge leaders, especially about pupils' achievement.

It is not yet an outstanding school because

- Pupils are not making as much progress in mathematics as in reading and writing. They have fewer opportunities to practise and apply their numeracy skills across different topics and subjects.
- Although teachers mark work regularly, their comments do not always help pupils to improve it.
- Pupils sometimes lack confidence in asking and answering questions in detail, and sometimes do not give reasons for their answers.
- Pupils do not get enough chance to practise their communication skills through talking about and explaining their work.

Information about this inspection

- Inspectors observed several lessons in all year groups, and the teaching of small groups of pupils. Six of these lessons were observed with the headteacher or assistant headteachers. Inspectors looked at pupils' work from a range of subjects and year groups.
- They listened to children read, and talked to pupils informally and formally about their learning and life in school.
- Inspectors took account of the view of parents at the school gates, the school's own parent questionnaire responses and 17 responses to the online questionnaire, Parent View.
- Discussions were held with the headteacher, assistant headteachers, subject leaders, three members of the governing body, a representative from the local authority, and a representative from the local teaching school.
- The 41 responses to the staff questionnaire were taken into account.

Inspection team

Clare Saunders, Lead inspector	Additional Inspector
Stephen Disbrey	Additional Inspector
Martin Finch	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils are White British. Nearly half come from a range of other ethnic groups, mostly from Pakistani and other Asian backgrounds.
- About one in three pupils speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs (around one in every six pupils) is above average.
- About two in five pupils are supported through the pupil premium, which is above the national average. This is extra funding for looked after children and pupils known to be eligible for free school meals.
- The school runs a nursery provision in the morning and afternoons, and children attend this part time. Children attend the Reception classes full time.
- The school runs a breakfast club, managed by the governing body. There is also an after-school club, run by a private provider (Conkerz), which was not part of the inspection.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has worked with the nearby teaching school, The Earls High School. Teachers and governors have attended training courses focused on improving teaching and developing leadership skills.

What does the school need to do to improve further?

- Improve teaching and raise achievement, particularly in mathematics and in pupils' communication skills, by:
 - giving pupils more opportunities to apply their mathematical problem-solving and speaking and listening skills in a wide range of situations and subjects
 - encouraging pupils, where appropriate, to reflect and give detailed reasons for their answers to teachers' questions
 - ensuring that marking gives pupils clear guidance on how to improve their work, and they are given opportunities to respond.

Inspection judgements

The leadership and management are good

- The headteacher, assistant headteachers, subject and phase leaders have been instrumental in bringing about the improvements in all aspects of school performance since the previous inspection. They have set out high expectations for staff and pupils and identified clear priorities for development, supported by plans for improvement. Staff and leaders work well together as a team to evaluate and discuss aspects of teaching and behaviour and offer ideas on how to improve them constantly for the benefit of the pupils.
- Subject and phase leaders have benefited from training and guidance to help them to carry out their roles well. They, like the senior leaders, have a good understanding of the strengths and areas to improve in the school. They take a full part in reviewing the quality of teaching and pupils' performance, and regularly discuss these with the governing body.
- The curriculum is planned to engage and interest pupils in their learning. A recent initiative to broaden their reading experiences has been successful, with pupils requesting a wide-ranging list of books they would like in their library. The topics and subjects pupils learn enable them to write at length, although they do not always have such good opportunities to apply their mathematical skills.
- The school is developing its methods of checking how well pupils are learning in the new national curriculum and tracking their progress. Parents are pleased with the detailed information they receive regularly on their children's progress and attainment.
- Leaders make sure pupils have plentiful opportunities to develop their spiritual, moral, social and cultural awareness. Activities and trips, which include visits to several places of worship, develop pupils' respect for each other. The atmosphere in school is one of harmonious respect for how each pupil is unique and appreciated for themselves. Pupils are well prepared for life in modern Britain, as leaders ensure they have a good understanding of British values such as democracy. They understand the need for rules and expectations and the benefits they bring, and have respect for different faiths and beliefs. Leaders ensure that pupils from all backgrounds and abilities have an equal chance to do well in all aspects of their school life, free from discrimination.
- The school's leaders, including governors, analyse carefully how pupil premium funding is spent to best serve those pupils who receive this additional support. This includes providing additional teachers and teaching assistants, additional materials, and emotional support where it is necessary. As a result, disadvantaged pupils achieve at least as well as their peers, and in some instances outperform them.
- The primary sport and physical education (PE) premium is used well to offer additional clubs and activities after school and at lunchtimes. It has also been used to provide gymnastics equipment and additional specialist training for all staff to develop the teaching of PE. As a result, more pupils now take part in competitive sports and pupils enjoy the sports coaching while they are playing at lunchtimes.
- The local authority has provided effective support in the past to develop pupils' skills in phonics (the sounds that letters make) and aspects of literacy. Recently it has provided only routine annual support, recognising the good leadership of the school. The nearby teaching school has worked with the school to develop aspects of teaching, with good effect.
- **The governance of the school:**
 - Governors are actively involved in the life of the school and visit regularly, each having a specific area or subject to oversee. For example, they attended a school council meeting to gather pupils' opinions of various aspects of school life. They support the developments in the school, but ask searching questions about the reasons behind any new initiatives. The governing body maintains a detailed overview of the school's strengths and areas to develop, including the information on pupils' achievement and the quality of teaching, and regularly holds staff accountable for the achievement of their pupils. Underperformance in teaching is not tolerated, and additional support is provided where necessary.

