

# Oakdale Junior School

Oakdale Road, Redbridge E18 1JX

**Inspection dates** 2–3 December 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher offers calm and purposeful leadership. She knows the pupils well and is determined to provide them with the best learning experiences.
- The same determination is shared by the deputy headteacher and assistant headteacher who, together with the headteacher, provide strong leadership for the school.
- Subject leaders contribute well to the strategic direction of the school. They know their subjects well and play an important role in supporting others to improve their skills.
- Governors are conscientious in undertaking their duties and are ambitious for the future of the school.
- The overriding ethos of Oakdale Junior is to nurture. This contributes significantly to pupils' well-being.
- The nurture group offers exceptional support to the most vulnerable pupils.
- Pupils embrace the many opportunities offered to contribute to school life.
- The quality of teaching, learning and assessment has improved since the last inspection and is now good.
- The curriculum is broad and balanced and provides pupils with rich learning experiences, particularly in art and languages.

### It is not yet an outstanding school because

- On entry to school, too much time is taken to channel pupils' enthusiasm and exuberance into productive attitudes for learning and to address any gaps in learning that may exist.
- Target-setting procedures are not consistently applied across the school. Not all pupils are fully aware of how well they are doing and what they need to do to improve their work.
- Teachers do not consistently provide pupils with opportunities to deepen their understanding of concepts and apply their skills across a variety of subjects.
- A consistent style of handwriting has yet to be established in all year groups.
- Not all teachers insist on high expectations for the presentation of work in books.

## Full report

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

- Strengthen outcomes for pupils further by:
  - ensuring there is no time lost in establishing good behaviours for learning upon entry to school and addressing any gaps in learning
  - consistently providing pupils with opportunities to deepen their knowledge and apply their skills across a variety of subjects
  - establishing a consistent handwriting style across the school that will support improved presentation
  - securing approaches to target-setting across the school so that all pupils are better informed about how well they are doing and what they need to do to improve their work further.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher offers purposeful leadership. She is thoughtful and reflective in her decision making and has nurtured a dedicated and committed team. Staff and governors share her ambition to provide the very best learning experience for all pupils.
- The deputy headteacher and assistant headteacher share the headteacher's ambition. Collectively they provide strong and determined leadership, placing pupils at the heart of all decision making.
- Subject leaders know their subjects well and are given time to undertake their role fully. They provide support for other teachers to develop their practice and understand the demands of the new curriculum.
- Plans to improve the work of the school identify appropriate priorities. They are evaluated regularly and are supported by more detailed, subject-specific plans, which identify specific actions to be taken.
- Systems to safeguard pupils are highly effective. Policies are thorough and reviewed regularly. Detailed record-keeping strengthens this work.
- Performance management procedures are in place for all staff. They are closely aligned to the standards set out by government for all teachers. Targets are set for improving outcomes for pupils.
- A comprehensive programme of continuous training is in place and is well received by staff. This has secured better teaching and improved outcomes for pupils.
- Additional funding for disadvantaged children is used wisely. It provides dedicated teacher support to narrow any gaps in outcomes between these and other pupils in the school, and enriches the curriculum offer through musical tuition and access to after-school clubs for eligible pupils.
- The school's inclusive ethos demonstrates its commitment to equality of opportunity. This is further strengthened by its pledge to Unicef's Rights Respecting School Award.
- All pupils benefit from a well-considered curriculum. Pupils are provided with rich learning experiences, particularly in languages and art. One pupil wrote: 'Art helps me to express my feelings when I don't want to talk about them'. Links between subjects are made to provide meaningful contexts within which all pupils flourish.
- Pupils' spiritual, moral, social and cultural understanding is well developed and well supported by the curriculum. Pupils' personal and social education is given high priority, with the dedicated nurture group offering highly effective and valuable support to pupils.
- Fundamental British values permeate the curriculum. As such, pupils have a well-developed understanding of living in Britain and their contribution to it.
- A detailed curriculum map informs parents of the areas of learning covered within each year group. Regular information keep parents informed as to how they can help at home.
- Parents are generally supportive of the school. All methods of communication and social media are utilised by school leaders to keep parents aware of what is happening in school. The recently established parent panel meets regularly to offers ideas for improvement and raise any concerns. This has been warmly welcomed by parents.
- The parents' association is actively involved in supporting the work of the school. Its members organise a raft of events throughout the academic year that support the work of the school. For example, they recently organised a successful enterprise day for pupils and during the inspection were busily preparing for the Christmas disco.
- **The governance of the school**
  - Governors know the school well, are ambitious for its future and are proud of the achievements of the pupils at Oakdale.
  - The governing body has been reconstituted to refine its work. Governors have undertaken a skills audit to ensure that any new members of the governing body are appointed to support their needs.
  - Governors know what additional monies the school has received and how these have helped improve the core offer to pupils at the school.
  - Governors ensure that pupils are kept safe. Policies and procedures are reviewed regularly, and governors check that essential safeguarding training and procedures are in place.
  - Minutes of the governing body reflect the level of support and challenge offered to leaders at the school and demonstrate governors' commitment to continuous improvement.
  - Governors have ensured that effective performance management procedures are in place.
- **The arrangements for safeguarding are effective**

