

Inspection of Oak Hill Church of England Primary School

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

Inspection dates: 11 and 12 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Expectations of what pupils can learn are too low. The quality of education pupils receive is inconsistent. Therefore, pupils do not develop knowledge and understanding well enough over time. Leaders have made some recent improvements. Pupils are excited by the new curriculum that has been introduced.

Pupils are happy at Oak Hill. They say it is like a big family where everyone looks after each other. Pupils feel safe and bullying is rare. Staff sort out any concerns that pupils have. Parents recognise the recent improvements. They appreciate the support of school staff during the COVID-19 pandemic.

Around the school, the atmosphere is calm. At breaktime and lunchtimes, pupils play well together. However, some younger pupils do not concentrate well in lessons. They do not learn to behave sensibly. These pupils do not yet participate well or show enough interest in their work.

What does the school do well and what does it need to do better?

In early reading and mathematics, the curriculum is appropriate. From the start of Reception Year, teachers introduce new sounds for pupils to learn. They make sure that pupils read suitable books regularly. Leaders know what they want pupils to learn in mathematics each year. Teachers check periodically whether pupils are learning the curriculum. However, they do not notice how well pupils are responding to the curriculum content as they go. Consequently, work is not well matched to pupils' capabilities.

In several other subjects, leaders have introduced a new curriculum. Pupils have begun to learn new topics. The curriculum builds on what pupils learn in the early years foundation stage. Pupils are keen to talk about their learning, for example, in history, where they have learned about ancient civilisations. Increasingly, they are thinking about complex issues, such as the changing role of women in warfare. Despite these promising signs, the implementation of the curriculum is at an early stage. Teachers do not yet know the curriculum well enough to tailor it to pupils' needs.

Teachers do not have consistently high expectations of the work that pupils produce. As a result, some pupils do not produce their best work. However, pupils with special educational needs and/or disabilities are well supported with their learning. They make clear improvements.

Strong relationships between staff and pupils mean that pupils are well looked after. Pupils generally conduct themselves well. In early years, children play well together. There are times when pupils lose interest in lessons. They do not give their full attention or challenge themselves enough.

Pupils experience a range of activities designed to promote their personal development. These include residential trips and educational outings. A high priority is given to Christian worship. For example, leaders make links between pupils' participation in sport and Christian values. Pupils follow a curriculum for personal, social and health education. Leaders are introducing a new programme to support pupils' emotional well-being. All these activities, however, do not come together coherently so that pupils are clear about the vision and values of the school and live by them. The school's provision for personal development does not identify the needs of Oak Hill's pupils well enough. It does not address these needs systematically so that pupils are well prepared for secondary school and life in modern Britain.

The new headteacher and the chair of the governing body are ambitious. They have brought about some of the necessary improvements quickly. They have the trust and confidence of the staff. Staff feel supported and listened to. Nevertheless, many of the improvements have yet to be embedded. Governors have taken important steps to improve their own knowledge. They challenge the school effectively. Leaders and teachers make good use of links with other schools and the local authority for support and training.

Safeguarding

The arrangements for safeguarding are effective.

Caring and attentive staff keep pupils safe. Recent improvements mean practices and procedures have been strengthened. Staff are knowledgeable and confident to report their concerns and know they will be followed up. Leaders are diligent and reflective. Pupils know how to keep themselves safe online. Leaders provide regular updates to parents to support them with online safety at home.

Leaders ensure that recruitment and record-keeping procedures are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum, including for personal development, is not coherent. It is not clear how the curriculum supports leaders' aspirations for pupils. Recent improvements to the curriculum are not yet embedded. Pupils do not gain the knowledge and cultural capital over time that they need to succeed. Leaders must ensure that the curriculum supports pupils to become knowledgeable and successful citizens of modern Britain.
- The curriculum is not well taught. Some pupils are unable to learn effectively because of their experience in lessons. Leaders should ensure that staff have the pedagogical and subject knowledge to consistently present subject matter clearly and adapt their teaching as necessary.

- Assessment is not used to guide future learning effectively. This means that work given to pupils is too easy or too hard. Leaders must ensure that teachers use formative and summative assessment effectively to check understanding and inform future teaching.
- At times, expectations are too low. Pupils switch off in lessons and do not challenge themselves enough. This results in lost learning time and poor-quality work. Leaders must raise expectations of what pupils can learn and do.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115670
Local authority	Gloucestershire
Inspection number	10211728
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair of governing body	Victoria Leather
Headteacher	Adam Greaves
Website	www.oakhill.gloucs.sch.uk
Dates of previous inspection	21 and 22 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school is located within two villages and has a split site. Reception-age children and key stage 1 pupils are educated on the Dumbleton site. Key stage 2 pupils are educated on the Alderton site.
- A new headteacher was appointed in January 2021.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors examined a range of documentation provided by the school. They met with the headteacher, staff, governors and groups of pupils. An inspector spoke with representatives of the local authority.

- Inspectors carried out deep dives in early reading, mathematics, computing and history. They met with subject leaders, talked to pupils and teachers, looked at pupils' work and listened to pupils read to adults.
- Inspectors looked at the policies and procedures used to keep pupils safe. They also reviewed the checks carried out by leaders on the suitability of adults who work in the school.
- Inspectors spoke with parents at the start and end of the school day. They considered 23 responses to Ofsted Parent View, the online questionnaire, and 20 free-text responses. They also considered responses to the pupil and staff surveys.

Inspection team

Stephen McShane, lead inspector

Her Majesty's Inspector

Marie Thomas

Her Majesty's Inspector

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