Good teaching is rewarded through pay increases, and the governing body's pay committee holds detailed discussions about how the performance of teachers is managed and rewarded. As a result of governors' actions and effective leadership, the quality of teaching and pupils' achievement have improved. The governing body makes sure statutory requirements are met, including those for safeguarding. Related practices and procedures are effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and respectful of each other, both in and out of lessons. They behave sensibly at lunchtimes and in their movements around the school. They are proud of their school, their uniform and their work.
- In lessons, pupils listen carefully to each other and to the adults in the room. They respond well to the way their teachers manage behaviour, and appreciate the consistency with which good behaviour is reinforced. They enjoy the new opportunities to have their name on the 'purple zone' on their classroom's wall, which shows that they are learning well.
- Pupils are keen to learn, but sometimes lack the confidence to ask or answer questions about their learning in detail. Sometimes they rely on the teacher to tell them what to do next, rather than have the confidence to continue with their work.
- Pupils enjoy the opportunities they have to contribute to school life. They demonstrate a suitable understanding of British values. For example, they learn about democracy through the election of the head boy, head girl, and the school council. Through the school council, pupils are able to influence changes such as the introduction of 'tablet' computers for learning using modern technology, and the menu for school lunches.

Safety

- The school's work to keep pupils safe and secure is good. All visitors undergo checks on entry to the school, and the risks associated with any trip or visit are accurately assessed.
- Pupils are aware of what constitutes negative or discriminatory language and are adamant that this does not occur in their school. They are similarly aware of the different types of bullying, and emphasise that on the rare occasions when this happens, it is dealt with swiftly and effectively by staff.
- Pupils' attendance has improved since the previous inspection and it is now above the national average. Leaders have raised the awareness among pupils and parents of the importance of regular attendance. They reward good attendance and take strong action where necessary to ensure good attendance.
- Pupils are aware of how to keep themselves safe in a variety of situations, including, for example, using the internet. They learn about how to assess risks through their lessons and assemblies, for example when crossing a road, when near a canal, or when riding a bike.

The quality of teaching is good

- Teachers plan and provide lessons that help pupils to learn quickly in a range of subjects. They show high expectations of all pupils, including the most-able pupils, and ensure that if an individual or small group of pupils needs additional support or explanation, they, or the highly effective teaching assistants, will give them the help they need.
- The teaching of phonics is good. Pupils are taught in ability groups and they learn at a pace suitable to their needs. They readily demonstrate their new skills and understanding. For example, children in the Reception year were able to apply their knowledge of phonics to read complex unfamiliar words.
- Teaching assistants are skilled at recognising the need for additional help and intervening when necessary.

This can be in whole-class situations, or working with individuals or small groups of pupils to address an area of special need or understanding. They know the pupils very well.

