

Oak Lodge Primary School

Inspection report

Unique Reference Number	101593
Local Authority	Bromley
Inspection number	376596
Inspection dates	15–16 November 2011
Reporting inspector	Clive Dunn

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	672
Appropriate authority	The governing body
Chair	Ann Medhurst
Headteacher	Janet Ashton
Date of previous school inspection	5 March 2009
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Introduction

This inspection was carried out by four additional inspectors. They saw 27 lessons taught by 21 staff. Inspectors spoke with pupils, parents and carers, staff and representatives of the governing body. They observed the school's work, and looked at planning and monitoring information, a range of policy documents and records, minutes of meetings of the governing body and a range of pupils' work. They also analysed questionnaires returned by pupils and staff, and 272 responses from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the quality of teaching is good enough to secure consistently good or better progress.
- The quality of provision and rates of progress for pupils with special educational needs and/or disabilities.
- The rigour of monitoring and self-evaluation systems.
- The use of information gathered from these systems to produce plans for improvement that are sufficiently sharp and precise.

Information about the school

Oak Lodge Primary is much larger than most primary schools. The proportion of pupils from minority ethnic backgrounds is broadly average. The proportion of pupils known to be eligible for free school meals is much lower than average. Fewer pupils have special educational needs and/or disabilities than typically seen. Pupils are normally taught in mixed-ability classes. However, for mathematics lessons, pupils in Years 4, 5 and 6 are grouped by their ability into one of three sets across each year group. The breakfast club is managed by a private provider and was not part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Oak Lodge Primary School provides a satisfactory education for its pupils. It has many strengths, including the good quality care it provides for pupils, ensuring their safety, its curriculum and the effective partnerships that have been developed. Consequently, many outcomes for pupils are good, and the extent to which pupils feel safe is outstanding. The school's overall effectiveness is not better than satisfactory because the quality of teaching and pupils' achievement are satisfactory. Pupils across all groups make progress at typically expected rates, so that when they leave, their attainment is average. Reflecting the overwhelmingly positive view of pupils' enjoyment held by parents and carers, one commented how their child 'literally skips to school every morning'. Pupils' high attendance and positive behaviour strongly reflects this. Pupils are polite, courteous and enthusiastic about their learning. They, and their parents and carers, value highly the extensive extra-curricular activities the school offers. As one parent put it, 'The school provides a fantastic opportunity for my children to get involved in after- and before-school clubs run by staff.'

More than half of teaching is good or better, but the proportion and consistency of good teaching across the school, including the Early Years Foundation Stage, is not sufficient to secure good achievement overall. Teachers successfully motivate and engage pupils, often making whole-class introductions to lessons interactive and fun. However, these sometimes last too long and do not always meet the different needs and abilities across the class well enough, including for pupils with special educational needs and/or disabilities. In such lessons, different groups of pupils often make steady progress resulting in satisfactory achievement. Taking all areas of learning into account, the outcomes for children in the Early Years Foundation Stage are also satisfactory. However, nurturing relationships and the good quality of the environment contribute effectively to the good development of children's personal skills and qualities.

The headteacher, senior leadership team and governing body have identified that pupils could be achieving more and are taking action to address this. The school demonstrates a satisfactory capacity to secure these improvements. Involvement of leaders at different levels in driving improvement has rightly shared this responsibility. However, monitoring and evaluation activities, and resulting plans for improvement, are not sufficiently rigorous or precise to drive a quicker pace of change. That said, school leaders have a broadly accurate view of the school's performance across all areas. While they recognise there is more to do, leaders are

