

Oak Lodge Primary School

Chamberlain Crescent, West Wickham, Kent, BR4 0LJ

Inspection dates 24–25 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, achievement has rapidly improved, particularly in mathematics, across the whole school. The proportion of pupils reaching the higher levels in reading, writing and mathematics has increased.
- Children achieve well in the Early Years Foundation Stage.
- Teaching is good and a small proportion is outstanding. Teachers' good use of questioning, detailed planning and good use of resources help to capture pupils' interest in their learning.
- Pupils are very polite and well mannered. They behave well and feel safe. Attendance is above average, reflecting their enjoyment of school.
- Senior leaders, including governors, have robust systems to check the quality of teaching, which is improving as a result.
- The headteacher is quickly transforming many aspects of the school's work in order to drive further improvements.
- The effective actions of the leadership team, in partnership with the governing body, have helped pupils to make good progress and achieve well.

It is not yet an outstanding school because

- Marking does not always show pupils the next steps needed to improve their work and they are not always given the time to respond to the advice given.
- Pupils are not always encouraged to extend their answers when responding to the teachers' questions, so that they can further extend their thinking skills.
- The analysis of information on pupils' progress is not sharp enough. This makes it difficult for some leaders to gain a clear and precise overview of progress of the different groups of pupils.

Information about this inspection

- The inspection team observed 27 lessons. Three of these were jointly observed with the headteacher and the two deputy headteachers.
- Meetings were held with staff, members of the governing body, a group of pupils and a representative from the local authority.
- Inspectors listened to pupils read and looked at samples of their work.
- Inspectors looked at a range of documents including the school’s own evaluation of its work, plans for the school’s future development, the school’s analysis of data on pupils’ progress, minutes of governing body meetings and other documents relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 159 responses to the online Parent View questionnaire and the views of staff expressed in 41 questionnaires. Inspectors spoke to a number of parents during the inspection.

Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
Vanessa Tomlinson	Additional Inspector
Nicholas Rudman	Additional Inspector
David Westall	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- The previous headteacher retired at the end of the summer term in 2013 and the new headteacher started in September 2013.
- The proportion of pupils for whom the school receives pupil premium funding (additional money given to schools for particular pupils, including those eligible for free school meals) is below average.
- The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school has a breakfast club on site called Chuckle Box which is managed on their behalf by an external company.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring that marking consistently shows pupils the next steps needed to improve their work and they are given quality time to respond and act on the advice
 - encouraging pupils to extend their answers more in response to the teachers' questions to further develop their thinking skills
 - giving teachers more opportunities to observe good and outstanding practice, both within and beyond the school.
- Ensure that there is a sharper analysis of data so that leaders at all levels can gain a more precise overview of progress of the different groups of pupils.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills and knowledge which are generally expected for their age and make good progress in all aspects of their learning. This is because all adults promote a rich range of opportunities to foster the growth of children's personal development and their basic skills in reading, writing and mathematics.
- In 2012, standards in mathematics dipped. Leaders took effective action to address this and have been successful in rapidly improving standards in this subject throughout the school. As a result, attainment in mathematics in 2013 (in comparison to the 2012 national figures) is above average, with an increased proportion of pupils gaining the higher levels at the end of Key Stage 1 and Key Stage 2.
- Pupils make good progress in reading throughout the school. Those who are at the early stages of learning to read are able to use phonics (the sounds letters make) to help them to read unfamiliar words. In 2013, almost three quarters of pupils attained the expected level in the Year 1 phonics screening check, which is a considerable improvement on the previous year's results. This is above the national average when compared to national figures in 2012. A larger proportion of pupils than in previous years has reached the higher levels in reading at the end of Key Stage 1 and Key Stage 2 in 2013.
- School leaders' actions have been effective on improving writing. Pupils have good opportunities to apply and extend their writing skills purposefully across all subjects. Pupils make good progress, particularly the more able ones.
- Disabled pupils and those with special educational needs make good progress from their individual starting points because support given is tailored towards their needs.
- The few pupils that have English as an additional language and those from minority ethnic backgrounds achieve well.
- Those pupils who benefit from the pupil premium funding make similar progress to others in the school. The gap between those eligible for free school meals and others has closed or is very narrow in the different subjects throughout the school. In 2013, at the end of Year 6, these pupils were one term behind in mathematics, just over half a term behind in reading and the gap has almost closed in writing.
- The school has used additional sports funding well. There is good participation by pupils in physical education and sport, both within and beyond the school day. This is helping them to develop a healthy lifestyle as they continue to enjoy the extra activities which extend their sporting ability.

