

Oakhill Primary Academy

Doncaster Road, Ardsley, Barnsley S71 5AG

Inspection dates

4–5 May 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- Pupils' achievement is inadequate because across the school, too many pupils make insufficient progress from their starting points.
- Pupils' attainment in writing and mathematics is too low. Although there are signs of improvement, there are still too many gaps in pupils' knowledge, particularly in key stage 2, preventing pupils from making the progress they should.
- The quality of teaching over time has been too variable. Pupils are given too little guidance on how to improve their work and misunderstandings are not dealt with quickly enough. As a result, pupils, especially the least and most able, do not achieve as well as they could.
- Teachers' expectations of what pupils can do are too low. Teachers do not use the information about how well pupils are doing precisely enough to plan lessons and set work that helps pupils to make the best possible progress. As a result, attainment is not rising quickly enough.
- Leaders at all levels do not monitor the quality of teaching rigorously or accurately enough. Subject leaders do not do enough to check the quality of teaching and learning because there is lack of clarity over who is responsible and accountable.
- Actions to tackle weaknesses in teaching have been ineffective. Plans to improve the school lack precision and are not followed through with enough urgency.
- The behaviour of pupils requires improvement. Although in most lessons pupils behave well, they lose concentration when activities are not interesting enough. Pupils' behaviour at lunchtime is boisterous and loud.
- Leaders and governors have failed to engage parents and carers and the community adequately, so that a minority express dissatisfaction with aspects of the school's work.

The school has the following strengths

- Staff have worked effectively to improve the quality and accuracy of teaching in phonics (letters and the sounds that they make). This is beginning to have an impact on pupils' reading and writing in key stage 1.
- Pupils' attendance is broadly in line with the national average and the work of the learning mentor is helping more-vulnerable pupils to achieve.

Full report

In accordance with 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 in the school.

What does the school need to do to improve further?

- Urgently improve teaching in all key stages, so that it is consistently good or better, so that pupils in all year groups make at least good progress in all subjects by ensuring that:
 - questioning is used well to check on learning so that tasks can be reshaped when pupils have not fully understood the concepts being taught
 - all staff have high expectations of what pupils can achieve
 - teachers provide activities so that pupils are constantly engaged in lessons and maintain their concentration well
 - teacher assessments accurately reflect what pupils can do and influence teachers' subsequent planning
 - the work set is appropriately challenging for all pupils, but particularly for the most and least able.

- Raise pupils' achievement in writing and mathematics specifically by making sure that:
 - teachers' feedback clearly tells pupils about how to improve their work further, and identifies basic errors in their writing and mathematics
 - pupils develop their skills in writing and mathematics when working in other subjects.

- Improve the effectiveness of leadership at all levels by ensuring that:
 - the monitoring of teaching is rigorous and accurate, and leads to swift improvements to the quality of teaching
 - the skills of senior and middle leaders are urgently improved so that they can rigorously monitor provision in their areas of responsibility and secure essential improvements
 - whole-school action plans identify exactly what should be done to improve the school, when and by whom, and that these are followed through robustly
 - the learning and progress of all pupils is carefully tracked so that those who are at risk of falling behind are identified quickly and given the help they need to achieve well
 - leaders and governors work to improve communication with parents
 - governors play a more active role in supporting school improvements and checking that these secure good achievement for all pupils
 - governors fully implement the recommendations of the review of governance that they have recently undertaken.

