

# Oaklands Primary Academy

Oaklands Lane, Biggin Hill, Westerham, Kent TN16 3DN

## Inspection dates

22–23 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, ably supported by the senior leadership team, has secured substantial improvements since the school became an academy in 2015.
- Leaders have created a climate of shared determination for improvement, which ensures that teaching is good and improving.
- The leadership team, including governors, has a clear understanding of what needs to be done to further improve the school.
- Pupils conduct themselves calmly and behave well. There is a strong sense of mutual respect and care.
- Pupils feel safe. They know that adults will help them should they have any concerns.
- Leaders ensure that the curriculum promotes the school's core values. Pupils respect themselves and others and are prepared for life in modern Britain.
- At the end of key stage 2 in 2017, the proportion of pupils working at or above the expected standard was higher than the national average in reading, writing and mathematics combined.
- The majority of pupils currently in the school make good progress from their starting points across a range of subjects.
- Disadvantaged pupils do well across subjects due to the effective support and guidance that they receive.
- The early years provision enables children to make a good start to their education. The early years curriculum is well designed and ensures that children are ready for Year 1.
- The majority of parents are positive about the school and appreciate the work that staff do to help their children learn well.
- Middle leaders are aware of what needs further improving in their areas of responsibility and make a positive impact on pupils' learning. However, they are not fully involved in the strategic development of their subjects.
- Not all teachers are sufficiently adept at setting work to match the needs of the most able pupils and pupils who have special educational needs (SEN) and/or disabilities. As a result, these pupils make inconsistent progress across the curriculum.

## **Full report**

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

- Provide middle leaders with more opportunities to rigorously monitor pupils' progress and attainment in their areas of responsibility so that they contribute more effectively to whole school improvement.
- Ensure that teachers match work to pupils' abilities more accurately in order to embed and deepen pupils' learning, thereby maximising progress and attainment for all, but particularly for the most able pupils and pupils who have SEN and/or disabilities.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is determined to raise standards. She has worked successfully to address weaknesses in teaching and learning by taking well-considered and effective actions. She has managed turbulence in staffing well. Consequently, the quality of education has improved and high aspirations are set for pupils and staff.
- School leaders have an accurate understanding of where teaching is strongest and where additional guidance is required. Newly qualified teachers are very positive about the professional development that they receive as they start their careers. They use this information to improve teachers' practice and provide good support to staff. Consequently, most pupils make good progress across a range of subjects.
- Leaders meet regularly with staff to check and analyse pupils' progress. They use the assessment information to review the school's effectiveness and analyse how well pupils are performing. This enables leaders to identify strengths and areas for development effectively.
- The majority of parents who responded to Parent View, Ofsted's online survey, or who spoke to inspectors, were positive about the school and agreed that the school is well led and managed.
- Leaders use the pupil premium to support disadvantaged pupils well. Leaders carefully target support for the academic and emotional progress of particularly vulnerable pupils. As a result, these pupils make good progress.
- The physical education (PE) and sport funding is used well. It provides opportunities for pupils to experience different sporting activities in PE lessons and in extra-curricular clubs. Pupils told inspectors how much they enjoy playing different sports.
- Leaders have carefully planned the curriculum. They have developed topics to capture pupils' interests and engage them further in their learning. The exciting curriculum is allowing pupils to broaden their skills and knowledge in a wide range of subjects.
- The curriculum is further enhanced with extra activities in order to inspire and motivate pupils' learning. Additional activities include visitors to the school and visits to museums and galleries. These activities help pupils learn new skills and contribute positively to their personal and academic achievement.
- Pupils take part in elections for the school council and learn about democracy. They become aware of different faiths through studying different cultures and festivals. These experiences help pupils gain a better understanding of British values and the diversity of cultures that make up modern Britain.
- There is a clear plan of how the special educational needs funding is spent. Additional resources and interventions are having a positive impact on meeting the needs of pupils who have SEN and/or disabilities. Within lessons, however, teachers move pupils who have SEN and/or disabilities on too quickly to new learning and they are not given sufficient time to embed the skills being taught. As a result, pupils who have SEN and/or disabilities make inconsistent progress across the curriculum.
- Many middle leaders are new to post over the last 12 months. They work with teaching

staff well to refine their skills, such as through coaching and training. Senior leaders have rightly identified that middle leaders need more opportunities to monitor and evaluate pupils' outcomes in their subject areas in order to be able to plan for further improvement more strategically.

## **Governance of the school**

- After a recent skills audit, new governors were recruited to join the governing body. Consequently, the governing body is equipped with the skills and expertise to support and challenge leaders well.
- The newly appointed governors have wasted no time in getting to know the school. They make regular visits to the school, meet with relevant staff and speak to pupils.
- Governors understand the strengths and weaknesses of the school and are committed to supporting leaders improve the school further.
- Governors undertake training, including that for safeguarding. Consequently, governors are able to fulfil their responsibilities.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff know how to keep pupils safe at school. They are clear about safeguarding procedures, including the potential signs that may alert them to concerns about pupils' welfare.
- Pupils said that they feel safe and the majority of parents who responded to Ofsted's online questionnaire, Parent View, said that their children feel safe at school.
- School files for vulnerable pupils are well organised. There are clear systems in place to ensure that referrals are timely and additional support is available to pupils and families.

## **Quality of teaching, learning and assessment**

**Good**

- Adults establish positive relationships with pupils and expect good behaviour. Pupils respond well to their teachers. Their positive attitudes to learning contribute to the good progress that most pupils make across the curriculum.
- Classrooms are calm and well organised, enabling pupils to learn in a purposeful environment.
- Pupils regularly practise their number skills in mathematics and have many opportunities to apply these skills to solve problems and reason. As a result, pupils are confident mathematicians.
- The teaching of phonics is systematic and helps pupils to get off to a good start in reading. Consequently, pupils acquire good phonics skills which they use to read unfamiliar words.
- Teachers foster an enjoyment for reading by sharing their favourite books with pupils

in assembly. They also introduce interesting books to their class and encourage pupils to read widely and enthusiastically. Pupils said that they enjoy reading.

