

# Ocker Hill Junior School

Gospel Oak Road, Tipton, DY4 0DS

**Inspection dates** 12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement across the school is outstanding and pupils are very well prepared for secondary school.
- Pupils make excellent progress in reading, writing and mathematics.
- Outstanding teaching stretches all pupils so that they make quick gains in their learning.
- The behaviour of pupils in class and around the school is exemplary. They feel extremely safe in school. Relationships in lessons are very positive.
- The headteacher and other leaders aim high and as a result no pupil is disadvantaged or left behind.
- Leaders have a very accurate picture of the school's strengths and areas for improvement. The frequent checks on the quality of teaching are robust. Plans and staff training to make the school better are highly successful.
- Leaders have sustained pupils' rapid progress over several years. The school has an excellent capacity to improve further.
- The governing body provides outstanding challenge and support and makes sure that that the school meets all legal requirements.
- Leaders have yet to provide a regular summary of pupils' progress in each subject so that other staff and governors have a timely view of achievement across the school.

## Information about this inspection

- This is an average sized junior school.
- Most pupils are of White British heritage. The remainder are largely from Indian backgrounds.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding) is above the national average.
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- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school does not make use of any off-site alternative provision.
- Last year the school met the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress in English and mathematics.

## Inspection team

Gerald Griffin, Lead inspector

Additional Inspector

Dennis Brittain

Additional Inspector

## Full report

### Information about this school

- The inspectors observed the teaching in all classes. They visited 19 lessons taught by eight teachers. School leaders joined inspectors for some of these visits and inspectors observed them reporting back to teachers on the quality of learning seen.
- Inspectors held discussions with pupils, the headteacher, teachers and the Chair of the Governing Body. The lead inspector met with a representative of the local authority.
- The inspectors looked at a range of evidence, including records of pupils' progress, safeguarding documentation, behaviour logs and the results of the school's checks on the quality of teaching. They also examined the work in pupils' books.
- The views of 16 parents were analysed through the Parent View website.

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

- Provide a regular summary of pupils' progress in each subject so that staff and governors have an up-to-date view of achievement across the school.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils' achievement is outstanding. They enter the school in Year 3 with average levels of attainment. They make excellent progress and leave school in Year 6 with levels of attainment that are above average in English, mathematics and science.
- Progress over time is much better than seen nationally. Progress in mathematics is now as rapid as that in English because the school has improved pupil's mathematical problem solving skills, a relative weakness in their work in the past.
- Pupils enjoy reading at school and at home and do so regularly; they have good reading skills as a result
- When writing, pupils use punctuation correctly and spell words accurately. They use a wide range of vocabulary skilfully to express their ideas in their work such as creative writing, poetry and factual accounts. In a few instances, handwriting is not clear enough to make pupils' work easy to read and the school is effectively addressing this shortcoming.
- Pupils use their basic skills very well to support their learning in different subjects. For example, they use their mathematics knowledge and numeracy skills in science to accurately measure and draw graphs. Their research and presentation skills are also very well developed. Pupils use a wide range of resources such as books and the internet to find out information for topics they have chosen in subjects such as history and geography.
- In most lessons pupils make outstanding progress. For example, in a Year 3 English lesson pupils made rapid gains in understanding the features of poems, such as rhyme and how the use of descriptive language makes them interesting to the reader. They later used this analysis very well to help them plan and create their own poems.
- Disabled pupils and those who have special educational needs concentrate very well in lessons and make excellent progress. This is because of the personal help they receive from well qualified adults that provide them with small but highly challenging steps forward in their learning.
- Pupils known to be eligible for free school meals make even better progress than their classmates and the attainment gap between them and their peers is closing quickly. This shows the school targets pupil premium funding very precisely. For example, it has been used to train adults to support the needs of pupils who have emotional difficulties so that they are able to concentrate throughout lessons. The funds are used very effectively to improve the attendance of this group, so that they spend more time in school learning successfully.

### The quality of teaching is outstanding

- Teachers plan challenging activities that closely match the needs of all groups in the class and, as a result, pupils work extremely hard and complete the challenging tasks they are set. Teachers' skilful questioning makes pupils think deeply before answering. Lessons proceed at a brisk pace and pupils find them engaging and exciting.
- Very clear lesson targets mean that pupils know precisely what they need to do to succeed. Teachers encourage pupils to frequently check their work to make sure for themselves, that they

are making the best possible progress towards them.

