

Oak Hill First School

Wirehill Drive, Lodge Park, Redditch, B98 7JU

Inspection dates 27–28 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.

- The headteacher, governors and senior leaders have brought about improvements in teaching and the curriculum. This has resulted in pupils achieving well in reading, writing and mathematics.
- The governors now play a particularly effective role in challenging the school to continue to improve. They are well informed and benefit from well-chosen training to sharpen their skills.
- Children in the early years make good progress through a broad range of stimulating, well-taught activities.
- Disadvantaged pupils supported by additional funds are making good progress.
- Pupils behave well and have positive attitudes to learning. Pupils say they feel safe at school.
- The teachers plan and teach lessons that interest and motivate the pupils. This leads to them making good progress.
- The pupils' spiritual, moral, social and cultural development is promoted very well throughout the curriculum.
- Reading is well taught. Pupils gain a good knowledge of the sounds that letters make.
- Pupils throughout the school receive very helpful feedback on their work, particularly in mathematics.

It is not yet an outstanding school because

- Adults working with children in the early years do not always focus effectively on developing and extending the children's communication skills.
- Fewer pupils are reaching high standards in writing than in reading and mathematics.
- Teachers do not always give pupils sufficiently challenging writing tasks, or identify and correct their spelling mistakes.

Information about this inspection

- The inspectors observed teaching in all 16 classes. They were accompanied by the headteacher and deputy headteacher to six lessons. The inspectors examined pupils' work, spoke with them in lessons and heard some pupils in Years 1 and 2 read. Inspectors also visited the playgrounds and talked to pupils to gain their views.
- The inspectors reviewed a range of documents, including the school's plans for improvement and policies about keeping pupils safe. They also examined a range of data about pupils' progress.
- The inspectors held discussions with teachers, the headteacher, the deputy headteacher, seven members of the governing body, and a local authority officer.
- The views of 25 parents from the Parent View website were analysed. The views of parents who spoke with inspectors during the inspection and the school's own questionnaire of 79 parents' views were also considered.
- The views of teaching and non-teaching staff were analysed through 30 returned questionnaires.

Inspection team

Christopher Parker, Lead inspector	Additional Inspector
Katharine Kent	Additional Inspector
Wendy Hanrahan	Additional Inspector

Full report

Information about this school

- This is much larger than the average-sized primary school.
- The children in the early years attend Reception full-time and the Nursery part-time.
- Four out of every five pupils are of White British heritage. The rest come from a broad range of ethnic backgrounds. One pupil in ten speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs, at one in seven, is broadly average.
- Just over a quarter of the pupils are disadvantaged and supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or in local authority care). This is broadly average.
- There have been many changes to the teaching staff since the last inspection. Six new teachers, including two assistant headteachers, took up their posts in September 2014.

What does the school need to do to improve further?

- Ensure that all adults who work with children in the early years focus effectively on developing and extending their communication skills.
- Help more pupils to reach higher standards in writing by:
 - marking written work effectively, and routinely correcting pupils' spelling mistakes
 - providing greater challenge to any pupils who are not achieving as highly as they could.

