

# Oakhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	124166
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328069
<b>Inspection dates</b>	5–6 May 2009
<b>Reporting inspector</b>	Arnalena (Nina) Bee

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	191
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dennis Powick
<b>Headteacher</b>	Beverley Dandy
<b>Date of previous school inspection</b>	5 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hawksworth Glascote Heath Tamworth B77 2HH
<b>Telephone number</b>	01827 475020
<b>Fax number</b>	01827 475023

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<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 May 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Oakhill is slightly smaller than most primary schools. Almost all of the pupils come from White British backgrounds. The number of pupils who are identified as having learning difficulties and/or disabilities is well above average. In the last two years, there has been a high turnover of staff. The school provides for children in the Early Years Foundation Stage in a Nursery and one Reception class. There is on-site child care which is managed by an external provider.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Oakhill provides a satisfactory education for its pupils. There are a number of strong aspects to its work, such as the effective systems in place to care for and look after pupils and which help them to develop good personal and social skills. The headteacher is passionate about providing pupils with inspiration and aspiration beyond their experience. Senior leaders share this vision and it is at the heart of the school's work. Pupils' personal, spiritual, moral and social development is good. Cultural development is not as strong; pupils do not have a clear understanding of different religions and beliefs. Pupils enjoy school and this is reflected in the improved attendance figures that are now satisfactory. Behaviour is good because relationships across the school are strong. Adults are good role models so pupils learn to show respect for others. Pupils have a good understanding of the importance of leading healthy lifestyles, taking regular exercise and keeping themselves safe. Safeguarding procedures meet requirements and pastoral care is good. The academic guidance that pupils receive is good. Pupils' progress is checked half termly. Those few who are not on course to reach their targets are given additional support to get them back on track. Much marking is good and effectively informs pupils about the steps they need to take to improve their work. All marking is supportive but not all of it gives pupils enough guidance on how to improve and reach the targets they are given.

Achievement is satisfactory overall. Children enter school with low attainment, particularly in relation to the development of language and communication, and personal and social skills. In the Nursery and Reception classes, children achieve well. This is because the teaching they receive is of good quality. Progress is not so rapid in Years 1 to 6. Despite this, in relation to their low starting points achievement is satisfactory. Teaching is satisfactory overall in this part of the school. Higher attaining pupils are not always challenged effectively.

Standards in Years 2 and 6 are well below average. The proportion of pupils identified as having learning difficulties and/or disabilities is well above average. In the current Year 6, a third of the pupils have difficulties learning. The curriculum is satisfactory and enables pupils to make steady progress in developing basic skills. The programme for personal, social and health education (PSHE) is good and so allows pupils to develop good personal and social skills. There is a good range of extra-curricular clubs and activities, which are well attended and much appreciated by the pupils.

The school is satisfactorily led and managed. The headteacher, along with the senior leaders and managers, has a clear idea of the strengths and the areas which need improving. As a result of staffing changes it has been difficult to develop the role of the core subject leaders. However, recently appointed staff have got off to a good start and they all know that the next step is to look more closely at available data related to their areas of responsibility. Recruitment of governors has been difficult and as a result, the governing body has not been fully involved in the life of the school. However, there is now a full complement of governors and they support and challenge the school satisfactorily.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children receive a good start in the Early Years Foundation Stage. It is an exciting place to be and they thoroughly enjoy all that is on offer. Parents say they are pleased with how quickly their children settle into school life. This is because induction procedures are good. Parents

say staff are very approachable and sort out any issues they may have. Children begin school with very low levels of attainment in most areas. By the end of Reception, standards are below average, particularly in the acquisition of basic language and the development of speaking skills. In relation to their low starting points, progress is good. Progress is carefully monitored and individual needs are catered for well. As a result, behaviour is good and children generally get on well with each other. The curriculum is well planned and activities are suitably matched to the needs of the children. A good range of resources enhance learning in the classroom and the secure outside area. Teaching is good. Speaking and listening skills are promoted effectively in all the children do. Nursery and Reception children were seen being effectively supported as they sang songs using a microphone. In the Nursery class, the teacher sensitively developed basic vocabulary as children were encouraged to talk about items they had brought into school. Older children worked enthusiastically with the teacher as they developed their understanding of numbers as they counted out plates of dog biscuits. All children are well supported by the care assistant who encourages children to become more independent and make choices as they extend their personal and social skills whilst eating breakfast each day. Children have good opportunities to learn sounds, make marks on paper and learn how to write letters. When children begin to write words and develop an idea by putting words together to make a sentence, they are not always given appropriate guidance to move on to the next step of learning. The Early Years Foundation Stage is well led and managed. Adults work effectively together as a happy team, ensuring that children do well in all they take part in.

### **What the school should do to improve further**

- Make sure that teaching and learning are consistently good so that pupils of all abilities, especially the higher attainers make good progress.
- Ensure teachers' marking gives all pupils clear guidance on what they need to do to improve their work and reach the personal targets they are given.
- Improve pupils' knowledge and understanding of the cultural diversity and different religions found in modern Britain.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Children achieve well in the Nursery and Reception classes because teaching is consistently good. Progress through the rest of the school is satisfactory. This is because although some teaching is good in Key Stages 1 and 2, there is too much that is satisfactory. Teachers do not always challenge the higher attaining pupils sufficiently. Conversely, school data show that pupils with learning difficulties and/or disabilities achieve well because their needs are effectively catered for. In 2008, a few pupils did not do as well as they should. This was because of staffing difficulties during their time in Years 3 to 6. The school has now dealt with these. Standards are well below average at the end of Year 2 and Year 6 and are influenced by the high proportion of pupils with learning difficulties and/or disabilities. Better progress in the Early Years Foundation Stage has yet to impact on standards higher up in the school.

