

Kings Oak Primary Learning Centre

Bondfield Close, Wombwell, Barnsley, South Yorkshire S73 8TX

Inspection dates

20–21 March 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher has been instrumental in improving the school since it opened in 2006. Her unrelenting drive, passion and determination have ensured that the school has gone from strength to strength.
- Leaders, including governors, are united in their vision for excellence. Leaders' precise actions to raise standards have successfully ensured that all pupils are making good and, in many cases, exceptional progress across the school in reading, writing and mathematics.
- Leaders have carefully designed a curriculum that is responsive to their pupils' needs. It provides the breadth and depth needed for pupils to secure the best possible outcomes.
- Pupils' behaviour is exemplary. Pupils are polite and have excellent attitudes to learning. They get on well together and support each other in lessons. This is because of the consistent messages they receive from staff concerning respect and care for others.
- Leaders ensure that the promotion of equality, together with pupils' spiritual, moral, social and cultural (SMSC) development, is a central thread which weaves seamlessly through all aspects of school life.
- Teachers plan sequences of learning that are well suited to pupils' different capabilities. Consequently, all pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, make at least good, and often very strong, progress in a range of subjects.
- Pupils' safety is of the highest priority. Excellent arrangements for supporting vulnerable pupils ensure that they thrive and flourish in school. Pupils say that they feel safe in school and know whom to ask for help.
- Outstanding leadership in the early years ensures that children make excellent progress from their individual starting points.
- The proportions of pupils attaining greater depth in writing by the end of key stage 2 have increased. Leaders recognise that to improve achievement even further, there need to be consistently high expectations of pupils' handwriting and presentation.
- Pupils enjoy school. Attendance is close to the national average. Pupils are punctual and ready and eager to learn. However, a small number of disadvantaged pupils do not attend the school regularly enough.

Full report

What does the school need to do to improve further?

- Ensure that all teachers have consistently high expectations of pupils' handwriting and presentation.
- Continue to decrease the number of disadvantaged pupils who are regularly absent.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The inspirational headteacher leads the staff team by the example of her own relentless drive to improve outcomes for all pupils. Although a quiet and modest leader, she has a determination to accept nothing but the best for pupils. Since her appointment, when the school was opened 12 years ago, she has been tenacious and determined to ensure that the pupils achieve the very best outcomes they can. Governors and senior leaders have been fully supportive in establishing a culture of the highest expectations and aspirations for all. Teachers and pupils have risen to the challenge. The quality of teaching, learning and assessment has continued to improve and, as a result, outcomes are outstanding.
- Together with governors, the headteacher has fostered the growth of a team of talented and dedicated leaders who play an important role in the development of the school's high quality of education. Leaders at all levels share the headteacher's clear vision and drive for the improvement of pupils' outcomes. Consequently, the school has an excellent capacity to keep going from strength to strength.
- Subject leaders are highly effective. They are fully involved in activities to check the quality of teaching, learning and assessment in their subjects. They have a clear overview of standards in their subjects. The positive effect of their subject leadership is evident in the work in pupils' books, showing consistency of approach and high standards. For example, recent initiatives to increase the challenge of reasoning in mathematics can be seen being used in all classes, with evidence in every pupil's book. Subject leaders use monitoring effectively to sustain the quality of teaching and improve it through effective coaching of their colleagues. As a result, staff morale is high, with staff speaking positively about training and development opportunities.
- Leaders' investment in staff development and training is greatly valued by all staff. The headteacher is perceptive and quickly identifies staff who demonstrate the willingness, passion and aptitude to develop their skills further. The 'home-grown' approach has ensured a strongly united staff that has grown together through the journey to outstanding. The many staff who responded to Ofsted's questionnaire for staff said that they are all proud to be a member of the school.
- Leadership of provision for pupils with SEND is highly effective. The inclusion team has a detailed knowledge of pupils' individual needs, of what is in place to support pupils in class and of any additional help that is provided. Leaders make thorough checks to ensure that pupils get the help they need to develop independence and subsequently make gains in their learning. This results in pupils with SEND making strong progress.
- Leaders are highly ambitious for the outcomes of disadvantaged pupils. Their use of the pupil premium funding is sharply focused on removing barriers to learning. Pastoral leaders work closely with teachers to ensure that disadvantaged pupils are well supported and receive work that challenges them. Consequently, by the time they leave the school, disadvantaged pupils achieve at least as well as other pupils nationally, and sometimes better.
- Leaders, including middle leaders, have developed a high-quality curriculum. They have a clear rationale about what should be taught in their subjects and why. Learning

focuses on deep understanding, using vocabulary and knowing key facts and is designed to revisit prior knowledge. As a result, learning is well planned to ensure that pupils make connections with previous learning in order to deepen their understanding. Leaders ensure that learning is responsive to the needs of the pupils in the school. Therefore, although they plan the knowledge and skills to be taught, the topics in which pupils learn can be adapted dependent on the needs of the pupils.