Inspection judgements

The leadership and management are good

- The headteacher and senior leaders have created a climate within which pupils can succeed, both academically and socially. This has resulted from a range of measures, taken since the school was last inspected, to improve teaching and provide a curriculum that motivates the pupils. Attractive displays of pupils' work around the school celebrate work of high quality and exemplify the school's high expectations.
- The leadership of teaching is good. Senior leaders carry out frequent checks on the quality of teaching and its impact on pupils' progress. They scrutinise the work in pupils' books, talk to pupils about their work and visit lessons to see how well they are doing. In addition, regular meetings focus on the progress pupils are making. Together these activities provide a comprehensive view of the quality of teaching. Any weaknesses or underperformance are tackled robustly.
- Subject leaders make a good contribution to the overall leadership of the school. For example, the mathematics leader has supported teachers effectively in their drive to raise standards. Well-focused staff training in English has contributed to improve standards in both reading and writing.
- The pupil premium fund has been used effectively to provide additional teaching for small groups and one-to-one support. As a result, disadvantaged pupils are making good progress and are reaching standards close to those attained by other pupils nationally.
- Subjects are taught through carefully organised themes that use drama, interesting stories and poems, music and video to very good effect to stimulate pupils' interest and extend their learning. The primary sports and physical education funding has been used effectively to pay for specialist coaches to lead lessons and extend the teachers' knowledge and confidence to teach, for example, gymnastics.
- The pupils' spiritual, moral, social and cultural development is promoted very well throughout the curriculum. Pupils show respect for different cultures. Pupils reported that they very much enjoyed hearing their friends wish everyone a Happy New Year in the languages they speak at home. Visits to places of interest also help them to develop the values they need for life in modern Britain. For example, Year 4 pupils visited the Houses of Parliament to gain an insight into democracy.
- The school's arrangements for keeping pupils safe are effective. They meet national requirements and take full account of the most recent guidance to schools. All pupils are given the same opportunities to succeed, all groups are respected equally and discrimination is not tolerated.
- The local authority has supported the school well since the last inspection. Through regular meetings the school improvement adviser has held the school to account for its performance.
- **The governance of the school:**
 - Governance is particularly effective. Governors know a lot about the school because they receive data and detailed information about the progress that pupils are making. They visit the school frequently to find out for themselves how well it is performing. They meet with members of staff, visit lessons, talk to pupils about their work, and look at the quality of work in pupils' books. As a result, they know about the quality of teaching and learning, and challenge the headteacher to bring about further improvements.
 - Governors ensure that the performance of all staff, including the headteacher, is managed well. Pay awards are only granted where teachers successfully meet the targets they have been set. Governors work alongside the headteacher to tackle any underperformance.
 - Governors have attended a broad range of training to put themselves in a strong position to provide the school with the vision and direction to maintain the momentum of improvement. They are committed to further training.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. They have good attitudes to learning and clearly enjoy the themes that are central to many of their lessons. They listen carefully to the teacher and respond quickly to reminders to concentrate on their work. The school is calm. Relationships between pupils and the adults they work with are very positive.
- Rewards play an important role in encouraging good behaviour and recognising effort and good work. Pupils are proud of the rewards they receive. Most pupils present their work carefully, look after books and keep their classrooms tidy. Pupils show a good deal of care and concern for each other.
- Pupils are very aware of the sanctions they face should they misbehave. Discussions with pupils in the playground show they have few concerns about poor behaviour. They say that incidents of misbehaviour are infrequent but when they occur they are dealt with promptly.

Safety

- The school's work to keep pupils safe and secure is good. The policies to keep children safe are applied consistently well and related staff training is up to date. Checks are carried out on all adults to make sure they can work with children. Senior leaders use the services of the local authority when they require advice and guidance on safeguarding.
- Pupils know how to stay safe on the internet. Through the school council, they have been involved in reviewing and improving the school's policy on the acceptable use of computers. During the inspection Year 4 pupils received training on how to remain safe as a pedestrian.
- Discussions with pupils show incidents of bullying to be infrequent. Pupils say they would have no hesitation in telling an adult should they have any concerns. They are confident that if bullying occurs it is dealt with firmly. The school's log of such incidents confirms that this is the case.

The quality of teaching is good

- Pupils respect their teachers because they set out clear expectations for their attitudes and behaviour. Teachers use their good subject knowledge effectively to plan and promote learning in contexts that interest and engage pupils.
- Reading is well taught. In the early years there is a strong emphasis on developing the children's knowledge of phonics (the sounds that letters make). This is built on successfully in Years 1 and 2. Teachers make good use of resources to engage pupils' interest. For example, in Year 4 pupils are currently learning about inference and deduction. In one lesson the teacher made very effective use of a video clip to interest pupils, and to help them begin to deduce the feelings and emotions of children who were being evacuated during the Second World War. The teacher extended the task so that pupils were able to make deductions from text in a diary.
- The pupils' progress in mathematics is good because the teachers ensure that they have a secure knowledge before introducing new ideas. Teachers often set mathematical problems in the context of the themes and topics they are studying in other subjects. Pupils say they particularly enjoy this approach to learning mathematics.
- The progress of disabled pupils and those who have special educational needs, and disadvantaged pupils, is very carefully tracked and analysed. As a result, these pupils benefit from individual support, small group teaching and lessons that are modified to help them to succeed.
- Any pupils who are at an early stage of learning English receive additional teaching to help them to improve their spoken language and also maintain their learning and progress across a range of subjects. In a Year 3 lesson observed, two pupils were given help in their first language to make progress in their writing.

