

# Inspection of Oakhill Primary School

Rookery Lane, Oakhill, Stoke-on-Trent, Staffordshire ST4 5NS

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Inspection dates: 25 and 26 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Joanna Leach. This school is part of Orchard Community Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rob Johnstone, and overseen by a board of trustees, chaired by Gill Howell.

## **What is it like to attend this school?**

Pupils at Oakhill Primary School are getting a good education. Pupils thrive on their curriculum experiences. The school prioritises developing a love of reading. Pupils achieve well in many subjects, including mathematics and science.

Pupils play an active role in shaping school life. They take on many different jobs to help others across school. Pupils take part in lots of different clubs and activities beyond the classroom. Pupils make a difference in school. They are passionate about their work as leaders, such as environmental officers and reading ambassadors. One pupil summed this up by saying how they help to keep the school 'ship shape'.

Behaviour in school is exemplary. Pupils are courteous and polite as they move around school. Pupils are motivated learners, and they show respect for one another. Pupils feel safe in school. They can confidently explain how to keep themselves mentally and physically healthy.

Pupils and parents value how well the school cares for them. Staff really get to know the pupils, including their interests and talents.

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

Children get off to a speedy start in reading. In the Nursery, staff introduce children to many different stories and books. In later years, phonics is taught well through daily lessons. The books that pupils read to practise their phonics match the sounds they are learning. Any pupils who are falling behind are quickly identified. Staff provide extra sessions for pupils who need support to keep up with their phonics. As a result, pupils develop into fluent and confident readers. Pupils enjoy selecting books for pleasure from the school's 'reading shed' and read a wide range of books. Staff promote a love of reading throughout the school.

The school places a sharp focus on communication across all year groups. Pupils show their speaking and listening skills in creative ways. For example, they perform poetry and deliver presentations as part of the school's oracy programmes. Children from early years express their ideas with increasing confidence. Staff expertly guide children to think deeply and extend their spoken answers. The school makes sure that subject-specific vocabulary is taught well. Pupils are confident speakers and thoughtful debaters. However, there is some variation in how well pupils express their ideas in writing. Pupils are not always given enough help to understand the purpose of their writing and how to edit their work.

The curriculum is well structured in subjects such as mathematics, science and French. In these subjects, the curriculum maps out what pupils need to learn and is carefully sequenced. Staff make checks on pupils' learning to address any misconceptions. Teachers regularly revisit prior knowledge to help pupils remember what they have learned before. This deepens pupils' knowledge and understanding.

The school recognises that further refinement is needed in some subjects. For example, in history and geography, the school has set out what is to be taught, but it is early days in the introduction of new curriculum content. The school knows it needs to check how well these subjects are being taught.

The school's accurate identification of pupils with special educational needs and/or disabilities (SEND) means that staff are able to provide the right support for pupils with SEND. The school works closely with external agencies to provide specialist support for pupils. The curriculum is ambitious for pupils with SEND, which supports them to do their very best.

Pupils understand the school values of ambition, confidence, empathy, independence, resilience and respect. From the early years to Year 6, children and pupils listen respectfully to the views of others. Beyond the classroom, older pupils organise games and reading for younger children. Pupils help at the 'hippo stops', where pupils can talk about how they are feeling. Leaders offer an extensive range of enrichment activities and clubs. These are popular, and take up is high. School trips and visitors broaden the experiences for all pupils. Pupils enjoy the opportunities to participate in a life skills week, where they learn about dog safety, road safety, water safety and practical life skills. The school wants pupils to access adventurous activities. This all helps to build pupils' character and raise their aspirations.

Parents and carers are actively involved in school life. Regular events and workshops help parents participate in school. Parents are very positive about the school, and they appreciate how well staff know their children. Parents gave many examples of how the school has helped their children and families.

The trust and local governors provide strong support for the school. Staff value the way the school considers the well-being of all, including staff, when managing change.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, the curriculum is not as well embedded as in other subjects. As a result, how well pupils learn in these subjects is not as strong as it could be. The school should continue to develop the curriculum so that learning in all subjects is well sequenced and taught effectively.
- The writing curriculum is not yet fully developed. As a result, the quality of pupils' writing and their ability to edit their work could be better. The school should

establish meaningful opportunities for pupils to write for different purposes and audiences at length.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	146466
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10290654
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gill Howell
<b>Headteacher</b>	Joanna Leach
<b>Website</b>	<a href="http://www.oakhillprimaryschool.co.uk">www.oakhillprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not currently use any alternative provision.
- The school provides a before- and after-school club.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and deputy headteacher.
- Inspectors met with the senior executive leader of the trust, trustees and representatives of the local governing body.

- Inspectors scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development, pupils' behaviour and attendance.
- Inspectors carried out deep dives in these subjects: early reading, reading, mathematics, science and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding and puts pupils' interests first.

### **Inspection team**

Pamela Matty, lead inspector	Ofsted Inspector
Rebecca Nash	Ofsted Inspector
Stephanie Peters	Ofsted Inspector

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