- Leaders also ensure that pupils learn through meaningful, first-hand experiences. Pupils benefit from fun and unique learning opportunities. They can vividly recount learning due to immersive experiences, such as going into a room and being transported into the ocean, where, through 360° views, pupils could see for themselves the devastating impact of plastic on marine life. This then inspired pupils to write persuasively about what people should do to help to save the oceans through cutting down on plastic use.
- The curriculum supports pupils' SMSC development exceptionally well. Leaders make sure that a wide range of extra-curricular activities, visiting speakers and trips add to pupils' experience in the classroom. Pupils have many opportunities to pursue their interests in sport, drama, music and art. Pupils learn about the cultures, beliefs and views of others through varied curriculum opportunities and understand why this is important in Britain's diverse society. Pupils have worthwhile opportunities to reflect upon their own views about moral issues. For example, in a literacy lesson, pupils in Years 5 and 6 challenged sexism and gender stereotypes in the media.
- The physical education (PE) and sport premium is used very efficiently to provide pupils with a wide variety of opportunities to be physically active and experience a very broad range of sporting activities. Resources and training have been provided for teachers to ensure that a wide range of sports are offered. Pupils are appreciative of these activities and say that they make a positive difference to break and lunchtimes. An extensive range of popular sports clubs and physical activities are offered, including football, basketball, skateboarding, dance and yoga.
- The school environment exemplifies the school's high standards. Corridors and classrooms celebrate pupils' work and achievements across the curriculum. Resources are carefully organised. It is clear that the staff team and pupils care for and respect the school through the high-quality displays and immaculate school environment.
- Parents and carers spoken to during the inspection were highly positive about the school. They said that their children are happy and making really good progress. However, a small number of parents who responded to Parent View said that bullying is an issue and that pupils do not behave well. However, this view was not supported by pupils spoken to during the inspection and other evidence gathered during the course of the inspection.

Governance of the school

- Governors share a clear vision for their school of working together to achieve excellence. They are committed to ensuring that all pupils receive the best possible pastoral care, as well as achieving the highest outcomes. They are not complacent and evaluate the quality of their own performance carefully. They challenge themselves to ensure that the school continues to provide an exceptional education for all pupils.

- Governors know the school community very well. They have a secure understanding of the distinct needs of the pupils at Kings Oak Primary Learning Centre and share the headteacher's high aspirations for pupils. Governors who have responsibility for various aspects of the school's work carry out their duties diligently, including for safeguarding. They work closely with relevant leaders to produce informative reports for the governing body which highlight strengths, weaknesses and next steps. This helps them to provide leaders with the right level of support and challenge.
- Governors monitor closely the school's use of additional funding for pupils with SEND, the pupil premium and the primary PE and sport premium. They scrutinise the effect of this additional funding on pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils are confident and happy in school because they know that they are valued and well cared for. The many pupils who spoke with inspectors said that they feel safe in school. They appreciate the ways in which their teachers have made it easy for them to share their worries or concerns, and they know exactly whom to ask if they need help.
- The safeguarding and pastoral team has an excellent understanding of the types of support available for families. It works closely with the designated safeguarding leaders, including the headteacher, to ensure that pupils and their families receive the support they need. The team knows its families very well and as a result of these positive relationships, parents are engaging with school more frequently.
- The excellent working relationships leaders have established with all staff, including office staff, underpin the school's thorough safeguarding procedures. Records of the checks on the suitability of staff to work with children are meticulously maintained. Leaders ensure that staff undertake regular safeguarding training. This helps staff to be vigilant and to take the right action if they are concerned about a pupil's welfare.