The quality of teaching is good

- Teaching is good and a small proportion is outstanding. In the Early Years Foundation Stage, teachers provide plenty of opportunities for children to develop their independence and to use the outside area as a learning resource. Stimulating teaching captures their enthusiasm especially when a teacher read the story *Going on a Bear Hunt* in an interesting manner. This highly engaged the children's interest and the children thoroughly enjoyed making movements to reflect the story.
- Teachers give pupils clear and challenging problem solving activities which pupils use to apply their new learning. For example, in a Year 6 mathematics lesson, pupils became more confident in using quite complex equations to generate number sentences and good emphasis was given to pupils explaining their methods and recognising patterns. However, occasionally teachers do not extend the responses of pupils to questions enough so they can fully explain their thinking.
- Teachers' good planning, questioning skills and good use of resources help to stimulate pupils' ideas. This was seen in a Year 4 lesson where the teacher provided a useful stimulus of video clips of a historical evacuation which helped pupils to produce good quality writing that

effectively used their senses as part of their description.

- Pupils' work is well marked and is often very detailed. However, sometimes marking does not always show pupils the next steps needed to improve their work and they are not always given enough time to respond and act on the advice given.
- Teachers who are in the early stages of their career have the opportunity to see others teach, but this practice for getting other teachers to see good and outstanding teaching in this school and in other places is still in its early stages of being organised.

The behaviour and safety of pupils are good

- Pupils' behaviour and attitudes to learning are good. Most parents, staff and pupils agree with this.
- There is a positive atmosphere throughout the school which is evident in the dining hall when pupils are having their lunch together, in the way they respond to visitors and in the way they conduct themselves around the school.
- Outside in the playground, pupils have quiet areas away from the more active games such as football and basketball and they adhere to the rules about 'no running'. There are happy interactions between pupils of all different backgrounds. All are attentive on the sound of the whistle and line up calmly to return to lessons.
- Pupils have a good understanding of how to deal with any concerns they may have. They know how to follow procedures and who to talk to.
- Good trusting relationships have been established between the staff and the children in the Early Years Foundation Stage which have helped them to settle quickly into the school. Smiles and laughter are commonplace amongst the children.
- Behaviour is managed consistently well and this is evident in the school's documentation and records of incidents. Pupils have reported a few incidences of bullying but they agree that bullying is rare.
- Pupils say that they feel safe and happy within the school.
- Pupils have a good understanding about different types of bullying and know how to keep themselves safe, particularly when using the internet.
- Attendance is above average and this shows that pupils enjoy coming to school.
- The breakfast club provides a healthy breakfast that contributes towards pupils developing a healthy lifestyle.

The leadership and management are good

- The new headteacher has quickly started to work on further improvements and has gained the support of staff. He works closely with two very accomplished deputies.
- The senior team and subject leaders have robust systems for managing teaching, which is helping to continually improve its quality. This includes a range of activities such as learning walks, lesson observations, checking teachers' planning and pupil discussions.
- All teachers have challenging and aspirational targets to help them continually improve their practice. These are reviewed and evaluated regularly.
- Senior leaders have a wealth of data about pupils' achievement. These help them put programmes of support in place for those who need additional help and these, in turn, ensure that all pupils have an equal chance of achieving what they are capable of. However, the analysis of this data is not sharp enough and this prevents some leaders from gaining a precise overview of the progress of different groups.
- The school's evaluation of its own performance is accurate and it focuses on the correct priorities for the school.

- Rapid improvements have been made to developing pupils' skills in reading, writing and mathematics across all subjects and this has helped to raise standards. There are many extra activities offered at the end of the school day which include a range of sporting events and a science club. There is a high take up of the different clubs.
 - The curriculum effectively promotes pupils' spiritual, moral, social and cultural development through fundraising, assemblies and through their topic work.
 - Most parents are supportive of the school's work.
 - The local authority provides light touch support to this good school and has contributed to the marked improvement to standards in mathematics.
 - **The governance of the school:**
 - Governors have a good overview of the school's strengths and weaknesses. This is because they regularly visit to check on the areas of the school to which they are linked. All governors have received different types of training to help them to develop a good understanding of their roles and responsibilities. Governors provide the appropriate balance of support and challenge and will ask questions if they think that pupils are not doing as well as they should. They are well informed about the quality of teaching and know how the school makes decisions on teachers' salaries and pay progression linked to performance. Governors have a good knowledge of how well pupils are achieving. They have a good overview of how funding for the pupil premium is used and the impact this has on pupils' learning. Governors complete frequent safety checks around the school. All safeguarding procedures meet statutory requirements.
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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

Unique reference number	101593
Local authority	Bromley
Inspection number	425530

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	628
Appropriate authority	The governing body
Chair	Ann Medhurst
Headteacher	Matthew Apsley
Date of previous school inspection	15–16 November 2011
Telephone number	0208 819 6996
Fax number	0208 776 2596
Email address	admin@oaklodge.bromley.sch.uk

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