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successfully tackling correctly identified priorities, for example securing more good teaching. There are clear signs that children's rates of progress in writing in the Reception Year are improving, and while still satisfactory, progress made by more-able pupils has accelerated, bringing the proportion of pupils attaining the higher levels at the end of Key Stage 2 in line with national averages.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise the quality of teaching across the whole school so that it is consistently good or better and promotes at least good achievement by:
 - matching work more closely to the needs of different groups throughout lessons, including in ability sets
 - ensuring good quality provision and support for pupils with special educational needs and/or disabilities to enable them to make good progress at their level in whole-class lessons
 - reducing the time spent by pupils in whole-class introductions led by the teacher so that pupils have more opportunities to develop their skills independently or collaboratively.
- Improve the effectiveness of leadership and management at all levels, including the governing body, by:
 - ensuring monitoring and evaluation activities are sufficiently rigorous
 - using these, along with the school's analysis of data on pupils' performance, to directly inform more sharply focused, precise and timely plans to promote improvement.

Outcomes for individuals and groups of pupils**3**

Pupils' positive attitudes, welcoming behaviour and enthusiasm make a strong contribution to the positive learning atmosphere across the school. When given the opportunity, they work very well with others. For example in a literacy lesson in Year 5, pupils worked in groups to write play scripts. Pupils' strong motivation and good efforts to apply the clearly understood features of scripts, including punctuation, layout and the impact of characters' words and actions on the audience, meant they achieved well. In such lessons where pupils work in mixed-ability groups, those with special educational needs and/or disabilities are fully included in activities. However, tasks are not always matched correctly to the needs of these pupils to promote good progress at their own level. Pupils know and understand their next-step targets to improve their work although they do not have regular opportunities to use these in reviewing their own and each other's work.

Clear enjoyment of lessons supports pupils' learning and development well, and they

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usually work at a good pace. Where this does not result in good achievement, even though pupils are productive, it is often because the actual tasks do not have the right level of challenge for different groups, including the more able at times, to secure a good level of learning and progress. This also happens in ability sets, where sometimes all pupils tackle the same task. Children begin school with skills and capabilities that overall are in line with those expected for their age. Considering these starting points, and pupils’ average level of basic skills when they leave, pupils’ achievement is satisfactory and they are prepared adequately for the next stage of their education and life beyond.

Pupils have an excellent understanding of how to keep safe, including older pupils’ secure grasp of safe conduct on the internet. They know exactly what to do if they encounter a rare problem and are entirely confident that its resolution will be prompt and effective. Pupils respond well to the school’s promotion of healthy lifestyles, including extra-curricular clubs such as cross-country, or through walking to school. They understand the importance of a balanced diet and many select healthy options at lunchtime. The respectful conduct of both pupils and adults provides the basis for strong relationships at all levels. Pupils respond positively to regular opportunities to reflect on the world around them in lessons and in assemblies. They engage enthusiastically in many cultural opportunities, reflected in numerous, wide-ranging displays of good quality artwork and the frequent sounds of tuneful singing and music-making heard during the inspection. Pupils of all ages have good opportunities to mix, work and learn together through activity afternoons every half term. Pupils carry out their wide-ranging responsibilities, including as mentors or playground monitors, proudly and responsibly. However, opportunities to assume positions of responsibility are mainly limited to older pupils. The school council has influenced decisions ranging from allowing girls to wear trousers as part of school uniform to the behaviour policy. Involvement in charitable events, fundraising and activities such as hosting a Christmas tea party for local senior citizens broadens pupils’ sense of community beyond the school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
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

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

'Where the school excels is in the care of the children' was how one parent described the school's caring ethos. Effective systems and structures underpin the strong relationships and secure pupils' good well-being and outstanding feelings of safety. The school has good links with other professionals and uses their advice to form individual plans of additional support for those pupils with special educational needs and/or disabilities identified at the higher levels of need. However, teachers often do not refer to these in their own planning of whole-class lessons, resulting in a lack of specifically targeted teaching or support. That said, the curriculum is adjusted well through effective additional individual or small-group sessions that enable these pupils to keep pace with the satisfactory progress of their peers overall. Relevant and interesting topics, trips out and other enrichment activities contribute well to pupils' enjoyment. There are good links between subjects, including mathematics and science, and plentiful opportunities to use information and communication technology. Good opportunities exist to write for a range of purposes across the curriculum, although pupils do not always have enough opportunities to develop their skills through writing longer pieces. The large majority of pupils take advantage of the extensive extra-curricular opportunities, contributing well to pupils' good personal skills.