Quality of teaching, learning and assessment

Outstanding

- Teachers' high expectations and aspirations underpin the high-quality teaching, learning and assessment in all year groups and across the curriculum. Classrooms are happy and purposeful learning environments where pupils' enthusiasm for learning is nurtured and developed. Consequently, pupils develop very strong independent learning skills.
- Teachers plan sequences of learning that are well suited to pupils' different capabilities. Consequently, all pupils, including pupils with SEND and disadvantaged pupils, make at least good, and often very strong, progress in a range of subjects.
- Relationships between staff and pupils are highly positive and are greatly valued by the pupils. As a result, pupils' behaviour in lessons is superb and supports their learning. Pupils work successfully alone and with a partner. They understand the importance of resilience and are determined to achieve well. When working in groups, they show a great deal of sensitivity and respect. They listen attentively and contribute to discussions thoughtfully, even when disagreeing with a point of view.

- Teachers embed an exceptional focus on pupils' language development across the curriculum. Consequently, pupils, including disadvantaged pupils, broaden their vocabulary and select well-considered words and phrases when speaking and in their writing.
- Teachers have excellent subject knowledge as a result of the high-quality training provided by leaders, including subject leaders. They are highly skilled in using the kinds of questions to challenge pupils' thinking, including pupils who are the most able, and which help pupils to build connections between different aspects of their learning. Teachers have the expertise to address misconceptions quickly and efficiently to ensure that pupils are secure in their understanding and, therefore, do not have gaps in their learning.
- The mathematics leader's clear direction is visible across the school. There is consistency of learning in all classes, with approaches such as 'show it, draw it, explain it, prove it' being used to great effect. Teachers provide many opportunities for reasoning and problem solving, using a variety of methods and resources, that ensure that pupils learn at a deep and meaningful level.
- Teachers' careful planning ensures that time is available for them to check pupils' understanding systematically in lessons. Teaching assistants are highly effective in their support and are fully involved in pupils' learning because of the high-quality training they receive. This contributes significantly to the progress pupils make.
- Teachers have equally high expectations of all pupils. They have an in-depth knowledge of individual pupils and accurately identify barriers to learning. This means that teachers make sure that pupils get any additional help and resources that they need to overcome any difficulties. Teaching assistants use their detailed knowledge and expertise to support pupils to be successful in gaining confidence and developing independence in their learning. This results in pupils with SEND and disadvantaged pupils making strong progress from their individual starting points.
- At times, in some classes, some teachers do not have high enough expectations of pupils' handwriting. This results in some inconsistencies across a pupil's portfolio of work. For example, handwriting is always of an excellent standard in pupils' 'pieces to be proud of' but is not as strong in some pieces of work in their workbooks.
- Equality and the importance of British values are at the heart of pupils' learning. For example, teachers provide opportunities for pupils to undertake work on famous role models across the world. Examples of role models include Muhammad Ali, Michelle and Barack Obama, Tim Peake and Jessica Cox (the world's first licensed armless pilot). These then form the classes' identity, for example Mr Hannan's class, inspired by Muhammad Ali. Pupils talk with knowledge and pride about their class role models.
- Learning is purposeful. Pupils learn about issues that matter to them. For example, when pupils in Years 5 and 6 wrote about the impact of negative gender stereotypes in the media, they wrote with passion about equality and this shone through in their writing.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.

- Pupils are exceedingly polite, courteous and well mannered. There is a deep mutual respect between adults and pupils, and pupils and their peers. As a result, pupils are happy to take risks and they know they will learn from making mistakes.
- Pupils have an extremely well-developed understanding of the diversity of people in society. Teaching ensures that pupils develop qualities of tolerance and understanding in lessons and assemblies. An example of this was when Year 6 pupils were asked to look at photos and discuss gender stereotypes. From this activity, pupils started discussing how some people are transgender. One pupil said, 'If I knew someone who is transgender, I would personally have a lot of respect for them. They need to do what they want to do. I don't judge people for being different.' Another pupil responded, 'Everyone has feelings, but we shouldn't offend them. We can ask questions, it's fine. But they're just following their dreams.'
- Pupils have a well-developed understanding of the different forms that bullying can take. Pupils said that bullying does not happen, although pupils do sometimes fall out. One pupil said, 'Because our school is pretty chill, no one would bother if anyone was different. We just don't bully here.'
- The school curriculum, the range of extra-curricular activities and the breakfast and after-school clubs all superbly support pupils' physical and emotional development. Nurture sessions provide additional support for pupils where required. The care and support for pupils are exceptional.
- Pupils have a breadth of opportunities to develop their understanding of the world in which they live. For example, pupils engage in work based on environmental issues and raise money for charities, for example the National Society for the Prevention of Cruelty to Children. Consequently, pupils are extremely thoughtful and considerate of other people.
- Pupils told inspectors that they know whom to go to if they have a problem and that they feel very safe and well cared for. Pupils understand the potential dangers of the internet and know how to keep themselves safe.
- Pupils are incredibly proud of their school. When asked if they would improve anything, they unanimously said, 'No, the school is perfect as it is.'

