

Ocker Hill Infant School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 103919 |
| Local Authority | Sandwell |
| Inspection number | 336193 |
| Inspection dates | 23–24 June 2010 |
| Reporting inspector | Clive Lewis |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 258 |
| Appropriate authority | The governing body |
| Chair | Mr Robert Lloyd |
| Headteacher | Mrs Ruth Adams |
| Date of previous school inspection | 7 December 2006 |
| School address | Gospel Oak Road Tipton West Midlands |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed seven teachers teaching 12 lessons. They held meetings with pupils, staff and governors and informal discussions with parents and carers. Inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data, and analysed questionnaires from 54 parents and carers and 28 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision for the outdoor curriculum in the Early Years Foundation Stage
- provision for pupils with special educational needs and/or disabilities and their progress.

Information about the school

The proportion of pupils known to be eligible for free school meals is broadly average. There is a smaller than average proportion of pupils from minority ethnic groups and/or those whose first language is not English. The proportion of pupils with special educational needs and/or disabilities and those with statements of special educational needs is broadly average. The school has gained the Investors in People award, the Basic Skills Quality Mark and Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Ocker Hill is a good school which has improved since the last inspection. It continues to do so under the strong leadership of the new headteacher who, together with the good support of the senior leadership team, provides a clear sense of purpose and direction, closely linked to school improvement. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. This is an inclusive school with a strong family ethos which permeates into all areas. There is a strong commitment to provide the best possible education for each and every pupil in the school. Parents wholeheartedly support the school. They particularly like the positive family atmosphere and one parent wrote: 'My child, who has attended Ocker Hill Nursery for two years, has enjoyed every aspect and achieved extra learning through the work of the excellent, friendly staff.'

Pupils achieve well. The youngest children enter the school with overall levels of attainment below those usually found for their age, but get off to a good start in the Nursery class and continue to make good progress in the Early Years Foundation Stage because of the good teaching. However, although planning, provision and resourcing for the youngest children are good, opportunities for children to participate in the outdoor curriculum are currently inconsistent across the Nursery and Reception classes. Throughout the school all groups of pupils, including those with English as an additional language and those with special educational needs and/or disabilities, make good progress. Standards have improved year on year over the last four years and, in the latest national assessments, in 2009, were significantly above average overall at Year 2. Arrangements for the evaluation and monitoring of teaching and learning are good and the quality of teaching is good overall as a result. Teachers plan their lessons well to make them interesting and work is well matched to pupils' ability so that all make the same good progress. Parents and carers say their children enjoy coming to school and pupils agree. They greatly enjoy their learning and the exciting challenges they are faced with in lessons. Over the past year, the school has worked diligently, and with some success, to improve rates of attendance and, as a result, attendance is now satisfactory. Pupils have well-developed personal skills. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit within the school's ethos and, as a result the school has an orderly, purposeful and caring atmosphere. This is reflected in pupils' good behaviour and this, in turn, has a positive effect on the good progress they make in lessons. Pupils are well mannered and care for each other. Throughout the school, they work hard and conscientiously, without the need for constant adult intervention, both independently and co-operatively. Pupils have a wide range of responsibilities in the school and, through the work of the school

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council, they make a good contribution to the school community. Pupils' good spiritual, moral, social and cultural development is reflected in their thoughtfulness, respect for others and developing interest in cultures different than their own. Pupils develop effective workplace and social skills that will contribute well to their future economic well being.

Ocker Hill has very good links with other local schools, which it uses successfully to promote a broader range of curriculum and sporting activities for the pupils. Pastoral care and safeguarding of pupils is good. Pupils' progress is tracked very carefully and their attainment is assessed accurately. Marking is up to date and supportive and gives pupils useful guidance on how well they have done and what they need to do next. Although the school has very good links with its local community, it realises it needs to further strengthen its promotion of community cohesion by making wider links with schools and organisations within the United Kingdom and overseas. The school has a good understanding of how well it is doing and what needs to be done next, and due to this good self-evaluation, it has a good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Improve the consistency of planning, resourcing and staffing for the 'outdoor curriculum' in the Early Years Foundation Stage in order to further develop children's independent learning skills.
 - Improve the school's contribution to community cohesion by strengthening links with other schools and organisations beyond the school.