- In English, pupils explore different styles of writing and write for a variety of purposes. Pupils are given opportunities to apply their spelling and grammar skills in their writing. There are many opportunities for pupils to write across the curriculum. As a result, pupils develop good writing skills.
- Teachers meet the needs of middle-ability pupils well. However, teachers do not ensure that work is always challenging enough for the most able. Consequently, most-able pupils spend too much time doing work that is too easy and too few of them make the progress of which they are capable.
- Furthermore, pupils who have SEN and/or disabilities are not given enough time in lessons to grasp new learning. This results in these pupils making inconsistent progress across the curriculum.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and listen to each other's points of view.
- Pupils are confident and articulate. They were eager to share their views with inspectors.
- Pupils feel safe in school. They understand the potential dangers of the internet and learn about fire and road safety.
- Pupils said that bullying is rare and that teachers are quick to resolve any issues. Pupils are confident that adults will listen to them and respond appropriately should they have any problems.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils behave well in lessons, as well as at playtimes. They move safely around the school, are courteous and display good manners when speaking to adults.
- Pupils get on well with each other and treat each other with respect.
- Historically, pupils' attendance has been below average. School leaders have worked well with parents and pupils to increase rates of attendance. The measures that they have put into place are effective and attendance is now improving. Fewer pupils than previously are persistently absent.
- Most parents who completed Ofsted's online survey agreed that pupils behave well in school.

## Outcomes for pupils

**Good**

- The progress of pupils in reading at the end of key stage 2 in 2017 was significantly above the national average.
- The progress in mathematics and writing for key stage 2 pupils in 2017 was above the national average.
- In 2017, the proportion of pupils attaining the expected standard for their age in reading, writing and mathematics at the end of key stage 2 was above the national average.
- The proportion of pupils that met the expected standard in the phonics screening check in Year 2 was above the national figure in 2017. Inspectors observed good-quality phonics teaching. This develops pupils' reading skills, enabling them to read with fluency and confidence.
- Inspection evidence confirms the school's assessments that the proportion of current Year 2 pupils on track to reach the expected standards for their age is higher than the previous year. At key stage 2, pupils are making at least similar progress to last year's cohort. This is because the quality of teaching continues to improve.
- The pupil premium grant is used effectively to ensure that disadvantaged pupils currently in the school achieve well. This is because of leaders' increasing focus on improving outcomes for this group of pupils.
- The school's current assessment information, supported by inspection evidence, shows that the majority of pupils make good progress across a range of subjects. However, the progress of the most able pupils and pupils who have SEN and/or disabilities is variable. This is due to teachers not closely matching work to meet the needs of these pupils.

## Early years provision

**Good**

- The early years provision is good. Children enjoy a wide range of experiences across the curriculum.
- Adults help children settle quickly into school. As a result, children develop good routines and are happy and confident in their environment.
- Staff provide high-quality care to children. Children feel safe and behave well. Children are developing positive behaviours for learning. They concentrate well and show resilience when carrying out tasks.
- Children get on well with each other, take turns and share resources.
- Partnership work with parents is strong. Parents attend workshops to help them support their child's learning.
- The early years is well led. Leaders carefully track children's progress. Adults put in place timely support to make sure that children who may be falling behind catch up quickly. Leaders have a good awareness of the strengths of the provision, and areas to develop further.

- Most children enter Reception with skills that are typical for their age. By the time that they leave Reception, a high proportion of children are working at good levels of development. As a result, they are well prepared for Year 1.
- Safeguarding is effective and statutory responsibilities are met.

## School details

Unique reference number	142234
Local authority	Bromley
Inspection number	10048400

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	540
Appropriate authority	The governing body
Chair	Mark Staker
Headteacher	Rebecca Sharp
Telephone number	01959 573 963
Website	<a href="http://www.oaklandsprimarybromley.co.uk">www.oaklandsprimarybromley.co.uk</a>
Email address	<a href="mailto:admin@oaklands.bromley.sch.uk">admin@oaklands.bromley.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is larger than the average-sized primary school.
- Most pupils attending this school are from White British backgrounds.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have support for SEN and/or disabilities is below average.
- The school converted to an academy in September 2015.
- The school meets the current floor standards, which are the minimum expectations set by the government for pupils' attainment and progress in reading, writing and mathematics.



## Information about this inspection

- Inspectors observed pupils' learning in all classes. Leaders accompanied inspectors on some of the visits to lessons.
- Pupils' work was reviewed during lessons and a more detailed scrutiny was made of pupils' books with senior leaders. Pupils' work in a wide range of subjects was scrutinised. Pupils' work on display was also considered.
- Pupils read to inspectors and inspectors spoke with pupils throughout the inspection to gain their views.
- Inspectors observed pupils' behaviour in lessons and during break and lunchtimes.
- Meetings and discussions were held with the senior leadership team, staff, parents and pupils.
- Inspectors met with governors.
- Inspectors scrutinised a wide range of evidence, including the school's documentation on pupils' attainment and progress, safeguarding, behaviour, attendance, minutes of governing body meetings, the school's self-evaluation, plans for improvement and external reviews of the school.
- Inspectors considered the 68 responses to Parent View, Ofsted's online questionnaire, as well as speaking to parents directly. The responses from 41 staff questionnaires were also considered.

## Inspection team

Jenell Chetty, lead inspector	Ofsted Inspector
Alison Moller	Ofsted Inspector
Ann Pratt	Ofsted Inspector

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