- Teachers plan many opportunities to develop pupils' spiritual, moral, social and cultural awareness. For example, in an outstanding assembly seen by inspectors pupils were reflecting deeply on the difference between right and wrong.
- Teaching assistants make a very positive contribution to learning, especially for disabled pupils and those who have special educational needs. Their expert knowledge of the needs of these pupils means that intervention and support sessions are skilfully shaped according to pupils' different abilities, to promote high achievement.
- Marking and feedback is first class. Teachers show pupils most clearly how they can improve their work to reach their challenging targets. Pupils make corrections to show that they have noted the teacher's advice.

### **The behaviour and safety of pupils** are outstanding

- Pupils have outstanding attitudes to learning. They enjoy all aspects of school and this is reflected in their above average attendance.
- The school sets high expectations for behaviour and parents and pupils confirm that the excellent behaviour seen in classes and around the school during the inspection is the norm.
- Pupils feel extremely safe and say that bullying is unheard of. They are confident that any cases would be quickly dealt with by the school. They understand different forms of bullying, such as cyber bullying, and know precisely what to do if they meet it.
- Pupils speak confidently about how staff are always on hand to help them if they have a worry or concern. They are taught how to keep themselves safe and have an excellent awareness of potential dangers. This includes those presented by social network sites on the internet.
- Pupils make an excellent contribution to their own learning. For example, they frequently assess their own progress towards their challenging targets and maturely reflect on how they can do even better. They make sure their work is of a high standard by asking teachers searching questions about how to plan and complete a task.
- Relationships in lessons are very positive. Pupils are keen to take responsibility, for example as members of the school council. This body has successfully advised the school on improving the range of sports activities it provides.

### **The leadership and management** are outstanding

- The headteacher demonstrates an uncompromising and highly successful drive for excellence. His approach results in pupils reaching the highest levels of achievement and personal development and no one is left behind. This work is enthusiastically shared by the staff who each make a valuable contribution to the school's outstanding capacity to sustain improvement.
- Since the last inspection leaders have improved markedly the quality of teaching in mathematics and in consequence pupils' progress across the school. They have also made sure that subject leaders frequently check the quality of learning and teaching in their areas of responsibility. Rates of improvement across all aspects of the school have been rapid and high standards have

been sustained over several years.

- Leaders make frequent checks on teaching and the quality of learning. The follow-up from these observations successfully tackle weaknesses to improve teachers' skills. For example, successful training has improved the teaching of solving mathematical problems.
- Subject leaders frequently check the progress of pupils. This means that any slow progress of groups is spotted quickly so that remedial action can be swiftly taken. In their quest to be even better, leaders recognise they need to share a summary of this information more widely to give all leaders and the governing body a more frequent view of achievement across the school.
- The local authority has made a very strong contribution to the training of teachers, including school leaders. For example, they have provided training that has sharpened teachers' skills in planning challenging lesson targets.
- The way subjects are taught strongly promotes pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to reflect on their feelings and to recognise that their actions have consequences. The school organises a wide range of clubs for its pupils which they readily take part in and enjoy.
- Nearly all parents expressed positive views about their child's progress, the quality of teaching and leadership of the school. The school provides courses for parents that help them support their child's learning at home and these are well attended.
- Leaders have a very clear commitment to combating discrimination and promoting equal opportunities. This is shown in the outstanding progress made by all groups of pupils, from all backgrounds. The school fosters excellent relationships with outside agencies and other schools to improve pupils' life chances even more.
- The school completes all statutory checks on the suitability of staff to be employed. Child protection training for staff is thorough, and leaders implement child protection policies rigorously.
- **The governance of the school:**
  - The governing body have a highly accurate picture of how well the school is doing compared to other schools through their regular visits to see the school at work and their crystal clear understanding of data. They use this information to ask the school searching question about its performance. They check improvements to make sure they are rapid and successful. The governing body fully supports staff training and is keen to improve its own skills. They keep a careful eye on the budget and make sure that the school is spending the pupil premium funding on those eligible for it and to good effect. For example, they are fully aware of the quality of the additional help and that pupils' attainment is rising to match that of other pupils. They check that the management of teachers' performance is rigorous. Only those teachers that have met the challenging targets set by the school, including pupil progress targets, are considered for additional pay and promotion.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103920
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	404913

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Harjinder Kumar
<b>Headteacher</b>	Adam Hollyhead
<b>Date of previous school inspection</b>	28 March 2011
<b>Telephone number</b>	0121 5560445
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