Teachers make good use of resources, including interactive whiteboards operated by both adults and pupils, to illustrate key learning points. In a lesson in Year 1, pupils identified and activated two-dimensional shapes in a cartoon drawing, before taking photographs around the school to repeat the task, identifying properties of shapes in the environment by the end of the lesson. Teachers conduct lessons at a brisk and purposeful pace but in their planning sometimes include too much material for the time available. Consequently, pupils do not always have sufficient time to work on independent or collaborative tasks to achieve well. Teachers' effective questioning extends pupils' understanding and prompts them to make links with their prior learning, as seen in a lesson in Year 6 where pupils had to draw on their inference skills. The quality of marking is variable, but satisfactory overall. It regularly encourages pupils and celebrates their success but does not show them how to improve their work consistently enough. Where it does, it is often not clear that pupils have had enough opportunity to respond to and follow the advice.

These are the grades for the quality of provision

The quality of teaching	3
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Taking into account: The use of assessment to support learning	3
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 governing body has a secure understanding of the school's performance and shares the motivation of the school's senior leaders to seek further improvement. Governors provide leaders with appropriate support, and they visit the school regularly. The Chair of the Governing Body rightly recognises that the governing body's monitoring of the school's performance has not been rigorous enough to provide leaders with greater challenge to secure improvements and is beginning to take action to address this. Effective and rigorous systems safeguard and protect pupils well. Regular training, relevant to the different roles and responsibilities of staff, ensures that they know and follow correct procedures well. The school does not tolerate discrimination of any kind and racist incidents are rare. Senior leaders carefully track and analyse the performance of individuals and different groups of pupils, using the information to target and accelerate the progress of more-able pupils, for example. However, leaders at different levels do not use performance data sufficiently well to promote and sustain more rapid improvements. Plans for improvement address appropriate priorities but are not always updated quickly enough to reflect precisely the most up-to-date information and the school's evaluations about performance.

The school has a highly positive relationship with most groups of parents and carers, supported by regular newsletters, sent by e-mail or hard copy, meetings and workshops. Leaders recognise that communication with parents and carers of pupils with special educational needs and/or disabilities has not always been of sufficiently high quality to alleviate concerns. Pupils with identified behavioural, emotional and social difficulties, and their parents and carers, are engaged well in the writing of individual plans to meet their needs. However, the school does not currently extend this good practice to pupils with other areas of need. Effective partnerships contribute well to pupils' good levels of well-being, for example with the police, local businesses or those relating to sport. A cohesive community itself, the school has audited its cultural, religious and socio-economic context. It has strong links in the local area, but leaders have rightly identified extending links further afield as an area for development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Positive, nurturing relationships and the bright, vibrant and varied environment, both inside and outside, support children’s well-being effectively. They quickly develop good levels of independence in managing their own routines and selecting their own activities. Children make satisfactory progress, so that by the time they enter Year 1 they have attained average levels overall. Although much teaching is good, it is not consistent enough to secure good achievement. In addition, sessions led by teachers do not always match the needs of different abilities well enough to promote quicker progress, for example in whole-class teaching about letters and their corresponding sounds. Sometimes opportunities are also missed to ensure children are sufficiently challenged when selecting their own activities, particularly when adults are engaged with small groups on focused tasks.