## Quality of teaching, learning and assessment is good

- The quality of teaching has strengthened since the last inspection and is now good.
- Teachers know their pupils well and strong relationships are evident in all classes. This ensures pupils are confident to contribute and participate in their lessons.
- The planning teachers do is detailed and precise. Plans identify clearly what is to be learned, how the lesson will be resourced and pupils' prior learning. This means that lessons start promptly and no time is lost.
- Teachers use questions effectively to assess pupils' understanding. In the most effective lessons, this is done skilfully to probe pupils' thinking and extend their reasoning.
- The marking of pupils' work has been a focus for improvement and is consistent across the school. Teachers routinely provide prompts for pupils to improve their work and give them time to respond. All pupils understand the process and quickly settle to this at the start of each day.
- Homework is given regularly and supplements the work completed in class. The school subscribes to several online home-learning resources to accommodate those parents wishing to do more with their children. A homework club runs each week to support those pupils for whom internet access is difficult.
- Training given since the last inspection has ensured that additional adults working across the school offer timely and purposeful support to pupils. Teaching assistants are well directed by teachers and detailed plans identify the precise nature of the support required.
- Displays across the school celebrate the richness of the work undertaken by pupils. Interspersed throughout the school are interactive challenges that pose problems and conundrums to pupils. House captains are responsible for checking and changing these.
- All teachers use displays within the classrooms to support pupils to work independently.
- The teaching of art and languages across the school is exceptional. Teachers use their subject knowledge to carefully build pupils' skills and remove barriers to learning. As a result, pupils talk excitedly about their learning in these subjects and produce work of outstanding quality.
- The quality of writing is a strength of the school. This is because teachers use a variety of methods to engage and enthuse pupils in the writing process. Poems to commemorate Remembrance Day were thoughtful and emotive, and displayed beautifully alongside individual ceramic poppies the pupils had made.
- Writing seen in books was equally impressive, with pupils demonstrating use of sophisticated vocabulary choices. However, the lack of a consistent handwriting form can sometimes detract the reader from the quality of the content.
- There has been improvement in the teaching of mathematics since the last inspection, which has ensured pupils are competent in calculating effectively and in using methods. However, work in books indicates that opportunities for pupils to deepen their understanding of concepts and make progress over time in developing their skills is not yet consistent across the school.
- Pupils are exposed to a wide range of good-quality texts that support their learning in other subjects. For example, pupils in Year 6 learned about life during the Second World War through reading *The Silver Sword*. While pupils can talk avidly about the story, not all teachers are consistently using these opportunities to deepen pupils' understanding of structure and composition.
- Pupils read confidently and use their skills well to make sense of unfamiliar words. However, not all pupils are keen to try different authors and different genres.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The nurture group embodies the ethos of the school and is highly effective in supporting pupils to manage their feelings and extend their social skills.
- Pupils are provided with many opportunities to contribute to school life. All roles are undertaken with great pride and consideration. Play leaders proudly informed inspectors that it was their responsibility to ensure children are safe and happy. Sports captains introduced themselves and shared their commitment to ensuring the school was successful in competitions and organised events.