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour is exemplary, both in the classroom and around the school. Pupils are extremely attentive in class. Pupils are kind and considerate in the way they interact with each other at breaktimes and lunchtimes. Activities during lunchtime are well thought out and motivating. Sports, dance and indoor lunch club are some of the ways adults ensure that lunchtimes are fun and harmonious.
- Pupils are happy and delightful individuals. Their manners are exemplary. They are kind to each other and politely greet adults with a 'Good morning' and 'Lovely to meet you', while holding open doors for adults and their peers.
- Playtimes are happy, lively occasions. Pupils engage in a range of active games or socialise with friends. Staff keep a close eye for any pupils who need some support and encourage them to join in with others. Healthy snacks, which are available from a

pupil-run tuck shop, encourage pupils to adopt a healthy lifestyle.

- Pupils' attendance is improving. Attendance is now close to national averages. The number of pupils who regularly miss a day is declining due to leaders' tenacious and determined efforts to ensure that all pupils are in school regularly. However, there are still a small number of disadvantaged pupils who do not attend regularly, despite focused support the school has put in place.

Outcomes for pupils

Outstanding

- When children start school in the early years, their skills and development are generally much lower than those typical for children their age. Published performance measures show that by the time pupils leave key stage 2, they attain standards above the national average in reading, writing and mathematics. This highlights the excellent progress they make from their starting points over their time in the school. The work pupils are currently doing in school shows that this performance is being maintained.
- The proportions of pupils attaining the expected and higher standards in the combination of reading, writing and mathematics by the end of key stage 2 have increased over three years, with percentages being in line with and above average for the past two years. This shows that increasing proportions of pupils start secondary school with the skills and knowledge they need in these subjects. Current performance data indicates that this proportion is on track to continue to be above average.
- Although in 2018, the proportion of pupils reaching at least the expected standard in the key stage 2 national tests was well above the national average, the proportion of pupils achieving the higher standard was below national averages, especially in writing. Leaders have identified this, and more pupils are now working at the higher levels in reading and mathematics. However, in writing, while current pupils are making good progress, their handwriting is sometimes not presented to the high standards they are capable of.
- The most able pupils now make very strong progress because teachers use assessment information to plan activities that provide stretch and challenge. Pupils are required to demonstrate deep understanding, which means that they constantly aim to improve their work and attain the higher standards.
- Progress and attainment in key stage 1 are improving year-on-year. In 2018, attainment for pupils at the end of Year 2 was above average in reading, writing and mathematics. The proportions of pupils achieving greater depth in reading, writing and mathematics have increased since 2016, and in 2018 were in line with or above national averages.
- Pupils make excellent progress in phonics. The proportion who reach the expected standard in the Year 1 national phonics screening check has been above the national average for the last three years. This proportion has also increased each year since 2015. In 2018, disadvantaged pupils achieved as well as pupils nationally. As a result, pupils have a strong foundation for reading and writing.
- A higher-than-average proportion of disadvantaged pupils attend this school. They receive well-planned additional support to ensure that they make substantial and sustained progress. This support has been highly successful. Work in the books of

disadvantaged pupils is equal to, and sometimes stronger than, that of other pupils. This picture is also reflected in published performance information. For example, at the end of key stage 2 in 2018, the attainment of disadvantaged pupils in reading was above that seen of other pupils nationally. Their attainment in writing and mathematics was at, or close to, that of other pupils nationally.

- Pupils read widely and often. The school has worked incredibly hard to develop pupils' love of reading. Pupils speak passionately about authors and books they like to read. Parents are also encouraged to support reading through a weekly 'family reading' event, where all family members are invited into school to read with their children. This has proven to be hugely popular, with nearly two thirds of pupils reading with family members in school.
- Leaders have made sure that expectations and levels of challenge in subjects other than English and mathematics are high and enable pupils to make sustained progress across the curriculum. Science is a strength of the school. Learning is well planned and links closely with learning in other curricular areas. Pupils' work is progressive and builds effectively on prior learning to ensure that pupils are well challenged.