## **Personal development and well-being**

### **Grade: 2**

A wide range of initiatives has had a positive effect on pupils' behaviour which is now good. Pupils say that any bullying is taken very seriously and that it is dealt with quickly and successfully. They feel safe at school and demonstrate a good awareness of the importance of keeping themselves safe and of the dangers they may come across as they grow up. Pupils' cultural development, particularly their awareness of different cultures and beliefs in Britain today, is not as strong as other elements of their personal development. The school council and the Eco-Warriors enable pupils to make a positive contribution to the school community. Pupils make a good contribution to the local community and the wider world through fund raising for various charities. Despite the good personal and social skills pupils achieve, they are only satisfactorily prepared for their next stage of education because their academic skills are not quite so strong.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. In a small minority of classes, teaching is good and pupils learn well. In these lessons different abilities are effectively challenged. Activities are varied and interesting. As a result, pupils do not lose interest. Pupils are clearly informed of what they are expected to learn by the end of the lesson. In the best lessons there are good opportunities for them to reflect on how successful they had been. Teachers demonstrate good subject knowledge and teaching assistants contribute well to the learning that takes place. In a few lessons pupils are expected to sit and listen for too long and then are not always able to maintain concentration. This hinders learning. Similarly, learning slows when pupils of wide-ranging abilities are not challenged appropriately.

### **Curriculum and other activities**

#### **Grade: 3**

The school is developing the curriculum so that pupils have planned opportunities to improve their literacy and numeracy skills in all subject areas. These developments are still in their infancy and have yet to fully impact on achievement and standards. The provision for information and communication technology was identified as an issue for improvement at the previous inspection. This has now improved. The way the curriculum is enriched by well-planned visits out of school and interesting visitors invited into school is good and brings learning to life. For example, visitors such as the Life Education Caravan, which regularly visits the school, promotes the PSHE programme well and is greatly enjoyed by the pupils.

### **Care, guidance and support**

#### **Grade: 2**

The care, guidance and support for pupils are good. Health and safety arrangements meet requirements and well-established links with outside agencies support pupils with learning difficulties and/or disabilities well. As a result, these pupils achieve well. Good links with the school nurse and with local schools support pupils of all ages. Many pupils have emotional and social barriers to learning and staff effectively help all pupils. Pastoral care is particularly good

for these pupils. Good systems are in place to help pupils to improve their academic skills. Pupils' progress is tracked effectively and all pupils have targets to assist their learning. Much of the teachers' marking is good and informs pupils of what is needed to improve their work. The very best marking informs them about what they need to do to reach the personal targets they are given. However, there are some variations in quality across a few classes.

## **Leadership and management**

### **Grade: 3**

The headteacher leads and manages the school well. She has adopted a rigorous attitude towards analysing what is needed to improve the quality of teaching and learning and improve standards and achievement. In addition, along with her deputy headteacher, she has improved the system used to track pupils' progress as they move through the school. She has successfully developed and motivated her leadership team who support her well. They, along with her core subject leaders, share her passion for improvement and are implementing strategies to do this. Measures to promote community cohesion are satisfactory. The school is working with a group of local schools on an action plan to develop this further. Few parents responded to the parents' questionnaire although all of those returned were overwhelmingly positive. The school has made satisfactory progress since the previous inspection. Through the improvements it has made recently, particularly in relation to ensuring that pupils are no longer reluctant writers and now will pick up a pencil and have a go, and the improving picture for attendance and behaviour, the school demonstrates satisfactory capacity for further improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

7 May 2009

Dear Pupils

Inspection of Oakhill Primary School, Tamworth, B77 2HH

Thank you for making us so welcome when we came to visit your school. It was good to see so many of you working hard in lessons and playing well together outside. Your behaviour is good. We really enjoyed talking to you about how you are getting on. We know most of you enjoy coming to school because you told us so. Your school provides you with a satisfactory education.

These are the main things we found out about your school.

- Children in the Nursery and Reception get off to a good start.
- You are well cared for and looked after.
- You have many out of school activities to go to and they are well attended. A lot of you have fun at the Lego Club!
- Teaching is satisfactory overall but in some lessons it is good.
- The school is soundly led and managed.
- You make satisfactory progress but by the time you leave in Year 6, your standards are not as high as those of most pupils in the country.
- We were pleased to see how much you have learnt about the importance of eating healthily and keeping yourselves safe.

We have asked the school to do three things to improve the education you receive.

- Make sure that all of the teachers help you to do your very best all of the time so that your work improves quickly.
- Check that when teachers mark your work they show you clearly what you need to do to improve and reach your targets.
- Help you to learn more about the different religions and beliefs that are found in Britain today.

You can help by continuing to work hard.

Best wishes

Nina Bee

Lead inspector