

Inspection of a good school: Rye Oak Primary School

Whorlton Road, London SE15 3PD

Inspection dates:

9 and 10 November 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy attending Rye Oak and are keen to talk about what they are learning. Children in the early years get off to a strong start. This is because expectations are high, routines are clear, and relationships are strong. Pupils across the school feel safe and know they can ask staff for help if they need it. Pupils are confident that staff would resolve any issues that might arise.

Pupils enjoy attending the summer school provided by the school. These give pupils the chance to develop their interests in sport, creative arts, science, computing, and cookery. Pupils are keen to take on responsibilities such as being members of the junior leadership team. They understand the importance of their role and take pride in the work they are planning on fundraising for different charities.

Leaders have developed an interesting curriculum that is designed to teach pupils a range of ideas and vocabulary in different subjects. However, staff do not always teach this curriculum with precision or check what pupils have learned and remembered previously. As a result, pupils develop misconceptions and make errors in their work. This causes them to struggle with more difficult ideas.

What does the school do well and what does it need to do better?

Leaders have prioritised the development of pupils' reading. This starts in the Nursery where children join in with familiar stories, rhymes and songs that develop their enjoyment of books. Phonics is, generally, well taught. Pupils are given time to practise the sounds they learn. Books are well matched to these sounds and this helps pupils to become fluent readers. However, staff are not always consistent in how they teach sounds or in identifying errors that pupils make. This leads to misconceptions persisting when

pupils read. Pupils who struggle with reading are quickly identified and supported. Many need reminding to use the techniques they have been taught when reading aloud. However, when reminded, they use these strategies, and this is supporting them to read more fluently.

The curriculum matches the scope and content of what is expected nationally. Leaders have identified the knowledge they expect pupils to learn in each subject. The curriculum is sequenced so that pupils revisit and practise what they have learned so that they can tackle more challenging work. For example, children in Reception can add and subtract simple numbers accurately because they have practised familiar counting songs in the Nursery. Similarly, older pupils can identify common factors and prime numbers because they have learned and remembered their multiplication tables and division facts.

Leaders want pupils to develop a rich and varied vocabulary. Curriculum plans identify important words pupils should learn in each subject. Some teachers explain these words precisely and this allows pupils to use vocabulary accurately in their work. For example, in geography, pupils can explain how a river changes from source to mouth using appropriate vocabulary. However, this is not always the case. Teachers sometimes use inaccurate vocabulary and do not always identify when pupils have misunderstood ideas. As a result, pupils develop misconceptions in different subjects because they do not consistently understand the ideas or vocabulary they have been taught.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Well-trained staff provide additional support that help pupils develop their academic, social, and physical needs. However, staff do not provide these pupils with sufficient opportunity to practise and apply what they are learning in the classroom. This limits what some pupils can do and understand, and further additional support is then required.

Most pupils behave well in lessons and around the school. They work and play sensibly together. However, there are times when younger pupils' behaviour disrupts the learning of others. Staff do not address this consistently, so weaker behaviour persists and limits pupils' learning.

The personal, social and health education curriculum has been carefully designed to help pupils understand and respect others. Stories, information books and posters in classrooms and around the school promote diversity. Pupils talk with confidence about the importance of respecting other people and tackling stereotypes. This supports pupils well to make a positive contribution to life in modern Britain.

Many staff feel their workload is well-managed by leaders and appreciate the opportunities they are given to develop as professionals. However, there are staff who do not agree with this view. Leaders are aware of this and are addressing the concerns these staff have.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are kept safe because staff are well trained to raise any concerns that become apparent. Leaders address these concerns swiftly, seeking advice and support from other agencies. Parents who completed the online survey agree their children are safe in school. The curriculum has been designed to help pupils understand how to keep themselves safe. For example, pupils have worked with the NSPCC to understand safe and appropriate touch. As a result, pupils understand how to stay safe, including when crossing the road and when online. Pupils understand different types of bullying and know to ask adults for help should it occur.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a curriculum that identifies ambitious knowledge and vocabulary for pupils to learn in the full range of subjects. While some staff teach this curriculum accurately and check what pupils have learned and remembered, others do not. As a result, pupils develop misconceptions and make errors in their work that persist over time. Leaders should ensure that all staff are supported to have sufficient subject knowledge for the curriculum they teach. Leaders should also ensure all staff routinely check what pupils have learned and remembered before progressing to more challenging work.
- Pupils with SEND are identified and supported through a range of well planned interventions that help them to develop their academic, social, and physical needs. However, staff do not provide sufficient opportunity for these pupils to practise and apply what they learn when they are in their classrooms. This limits what they know and understand. Leaders should ensure that the curriculum for pupils with SEND is organised to allow them to practise and apply what they are learning more frequently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 30 November–1 December 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

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| Unique reference number | 134903 |
| Local authority | Southwark |
| Inspection number | 10204477 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 290 |
| Appropriate authority | The governing body |
| Chair of governing body | Kate Robathan |
| Headteacher | Ruth Sharp |
| Website | www.ryeoak.southwark.sch.uk/ |
| Date of previous inspection | 30 November–1 December 2016, under section 5 of the Education Act 2005 |

Information about this school

- Rye Oak Primary School is larger than the average-sized primary school.
- The school does not use any alternative provision.
- Since the previous inspection, there have been changes to the leadership of the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector completed deep dives in these subjects: reading, mathematics and geography. To do this, he met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. The inspector also considered leaders' plans and pupils' work in design and technology and religious education.
- The inspector scrutinised a range of documents, including leaders' priorities for improvement.

- The inspector met with four governors, including the chair and vice-chair of the governing body. He also spoke with a representative of the local authority.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys were considered.

Inspection team

Nick Turvey, lead inspector

Her Majesty's Inspector

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