- Marking, in many respects, is very effective. Pupils are very familiar with the way teachers mark their work. They are given time to read their teacher's 'orange bubble' comments and respond in 'purple pen'. In mathematics, for example, teachers often set a challenge to deepen pupils' understanding. In writing the teachers' comments develop pupils' sentence structure, grammar and punctuation, but they do not mark or correct spellings as effectively.
- The most able pupils are usually given harder tasks than other pupils. However, there are occasions when they are not sufficiently challenged to make rapid progress.

The achievement of pupils is good

- Pupils make good progress. Consequently, the results of national tests and assessments at the end of Year 2 have improved considerably. In 2014, they were above average in writing and mathematics. Standards in reading were marginally lower. Pupils continue to make good progress in Years 3 and 4. This is evident in lessons and in their work books.
- The results of the Year 1 phonics screening check were above the national average in 2014. Pupils use their knowledge of the sounds that letters make to help them to read unfamiliar words. Older pupils are developing an interest in books and their authors because interesting texts are used as a central feature of much of the teaching.
- Disabled pupils and those who have special educational needs are making good progress. This is because the support and extra teaching they receive are well structured and focused on their particular needs. Often support is given in short bursts so that pupils are given opportunities to tackle tasks without adult help.
- Disadvantaged pupils benefit from a comprehensive range of support and additional teaching. This results in them progressing at least as well as other pupils in the school. At the end of Year 2, in 2014, the gap between their attainment and that of other pupils nationally closed considerably in reading and writing to less than one term. In mathematics it was very close to the national average. The in-school gap between disadvantaged and other pupils was the equivalent of one term behind, half that of the national gap.
- Pupils make good progress in physical education. For example, in Year 1 they were skilfully led by a dance coach to develop an impressive sequence of movements to music. They make similarly good progress in music. In Year 4 pupils made rapid gains in their knowledge of musical notation.
- The most able pupils make good progress. However, in the 2014 Year 2 national tests and assessments, the proportion of pupils reaching the highest level in writing was lower than in reading and mathematics.

The early years provision is good

- Children start at the school in either the Nursery or the Reception Year, and achieve well in both. While some children's starting points are typical for their age, others' knowledge and skills, particularly in communication, reading and writing are not as well developed.
- The proportion of children reaching a good level of development at the end of the Reception Year in 2013 was in line with the national average. It increased in 2014, and although the increase did not quite keep pace with national figures, observations of the pupils in Year 1 indicate that they were well prepared to move from the Reception Year.
- Children are making good progress, and more are on course to reach a good level of development this year. Children are doing well, for example, in recognising and saying letter sounds. Some of the most able children write sentences, count to 30, and recognise numbers to 100. The teachers' extremely effective marking and comments on the children's work clearly set out their high expectations.

- Teaching is good in the Nursery and Reception classes. Teachers plan effectively to cover all areas of the children’s learning. They provide a broad range of activities for the children to make choices for themselves and to use the outside area to extend their learning. While adults are sometimes quick to develop the pupils’ communication skills by asking them probing questions that require considered responses, this is not always the case.
- Children’s personal and social skills are developing well. Children behave well and listen carefully to their teacher. When the concentration of a few wanders, adults quickly redirect their learning. This is possible because they have strong relationships with the children and manage them well. They feel safe in school and grow in confidence.
- The leadership of the early years is good. Activities are well planned, teamwork is strong and the curriculum is well organised. Children’s progress is carefully checked and additional teaching given to any groups who are not attaining as highly as others. As a result the gap between, for example, the attainment of disadvantaged pupils and others is closing.

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	132820
Local authority	Worcestershire
Inspection number	453416

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	514
Appropriate authority	The governing body
Chair	Dawn Martin
Headteacher	Lynn Kelly
Date of previous school inspection	7 March 2013
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