A further external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders have failed to identify the extent of the school's weaknesses. Whole-school plans are weak and do not identify exactly what should be done to improve the school. Leaders and governors do not follow through plans with enough rigour.
- Leaders have not been sufficiently urgent about driving the necessary improvements. Senior and middle leadership roles are not well developed and consequently it is unclear who is planning change and who is ensuring that changes have the required impact on pupils' learning.
- Leadership of teaching has not been effective in securing consistently good teaching over time. There have been improvements but they are too recent to have an impact on outcomes for pupils at the end of key stage 2.
- The curriculum does not meet the needs of all groups of pupils effectively. Although there is an appropriate focus on reading, writing and mathematics, teachers do not develop pupils' basic skills effectively enough through other subjects. They have planned too few opportunities to help pupils to develop and deepen their knowledge of subjects other than English and mathematics.
- Results at the end of key stage 1 and 2 show that disadvantaged pupils have not achieved well when compared to other pupils nationally. The pupil premium has been used to recruit and retain a learning mentor. Her work is effective in supporting vulnerable pupils and their families and, as a result, disadvantaged pupils throughout the school are beginning to make progress in line with their peers.
- The school does not promote pupils' spiritual, moral, social and cultural development well. Pupils are not well prepared for life in modern Britain because leaders have not provided sufficient experiences for pupils to learn about and deepen their understanding and knowledge of other faiths and cultures.
- Leaders' work to engage and involve parents has been only partially successful. While the majority of parents have expressed confidence in the school, a small minority raised concerns with inspectors about communication from leaders.
- The primary school sports funding has been used successfully to increase pupils' participation in sports. Last year every pupil in key stage 2 took part in a sports competition. A lunchtime club was set up to provide activity for those pupils who were finding playtimes challenging. Staff subject knowledge in the teaching of physical education has also improved as a result of the funding.
- It is strongly recommended that the school should not appoint newly qualified teachers.
- **The governance of the school**
 - Governors do not have an accurate view of the effectiveness of the school. Their view of the quality of leadership and of teaching is too generous.
 - The governing body understands that 2015 test results were not good enough. Minutes show they are beginning to use the information provided to them by external consultants to challenge leaders.
 - Governors have recently commissioned a review of governance and are beginning to make the changes recommended.
 - Governors ensure that the school budget is managed appropriately and ensure that funding for disadvantaged pupils is spent to benefit pupils who are entitled to it.
- The arrangements for safeguarding are effective. All policies and procedures meet statutory requirements and staff are appropriately trained to deal with safeguarding issues as they arise. Staff ensure that pupils keep safe when using the internet while in school. Staff have been trained to spot signs of radicalisation among pupils and to act to keep pupils safe.

Quality of teaching, learning and assessment is inadequate

- Weak teaching over time is preventing pupils from making enough progress in writing and mathematics. Although the teaching of writing is now improving, pupils in key stage 2 still cannot write as well as they should because not enough emphasis has been given to developing writing in the past. Recent improvements in the teaching of mathematics are helping pupils to develop more secure number and problem-solving skills, but currently too many pupils have gaps in their knowledge hindering them from making rapid progress.
- Due to several changes to the marking policy, leading to confusion among teachers, feedback to pupils

has not had the impact that it should have in helping pupils to improve their work. This is reflected in outcomes in writing in particular. In key stage 2, pupils, particularly boys, are less careful about completing work to the best of their ability.

- Teachers are not consistently developing and deepening pupils' understanding through precise questioning and pupils' misconceptions are sometimes not identified and corrected. Work in pupils' books shows that often the most-able pupils are not challenged and therefore are not making enough progress and the least able are struggling to keep up.
- Assessment systems are still in development and are not helping teachers to identify accurately what pupils know and can do. Teachers' planning for learning across the curriculum has not secured sufficient chances for pupils to practise basic skills in subjects other than English and mathematics.
- There have been recent improvements to the teaching of phonics which are beginning to have an impact on pupils' ability to read and write in key stage 1. Improved expectations have supported pupils to present their work to a higher standard and to form letters properly.
- Pupils' reading skills are generally better developed than their writing skills. This is as a result of regular one-to-one reading with an adult in key stage 1 and daily reading lessons in key stage 2. Staff reinforce the expectation that pupils will read widely in school and at home.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils say that they feel safe in school but, partly to do with a lack of timely communication of issues by school leaders, a few parents are not convinced.
- Pupils report that they enjoy school and that there is little bullying. When it does happen, they say that adults help them to sort it out. Pupils report that incidents of racist or homophobic language in school are extremely rare.
- Teaching to help pupils to use the internet safely is having a varied impact. Some pupils in key stage 1 are unsure about how to keep safe when using the internet. However, at key stage 2 pupils are better informed.

Behaviour

- The behaviour of pupils requires improvement. While the majority of pupils have positive attitudes to learning, some show less commitment and when the pace of learning slows, they lose concentration, drift off task and start looking around.
- The behaviour of pupils is better in lessons than at lunchtimes. When teachers are not present, some pupils do not control their own behaviour well: the dining room is noisy and careless running in the playground makes some pupils feel vulnerable.
- The school has effective systems to promote regular attendance, which is almost in line with the national average. Pupils arrive in school on time, bringing the equipment they need.

Outcomes for pupils are inadequate

- Despite entering Year 1 at broadly average levels, pupils did not make appropriate progress in phonics in 2015 and the proportion of pupils reaching the expected standard in phonics dropped to well below average. As a result of teachers' considerable efforts to improve the teaching of phonics, Year 1 pupils are expected to exceed national averages this year.
- In 2015, pupils underachieved, given their starting points. Attainment and progress was below average in writing and mathematics at the end of key stages 1. In key stage 2, the most-able pupils, particularly boys, did not make good progress and the proportion of boys reaching higher levels of attainment was significantly below average in writing and mathematics.
- Disadvantaged pupils did not achieve well in 2015 compared to other pupils nationally, and no disadvantaged pupils attained higher levels of attainment in writing or mathematics.
- Pupils made better progress in reading and attained levels broadly in line with national averages by the

end of key stage 2.

