



# OAK HILL C. Of E. PRIMARY SCHOOL

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Head Teacher: Mr Adam Greaves MA. PGCE. NPQH

11 February 2022

Dear Parents,

Please find attached Ofsted's report following their routine inspection visit in January. The lead inspector Stephen McShane and his colleague Marie Thomas spent two days visiting both sites, meeting staff, pupils and governors and getting to know what it is like to be a pupil at Oak Hill. They also heard from over 70% of our families who kindly completed the Ofsted parent view survey and some parents who also spoke directly to the inspectors. We are grateful for everyone's contributions to the inspection process which staff and governors have all agreed was a positive and fair experience.

We believe you will recognise your child's school in the report and that it is the right report for our school at this moment in time. We are pleased with the report as it makes clear the inspectors support both our view of where the school is now, and also the hard work and improvements which have taken place in the last year. The report also highlights what we need to continue working on, and again the recommendations are in line with our own understanding. Ofsted have graded our school as 'requires improvement' which they define as a school that is not yet good, but overall provides an acceptable level of education.

This inspection took place under the new Ofsted framework which was introduced in September 2019 and is significantly different to the previous framework the school was inspected against in March 2018. The new framework's central aim is to put the curriculum firmly at the centre of every school's work. Ofsted describe the curriculum as being the knowledge and experiences children accumulate over time which are necessary to give them the best opportunities for success during and beyond their school years. Ofsted have been clear the new framework is intended to make it far harder for schools to gain the top two grades of 'good' and 'outstanding' and have acknowledged the framework is demanding of all schools.

We agree it is right for high standards to be insisted upon from everyone in education if we are to inspire our children to be ambitious in all areas of their lives. We are pleased the report highlights key strengths of our school including:

- Our wonderful pupils who conduct themselves well and play well together
- A calm school atmosphere which is essential for learning
- A school where pupils are safe, bullying is rare, and staff help pupils with any concerns they have
- A school where the relationships between staff and pupils are strong
- Pupils who are proud of their school and are happy to come to school, describing Oak Hill as being like a "big family where everyone looks after each other"

- A school whose staff are caring and attentive
- A school where pupils with special educational needs and/or disabilities are well supported and make clear improvements
- A school where pupils can experience a wide range of activities to promote their personal development
- Our high priority for Christian worship
- Our commitment to every child's emotional well-being alongside their personal, social and health education
- Our ambitions for the school and every child, whatever their individual circumstances
- Our ability over the last year to quickly understand what was required and then make important, prioritised decisions which have seen fundamental changes introduced across the school
- The plans we have in place to ensure necessary improvements continue to be developed, embedded and sustained
- The trust and confidence staff have in our leadership
- The working environment in our school which ensures staff feel supported and listened to
- Governors who have taken important steps to improve the school's governance and now challenge the school effectively and aren't afraid to make difficult decisions

With curriculum at the centre of every Ofsted inspection we were especially pleased the inspectors recognised the significance and importance of our recently introduced new Cornerstones curriculum. The report records how the new curriculum is stimulating the children and "pupils are keen to talk about their learning" as we introduce new topics. The inspectors describe these as "promising signs" for the future. During discussions with inspectors we were glad they acknowledged the importance of this major change and the essential work undertaken last year to build our understanding of the school's needs. With this knowledge we identified the need to transform the entire curriculum so every child, whatever their needs has access to the high quality education and experiences we want for the current and future pupils of Oak Hill.

There are of course areas of improvement we need to continue to work on. We were pleased the inspectors' recommendations reflect the areas we had already identified and have been consistently working to improve over the last year. We are confident the plans we have put in place to achieve our ambitions are both achievable and sustainable. These plans are carefully delivered and monitored across the school in a variety of ways including improving teacher's subject knowledge by working with specialist subject leaders from other schools who are recognised for their excellent teaching practice. Our plans also involve an internal training and development programme for staff to develop deeper understanding of teaching strategies and classroom practice. These are essential to give our pupils a clear pathway to the deep engagement with learning our new curriculum has the potential to provide.

We monitor the implementation and impact of our plans regularly. As part of that process we have recently been reviewing elements of our school improvement support package to assess whether it meets the school's requirements. We are committed to working with other professionals and make good use of links for support and training which the inspectors recognised in their report.

Together with every member of staff and the board of governors, we are passionate about securing a high quality of education and experiences for every child who attends Oak Hill. As we say above, we all felt the inspection was positive and hope the attached report provides clarity on why changes

have and continue to be needed. Our commitment to the school's improvement journey remains intensely focused. We will continue to assure the quality of our improvements through our own monitoring and by working with local and national leaders of education.

We are excited to have begun the next stage of the school's journey and look forward to working with other dedicated and experienced education professionals who have a clear understanding of our vision for the school. It is important to us both that those we work with understand and support the principles which are at the heart of our team's work to improve Oak Hill. The challenges of the last year have reminded all of us how important it is to live and work in ways which honour our beliefs. As a team of staff and governors every aspect of our work is influenced by our values which are best summed up as 'Be Brave, Be Clear, Be Kind'.

As parents ourselves we understand the different views around Ofsted, including how confusing the process and inspection reports can be. This is especially true when frameworks change so dramatically but the language used by Ofsted such as 'requires improvement' remains the same. We hope this letter helps you to better understand the inspection process including what it tells you about the school now and what it means for the school's future.

Oak Hill's last Ofsted inspection in 2018 was also judged to be one of requiring improvement but the huge differences between the old and new inspection frameworks makes a comparison to our current judgement problematic. The differences between the frameworks were highlighted last term nationally when around half of previously 'outstanding' schools were inspected and judged to be either 'requires improvement' or 'good'.

Please take the time to carefully read the attached Ofsted report and let us know if you have any questions, concerns or ideas. We are keen to continue talking to you about the changes and improvements of the last year which many of you have supported and recognised in your feedback to us and the inspectors.

More importantly, we want to ensure we work successfully as a whole community. In the Bible, John 10:10 tells us that Jesus said, ***"I have come that they may have life in all its fullness"***. We will write to you again shortly to invite you to take part in the next phase of our plans as we explore what life in all its fullness means for each of us in our school's community – pupils, staff, governors and parents. We will also be able to share more details on the impact of recent improvements and plans for the future.

Together we are creating a school whose accomplishments are measured not just by inspection reports or SATs scores, but by the experiences and overall education our children enjoy during their primary school years at Oak Hill. Our vision is to create an exceptional school environment where success means every child leaves us confidently by the end of year 6 prepared to experience life in all its fullness in the world beyond our small rural school.

Yours sincerely,



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VICTORIA LEATHER  
Chair of Governors  
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# 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

<b>Unique reference number</b>	115670
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10211728
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Victoria Leather
<b>Headteacher</b>	Adam Greaves
<b>Website</b>	<a href="http://www.oakhill.gloucs.sch.uk">www.oakhill.gloucs.sch.uk</a>
<b>Dates of previous inspection</b>	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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