Inspection of Oak Hill Academy

Ashford Road, Feltham, Middlesex TW13 4QP

Inspection dates: 18 and 19 June 2024

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Previous inspection grade	Good

The associate principal of this school is Laura Taylor. This school is part of Aspirations Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Kenning, and overseen by a board of trustees, chaired by James Pomeroy. There is also an executive principal, Aine Linney, who is responsible for this school and one other.

What is it like to attend this school?

The school is a happy and focused learning community. Pupils feel safe and confident to be themselves. Staff are aspirational for pupils' achievement. They teach pupils to develop highly effective learning behaviours. This means that the school is a calm and orderly environment. Pupils highly value the school's welcoming and friendly environment.

The school ensures that pupils succeed in all areas of the well-developed curriculum. Pupils, including those with special educational needs and/or disabilities (SEND), achieve very well. Pupils behave impeccably well in lessons. High levels of respect permeate through everything pupils do. The school encourages pupils to recognise and celebrate diversity.

Pupils actively make their school a great place to learn. They know that staff value their opinions. For instance, the school's 'pupil parliament' regularly gives feedback and works alongside leaders. Pupils attend a range of outings that give them a rich set of experiences. These are linked to learning from lessons and help them know and remember more. For example, pupils went to a national art gallery to deepen their understanding of different artists and their work. Pupils participate in a wide range of clubs such as drama, gardening, sports and a rock band.

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

The school ensures that pupils receive an excellent standard of education. Pupils benefit from learning a precisely designed curriculum. Across all subjects, the school's curriculum is coherently designed. This enables pupils to build on their impressive knowledge as they move through the school. Staff support pupils to learn and use a rich vocabulary. The school identifies and checks the needs of pupils with SEND closely. It provides bespoke support to pupils so that they can learn curricular content successfully.

Teachers design and adapt activities for pupils skilfully. This helps to deepen pupils' subject-specific understanding across the curriculum. Staff check pupils' knowledge and skills with precision. They make sure that pupils produce work of a consistently high standard. Pupils achieve highly at the end of Year 6 and are very well prepared for their move to secondary school.

The school's approach to reading is exemplary. Reading is a 'pillar' of school life. High-quality teaching of phonics means pupils learn to read quickly and confidently. Pupils who struggle with reading are identified early and supported to catch up quickly. There is a strong school-wide culture of reading in the school. For instance, pupil library monitors recommend books to others. Staff read a wide range of books enthusiastically, which inspires and motivates pupils to develop their love of reading very well. Pupils enjoy the book clubs and featured authors' visits.

The school's programme of personal, social, health and economic education is broad and very well developed. Pupils demonstrate exceptional understanding of the important issues that affect them. These include how to stay safe, healthy relationships and democracy. Several pupils hold a position of responsibility within the school which they take very seriously. Pupil 'ambassadors' and the school's 'Prime Minister' are enthusiastic about their roles. Staff encourage pupils to make a positive difference to the school. The school offers a wide range of pastoral support to pupils. This is tailored to meet the social and emotional needs of pupils.

Pupils cooperate exceptionally well with one another, both in and outside the classroom. They learn in organised, well-managed learning spaces that are free from disruption. Staff teach pupils to manage their behaviour very effectively. Working relationships between pupils and staff are excellent. Attendance is high, and leaders keep a close eye on any pupil absences. Pupils are keen to get to school each day.

Trustees know what is working well and what they want to make even better. They work in partnership with the staff to keep them informed and make decisions that improve the learning and experiences of all pupils. Staff are proud to work at the school. They value the many opportunities to develop their expertise through regular professional development.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	140718
Local authority	Hounslow
Inspection number	10323398
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	Board of trustees
Chair of trust	James Pomeroy
Principal	Laura Taylor (Associate Principal)
Website	www.oakhill-aspirations.org
Dates of previous inspection	29 and 30 March 2023, under section 8 of the Education Act 2005.

Information about this school

- Oak Hill Academy is a larger-than-average junior school and part of Aspirations Academies Trust.
- The school does not make use of any alternative provision.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive principal, the associate principal, other leaders and staff.
- The lead inspector also met with members of the trust, including the chair of trustees, chair of the regional board and national director of education and

standards.

- The lead inspector met with a representative from the local authority.
- Inspectors carried out deep dives in early reading, history, mathematics, physical education and design and technology. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects. They met with leaders and reviewed pupils' work in these subjects.
- To evaluate the effectiveness of safeguarding, the 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 that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and at breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors looked at a range of policies and documents relating to pupils' welfare and education.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Karen Matthews, lead inspector	Ofsted Inspector
Helen Lockey	Ofsted Inspector
Sarah Saunders	His Majesty's Inspector

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