- The progress of pupils who have special educational needs or disability has been slower than that of all pupils nationally. The attainment gap is narrowing for those pupils currently in the school with others due to the focused work of the learning mentor and specialist support to teachers offered by speech and language teachers from the resource provision.
- The attainment of current pupils shows a mixed picture. In key stage 1, too few pupils are working at levels expected for their age in reading and writing. However, most are working at the expected level in mathematics.
- In key stage 2, a smaller proportion of pupils than nationally are working at expected levels in reading and mathematics, and even fewer pupils are at the expected level in writing. Pupils in Years 5 and 6 are making inadequate progress. This means that pupils in Year 6 are not fully prepared for the demands of secondary school.
- Despite being very few in number, around half of disadvantaged pupils are working at age-appropriate levels throughout the school. Close tracking of these pupils shows they are making at least expected progress.
- In key stages 1 and 2, a larger proportion of girls are attaining expected levels in reading, writing and mathematics than boys. A smaller proportion of the most-able pupils are making more progress than might be expected across all three core subjects.

Early years provision

requires improvement

- Leaders are not accurately assessing the abilities of children as they enter the Nursery. This is resulting in lowered expectations of what children will achieve by the time they leave Reception. Children are, on the whole, clearly spoken and articulate. They use full sentences, including words and phrases beyond those typical for their age. Children maintain concentration and are able to sit appropriately for extended periods of time.
- Although children enter the Reception class with levels of development broadly typical for their age, they are entering Year 1 with levels of development close to, or just below, those seen nationally, indicating slow progress through Reception. Information about the progress of children is regularly recorded and used to plan future activities. However, this planning is not fine-tuned to the precise needs of individual children.
- Children's behaviour varies across the early years classes. Children were observed collaborating well with one another to help with routines, but more boisterous behaviour was also observed when children showed less empathy for one another. Children requiring additional help to manage their behaviour are well supported by additional adults. However, records of incidents are not always precise and parents are not always informed about the incidents that have occurred.
- Leaders in the early years are clear about the priorities to improve activities in the setting. Activities for children are appealing and the imaginative use of resources provides varied experiences for children to develop the full range of skills. Teachers nurture, encourage and direct children, promoting a sense of achievement and pride in learning.
- Staff provide information to parents that will help them support their child's learning and children take away reading books to reinforce good habits at home. By the time children enter Year 1, many are able to read and write simple sentences. Teachers provide an environment where children feel safe, are keen to learn and readily take part in group or class activities. Risk assessments are in place and safeguarding policy and procedures are followed.

School details

Unique reference number	137845
Local authority	Barnsley
Inspection number	10002737

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Lesley Sutcliffe
Principal	Teena Thomson
Telephone number	01266 284493
Website	www.oakhillacademy.org.uk
Email address	admin.oakhill@oakhillacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Oakhill Primary Academy is larger than an average-sized primary school.
- The school is a stand-alone academy.
- The proportion of pupils who are eligible for support through the pupil premium is well below average. The pupil premium is additional funding provided for children who are looked after by the local authority and those known to be eligible for free school meals.
- The proportion of pupils who have special educational needs or disability is below average.
- Almost all pupils are of White British heritage.
- The school population is extremely stable. Almost all pupils who start at the school remain until the end of key stage 2.
- A local authority resource provision for speech and language is sited in the school building.
- Pupils are taught in mixed-age classes throughout the school. Year 1 pupils are split across four different classes and other year groups are split across two classes.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.
- At the time of the inspection the school's website did not comply with requirements.
- Children in the Reception class attend full time. Children in the Nursery class attend part time.

Information about this inspection

- Together with the principal, inspectors looked at pupil progress data, information about the performance of teachers, documents relating to behaviour and safety and documents relating to safeguarding.
- Inspectors observed pupils' learning in 20 parts of lessons, some alongside the principal.
- Inspectors listened to pupils read, and observed pupils' learning in small groups. The inspection team spoke with pupils in lessons, at lunchtime and at playtimes, and met with groups of pupils from all classes.
- Meetings were held with the principal, senior and middle leaders, class teachers and members of the governing body. A phone call was held with the school improvement partner.
- Inspectors spoke to parents at the start of the school day and on the phone. Account was taken of 24 responses from parents to Parent View (Ofsted's online questionnaire for parents).
- Inspectors took account of 26 questionnaire responses returned by members of staff.

Inspection team

Lesley Butcher, lead inspector	Her Majesty's Inspector
Beverley Clubley	Ofsted Inspector
Juliet Dempster	Ofsted Inspector
Nicola Shipman	Ofsted Inspector

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