- Pupils have a strong awareness of how to keep themselves safe in school. School safety is a priority for staff when pupils are new to the school and forms a key part of the transition programme for Year 3.
- Pupils have a good understanding of all forms of bullying and know to tell adults about any incidents. Records reviewed indicate that robust procedures are in place to deal with these reports and appropriate action is taken to resolve concerns. Pupils endorsed this view.
- Pupils' understanding of e-safety is well defined and is strengthened further by membership of the national project known as eCadets.
- The school has achieved the Healthy School Award at bronze level. Pupils serve a healthy snack each playtime and understand the need to take exercise and eat well. Year 4 pupils were heard discussing the carbohydrate content of their food choice as they waited to be served. Parents are also supported to prepare a healthy packed lunch.

### **Behaviour**

- The behaviour of pupils is good. Pupils were involved in developing the new behaviour code for the school and are duly respectful of it.
- Behaviour around school from the majority of pupils is exemplary, with pupils welcoming and courteous to visitors.
- Pupils are generally proud of their work and keen to talk about their varied contributions on display around the school. Year 4 pupils were particularly excited to talk about their project work on Anglo-Saxons and eagerly pointed out the brooches they had made.
- The quality of presentation in pupils' books across the school is variable. This detracts from the quality of study undertaken.
- Behaviours for learning across the school are good, with most pupils listening intently to their teacher or working maturely in partnership with their peers. Such attitudes to learning are not yet consistent among the younger pupils, who do not consistently demonstrate the same preparedness for learning as the older pupils. This means time is lost in addressing gaps in learning when they first enter school.
- Attendance continues to improve and is currently above average. There are a few pupils whose attendance is too low, but these are all recognised by the school and appropriate involvement of other partners is in place.

### **Outcomes for pupils**

**are good**

- Historically, standards for pupils at the end of Key Stage 2 have been broadly in line with that seen nationally in reading and mathematics, and slightly higher for writing.
- The progress of pupils in these subjects has been less secure. However, the school's own assessment information and work seen in books indicate that progress for pupils is now much stronger.
- Outcomes for pupils currently in the school are good and improving rapidly. The vast majority of pupils are working at age-related expectations and are making no less than expected progress from their starting points. This is the case across all subjects.
- The most-able pupils are well challenged in lessons and this is also evident in their books. As a result, they achieve well and any previous underachievement has been addressed.
- Outcomes for disadvantaged pupils are good. They make expected or better progress, in line with other pupils within the school.
- Pupils with disabilities and those who have special educational needs, together with lower attaining pupils, are well supported. Outcomes are good and they make progress in line with others. The individual needs of pupils are well catered for, with tightly structured plans and a raft of interventions that are well delivered and well evaluated in place. This ensures that no child is left behind.
- The pupils that inspectors heard reading aloud spoke confidently about their favourite authors and the types of books they enjoyed reading. Less confident pupils were all able to use reading skills to make sense of unfamiliar words and text. Pupils are receiving increasing access to a variety of good-quality texts.

## School details

<b>Unique reference number</b>	133931
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10001975

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

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	374
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emma Williamson
<b>Headteacher</b>	Jenny Berriman
<b>Telephone number</b>	020 8989 7471
<b>Website</b>	<a href="http://www.oakdalejuniors.co.uk">www.oakdalejuniors.co.uk</a>
<b>Email address</b>	<a href="mailto:adminoj@redbridge.co.uk">adminoj@redbridge.co.uk</a>
<b>Date of previous inspection</b>	26–27 September 2013

## Information about this school

- The school is larger than the average-sized primary school.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of disadvantaged pupils known to be eligible for extra funding through the pupil premium has reduced since 2013 and is now below the national average.
- The proportion of pupils with disabilities and those who have special educational needs has halved since 2013 and is now below the national average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is in line with the national average.
- More pupils than in the majority of other primary schools join or leave part-way through Key Stage 2.

## Information about this inspection

- The inspection team observed pupils' learning in 22 lessons and part lessons. Several of these were joint observations with the senior leaders of the school.
- In addition, the inspection team looked at examples of pupils' work in folders and books from both this and last academic year and listened to pupils read.
- There were meetings with groups of pupils, the headteacher, senior leaders, members of the governing body and a representative of the local authority.
- The inspection team took account of 107 responses to the online questionnaire, Parent View, in addition to the school's own consultation outcomes.
- The inspection team examined the school's own information on pupils' recent and current progress, the school's evaluation of how well it is doing and its records of monitoring the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Diane Buckle, lead inspector	Ofsted Inspector
Joy Barter	Ofsted Inspector
Susan Sutton	Ofsted Inspector

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