Outcomes for individuals and groups of pupils

2

Pupils make good progress as they move through the school and standards have been rising year on year since the last inspection. Observations during the inspection and school data indicate clearly that progress is good and standards are above average by the end of Year 2. Pupils' good behaviour ensures that lessons move at a good pace and pupils can learn without interruption and make good progress. This was observed in one outstanding Year 1 lesson where the teacher, through skilful questioning, very good subject knowledge and very good use of information and communication technology motivated the pupils exceptionally well so that they were extremely well-behaved and motivated to get on with their tasks. They know and understand the important factors which affect their health and feel safe in the school. Pupils value their school community and willingly take on responsibilities. They participate constructively in school life, suggesting and taking actions to help improve the school and have, for example, been involved, in decisions about playground equipment and classroom rules. They are well-equipped for the future with their well-developed academic and social skills. Although pupils say they enjoy coming to school, this is not yet reflected in high levels of attendance. Pupils respect each other's needs and interests and are curious about the world around them, embracing new experiences enthusiastically.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching is good across the school and pupils make good progress as a result. In the increasing number of lessons where teaching is outstanding, very rapid learning is taking place. Teachers assess learning carefully and provide work at the right level to match pupils' different learning needs. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Carefully targeted questioning draws out pupils' ideas and effectively develops their thinking and reasoning skills. Support by skilled teaching assistants is very well focused and makes a significant contribution to the quality of learning across the school. Good and confident use is made of resources, including new technology, to motivate pupils and enhance their learning. Staff work together well to ensure that pupils know how to improve. Clear targets are set to help them reach the higher standards of work and even the youngest children are actively engaged in reflecting on the progress they have made in lessons and considering what it is they still need to do. The marking of pupils' work is up to date

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and comprehensive and, in most instances usefully provides pupils with pointers for improvement to help them to take the next step in their learning. The school provides a good curriculum which successfully meets pupils' differing needs and interests. Carefully adapted activities ensure all groups of pupils experience success and staff successfully link subjects to make learning more meaningful. The curriculum is enriched with a good range of visits and visitors and a wealth of extra-curricular activities which are much enjoyed by pupils. Collaboration with other schools further enriches the curriculum and the school's links with extended services support the development of the wider curriculum very well. Support for those who need additional pastoral care, or help with their work, is good and the school cares exceptionally well for those pupils with medical and/or physical disabilities. This gives them confidence to learn and enables them to make the same good progress as others.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher, with the able support of the senior leadership team, provides strong leadership, firmly focused on securing improvement. Good teamwork ensures staff share the headteacher's ambition and commitment to improving provision even further. All managers are fully involved in monitoring pupil progress and identifying where additional support is needed. The governors have become much more involved in school activities since the last inspection and have, as a result, developed a good overview of the school's work and future priorities. The school has a positive relationship with most parents and carers and regularly asks for their views and acts on the responses. This effective liaison with parents and carers and the school's good links with external partners contribute well to improvements in pupils' achievement and personal development and well being. Equality of opportunity is promoted well and where there have been minor variations in achievement, the school has been active in modifying the curriculum to narrow the gap. The school has satisfactory safeguarding procedures, which meet statutory requirements across all areas of its work. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a satisfactory contribution to community cohesion through its good links with local schools and organisations in the broader community. It has yet to forge links with schools or community groups beyond the school in the United Kingdom and overseas in order to broaden pupils' knowledge of the wider world.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enter the Nursery with skills that are generally below those typically found. They make good progress in their time in the Nursery and Reception classes because of the good teaching and the high quality planning, assessment and daily organisation. They make particularly good progress in their communication, language and literacy skills because of the strong focus on developing children's understanding of the sounds that letters make and their speaking and listening skills. Good relationships are developed with parents and carers through daily contact at the start and end of each day. Very effective pastoral care and welfare arrangements mean that the children are safe, well cared for and aware of how to be healthy. Children clearly enjoy school, settle into the routines well and play happily together and individually. They undertake a variety of whole class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things. Staff know the children very well, are aware of their specific needs and all procedures to support the welfare of children are fully in place. Children with special educational needs and/or disabilities are identified quickly, are very well supported and are integrated well into all activities. Provision for the outdoor curriculum varies between classes, however, and the school has rightly identified this as its next area for development. Provision for the outdoor curriculum is very good in one of the Reception classes but, partly because of accommodation restrictions, it is only satisfactory in the other Reception classroom. Where provision is good, children have free access to a secure, partially covered, outdoor area which is well-resourced with a good range of free-choice and adult-led