Early years provision

Outstanding

- Children get an excellent start to learning in the early years. They thrive because the inspirational environment for learning, safety and nurture offered by adults help children to become successful learners.
- Children make strong progress from their very low starting points so that the proportion of children who reach a good level of development is in line with the national average. Leaders share the highest aspirations for children and are uncompromising in their drive to improve outcomes even further.
- Leaders and managers are accurate and incisive in their evaluations of the effect that practice has upon children's outcomes. This enables them to make astute decisions about professional development for staff and results in improvements to the quality of teaching children receive.
- The early years environment is vibrant, exciting and well organised. Children's high-quality work on display shows that they take care and have pride in their learning. Children flourish and thrive in well-resourced classrooms that motivate and inspire them to learn in all areas of learning. Teachers plan learning that ensures that tasks are carefully matched to children's abilities. Children sustain interest for long periods of time at a range of activities that develop their confidence and social skills well. Activities encourage children's understanding of the importance of safety but also risk-taking.
- Teachers and teaching assistants are skilled in capitalising on every opportunity to enrich the learning experiences of the children to create challenge and develop thinking skills. An example of this was when a group of 14 children created a bus out of crates, pallets and boxes. Once the bus was made, the teaching assistant stepped in to say that the bus had 'broken down'. This led to the children discussing what was wrong with the bus and how they could fix it. One child suggested that the oil had run out, so the children then spent time discussing innovative ways of how they could 'fix' the bus.
- Relationships between adults and children are exceptionally strong. Many children have

limited speech and language skills on entry to early years. Teaching is often inspirational and responsive to children's needs. Teachers place great emphasis on developing children's language skills, and encouragement is given so that children discuss their learning. During the inspection, children were observed playing bingo with high-frequency words. A less-able child worked incredibly hard to explain why his friend could not mark off 'big' as the word was 'but'.

- Children are independent and play cooperatively because of the organisation of the provision and the embedded routines and expectations modelled by adults. Children are highly motivated and help each other out without adult direction.
- Records of children's learning, known as learning journals, document the impressive progress that children make in developing their reading, writing and mathematical skills. Children are enthusiastic learners and embrace opportunities to write letters and apply their phonics skills.
- Safeguarding and welfare requirements are very well met.
- Leaders work hard to engage parents in their child's learning. They evaluate strengths and change their approach dependent on need. For example, they have moved to a more informal approach to parental engagement through 'event' invitations, where parents are regularly invited into school to work alongside their child. This has seen a significant improvement in parental attendance, and parents are highly positive about these changes.

School details

Unique reference number	134687
Local authority	Barnsley
Inspection number	10059083

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Christopher Stokes
Headteacher	Alison Wilks
Telephone number	01226 272740
Website	www.kingsoakprimary.org.uk/
Email address	office@kingsoakplc.org.uk
Date of previous inspection	6 March 2018

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are disadvantaged and supported by pupil premium funding is much higher than the national average.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with SEND is higher than the national average and the proportion of pupils who have an education, health and care plan is similar to the national average.
- The current headteacher has been in post since the school opened in 2006.
- The most recent full inspection of the school was in September 2012. A short inspection of the school took place in March 2018. This inspection judged that the school remained good and that there was evidence of significant improvement.
- The school runs a breakfast and after-school club.

Information about this inspection

- The inspection team observed teaching and learning across all year groups.
- Inspectors held meetings with the headteacher, governors and school staff, including senior and middle leaders, and met with a representative from the local authority.
- The inspection team observed the school's work and looked at pupils' workbooks, information on pupils' attainment and progress, curriculum planning and records of behaviour and safety. Inspectors also looked at the minutes of governing body meetings, safeguarding documents, including mandatory checks made on the recruitment of new staff, and the school's website.
- Discussions were held with pupils in key stages 1 and 2, and informal conversations took place during lessons.
- The inspection team listened to pupils read and talked to them about the books they enjoy.
- Inspectors took account of the 23 responses to Ofsted's online parental questionnaire, Parent View, and the four free-text responses. In addition, inspectors spoke with parents informally at the start of the school day.
- Inspectors took account of the 17 responses to the staff questionnaire.

Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Beverley Riddle	Ofsted Inspector
Paul Plumridge	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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