Leaders have correctly identified writing and calculating as areas for development. Resulting action is already starting to have a positive impact. Children are keen to engage in the varied opportunities in different areas across the environment for writing and mark making, ranging from making patterns in coloured sand, to taking orders in the café role-play area and writing menus. Adults are quick to take opportunities to reinforce children’s knowledge of letters and sounds through these activities, such as when children were asked to write shopping lists. Although at an early stage of the year, adults’ assessments of children’s progress in writing and the targeting of next steps are promoting good gains in children’s skills. Extensive samples of children’s writing are readily displayed throughout the environment to celebrate their achievements. Leaders are keeping close and regular checks on the improvements, and they acknowledge that developing children’s skills in calculating is still at an early stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3

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Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

More parents and carers returned the questionnaire than average. Most responded positively to each question. The overwhelming majority agreed that their children enjoy school, the school keeps them safe, and the school helps their children to have a healthy lifestyle. The largest areas of concern were from the very small minority of parents and carers that did not consider that their children are making enough progress or that the school meets their children’s particular needs. Written comments covered a wide range of areas and expressed a balance of positive views and areas of concern. Many of the positive comments centred on high levels of satisfaction with the school’s provision and the caring ethos. The most commonly repeated areas of concern related to home-school communication, including about children’s progress, and about the school meeting the needs of individuals well enough, including those with special educational needs and/or disabilities. All of these issues are explored in earlier sections of this report. The school has recognised that developing leadership and provision for pupils with special educational needs and/or disabilities is a priority for improvement and is already taking action to address this. This inspection has also made this a recommendation for improvement. Taking account of the balance and range of views from parents and carers, with other first-hand evidence, engagement with parents and carers is judged good overall.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oak Lodge Primary 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 272 completed questionnaires by the end of the on-site inspection. In total, there are 672 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	182	67	83	31	6	2	1	0
The school keeps my child safe	189	69	80	29	1	0	1	0
The school informs me about my child’s progress	87	32	163	60	10	4	5	2
My child is making enough progress at this school	104	38	129	47	26	10	7	3
The teaching is good at this school	130	48	124	46	10	4	3	1
The school helps me to support my child’s learning	120	44	122	45	22	8	4	1
The school helps my child to have a healthy lifestyle	137	50	130	48	1	0	2	1
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)	122	45	116	43	8	3	5	2
The school meets my child’s particular needs	117	43	114	42	22	8	6	2
The school deals effectively with unacceptable behaviour	113	42	118	43	20	7	5	2
The school takes account of my suggestions and concerns	99	36	133	49	20	7	3	1
The school is led and managed effectively	130	48	117	43	13	5	4	1
Overall, I am happy with my child’s experience at this school	154	57	100	37	12	4	2	1

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 November 2011

Dear Pupils

Inspection of Oak Lodge Primary School, West Wickham, BR4 0LJ

Thank you so much for the very warm welcome you gave us when we visited your school recently. We really enjoyed meeting you and were very grateful to you for helping us to find out all about your school. Thank you also to those of you who answered our questionnaire. You told us that you really enjoy school and feel exceptionally safe when you are there, which we can see through your high levels of attendance, enthusiasm, and good attitudes and behaviour.

We judged your school to be satisfactory overall, which means there are some things it is doing well and some things that it could do better. It has many good features, including the curriculum, how well adults care for and protect you, and how well the school works with your parents, carers and others. This means you develop good personal skills and qualities.

You make the progress expected of you to reach average levels by the time you leave school. This is because teaching in your school is satisfactory overall, although over half is good or better. Those responsible for running your school have already started to do things to make it better for you. To help them with this, we have asked them to do some important things.

- Make teaching good all the time so that you can achieve more, by giving you work that is not too easy and not too hard, making sure that those of you with special educational needs and/or disabilities always have your needs met and get good support, and giving all of you more time in lessons to work on tasks.
- Make sure that leaders check more carefully how well you and the school are doing and use this to be really precise about what needs improving so that things get better more quickly.

You can all help by continuing your enthusiasm and good attitudes to learning and by always trying your very best, particularly when you are given tasks to do without any direction from adults.

Yours sincerely

Clive Dunn
Lead inspector

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