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activities. This allows children to explore things with purpose and challenge throughout the year, whatever the weather, and encourages the development of their independent learning skills. The Early Years Foundation Stage is led effectively by a very skilled practitioner who has a very good knowledge of the welfare requirements and guidance for this stage of learning. She has a clear vision for future improvement and knows exactly what needs to be done to achieve it. She has introduced excellent systems for the long-term assessment and tracking of children's progress. However, although these systems are working very effectively in her classroom, they are not yet fully in place across all the Foundation Stage classrooms. All staff are involved in monitoring and recording children's progress effectively on a day-to-day basis and observations and achievements are recorded in individual profiles.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The overwhelming majority of parents and carers who responded declared themselves very satisfied with the school. In most of the areas surveyed, for example, regarding the way in which the school keeps them informed of their child's progress, keeps their children safe, helps them support their child's learning and in their overall happiness with their child's experience in the school, almost every response was positive. However, a very small minority of parents do not feel that the school deals effectively with unacceptable behaviour or that it takes into account their suggestions and concerns. The inspection team investigated these matters carefully and did not find that these criticisms are justified.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ocker Hill Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 29 | 54 | 25 | 46 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 37 | 69 | 17 | 31 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 16 | 30 | 34 | 63 | 3 | 6 | 0 | 0 |
| My child is making enough progress at this school | 17 | 31 | 35 | 65 | 1 | 2 | 0 | 0 |
| The teaching is good at this school | 24 | 44 | 29 | 54 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 18 | 33 | 34 | 63 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 28 | 52 | 26 | 48 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 28 | 52 | 24 | 44 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 18 | 33 | 33 | 61 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 21 | 39 | 25 | 46 | 5 | 9 | 1 | 2 |
| The school takes account of my suggestions and concerns | 17 | 31 | 29 | 54 | 3 | 6 | 1 | 2 |
| The school is led and managed effectively | 26 | 48 | 25 | 46 | 1 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 30 | 56 | 24 | 44 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 June 2010

Dear Pupils

Inspection of Ocker Hill Infant School, Tipton, DY4 0DS

Thank you so much for helping my colleagues and me when we came to inspect your school recently. We enjoyed meeting so many of you and observing you at work and at play. You made us feel very welcome and made our short visit very enjoyable.

Together with your parents, you think Ocker Hill is a good school and we agree with you. Your headteacher has built up a good team of teachers and support staff around her. They all work hard together to allow you to do your best while you are at school. You clearly enjoy learning and taking part in many activities. You make good progress and achieve above average standards. Your behaviour is good. You have a good understanding of how to live a healthy lifestyle and you say you feel safe and cared for in school. It was good to hear from the school councillors about how you are helping to improve Ocker Hill. You told us that you really enjoy school and are proud to attend. Teachers work hard to help you to learn and to make sure you enjoy being at school. All the adults take good care of you. Your school is well led and managed and is continually improving.

To help you to make even better progress, we have asked the school to:

- do more to help you learn about a wider range of communities and cultures in the United Kingdom and abroad
- ensure the youngest children are provided with more and better opportunities to develop their independent learning skills.

You can all help too by coming to school every day unless there is a good reason not to. This would improve attendance even further and ensure you don't miss anything exciting that goes on in school.

I wish you all the very best.

Yours sincerely

Clive Lewis

Lead inspector

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