- Pupils enjoy the homework they are set, and see it as a valuable way of extending and consolidating their learning from lessons. This information is shared with parents regularly, and parental involvement is encouraged. In particular, pupils have developed their reading skills and widened the variety of reading materials they use as a result of the school's approach to reading at home.
- Pupils' books are regularly marked, and teachers and teaching assistants regularly praise their work. Teachers' comments do not always give clear enough guidance to pupils to help them improve their work or ask for additional tasks to be done so the pupil can show they understand what they have learned. Sometimes, teachers do not always make sure that pupils respond or complete the tasks to a suitably high standard.
- Teachers regularly reflect on the impact of their teaching in developing pupils' literacy and numeracy skills. Recently they have identified that pupils do not have enough opportunities to improve their communication skills by speaking about their work in a range of situations, as they can lack confidence in explaining their learning.

The achievement of pupils is good

- Most children enter the Nursery with skills, knowledge and understanding that are below those typical for their age. The vast majority stay on into the school's Reception class. They make good progress in all areas of their learning in both the Nursery and Reception years.
- Pupils continue to make good progress and learn well in Key Stages 1 and 2. Their attainment in reading and writing at the end of Year 2 in 2014 was just below average, with mathematics slightly behind. At the end of Year 6, the results in reading were above average, while in writing and mathematics they were in line with national averages.
- Pupils make good progress in each year group and build effectively on their skills, knowledge and understanding from the previous year. This means little time is wasted repeating learning. In 2014, a larger proportion of pupils than nationally left the school at the end of Year 6 having made good progress in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress throughout the school, thanks to the additional support and tuition provided, when necessary, by teachers and other adults. Pupils have plentiful opportunities to read aloud, both to adults and to other pupils.
- Pupils from minority ethnic groups, including from Pakistani and other Asian backgrounds, learn well and make similarly good progress to other pupils throughout the school, achieving results at Key Stage 1 and Key Stage 2 that are above average for similar pupils nationally.
- Pupils who speak English as an additional language receive additional support to develop their use of English in school. These pupils respond very positively to this and they are making increasingly good progress as they move through the school, especially in reading.
- Leaders respond well to the varying needs of disadvantaged pupils, and provide good support and additional resources as necessary to ensure they achieve well. Their progress and attainment are tracked closely by leaders and governors. In 2014, pupils in Year 6 pupils supported through the pupil premium were a term behind their classmates in mathematics and writing, and two terms behind other pupils nationally. In reading, they reached similar standards to their classmates and were a term ahead of other pupils nationally. Overall, these pupils made better progress than other pupils nationally.
- The most-able pupils achieve well, with an increasing proportion of pupils achieving Level 5 at the end of Year 6. The work set for them makes them think carefully, and has the right level of difficulty.

- Although the school has been particularly successful in developing pupils' reading skills, their numeracy skills are not as finely developed, as they do not have so many opportunities to practise and apply them in subjects and situations other than mathematics lessons. This means that the proportion of pupils making good progress in mathematics is lower than those making good progress in reading and writing.

The early years provision

is good

- Children enter the Nursery with particularly weak communication literacy and numeracy skills. They make good progress, especially in reading and writing skills and mathematical development, as a result of good teaching that focuses effectively on these areas across the Nursery and Reception classes. Children are well prepared for Year 1, and the standards they reach are rising year on year.
- Children learn in an environment that is rich in resources, with displays and their own work to refer to for reference. They listen well to adults and actively enjoy answering questions to show their understanding. For example, Children in the Reception class could describe a text as a non-fiction book, and explain the purpose of the contents page.
- Leadership of the early years is good. Accurate and regular checks on how well the children are making progress help guide the planning for the following activities on a daily, weekly and termly basis. The staff have strong focus on ensuring children are safe.
- Children develop their personal and social skills well. Most are confident in choosing their own learning activity when appropriate, and they move calmly and sensibly around the room without interrupting others from their learning or discussions with adults. They use equipment safely in the classroom and outside.
- The children enjoy their homework tasks, which involve parents in joining in learning activities at home.

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	103796
Local authority	Dudley
Inspection number	453696

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	365
Appropriate authority	The governing body
Chair	Waseem Younis
Headteacher	Rachel Cutting
Date of previous school inspection	22 May 2013
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