

Inspection of Rye Oak Primary School

Whorlton Road, London SE15 3PD

Inspection dates: 10 and 11 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders provide a safe, positive and stimulating school environment. They want pupils to experience a rich range of opportunities. Pupils are happy at school and enjoy the positive working relationships with staff. Leaders provide a wealth of opportunities to celebrate diversity and appreciate individual identities. For instance, pupils and families enjoyed an international day.

Leaders have high expectations for pupils' behaviour and learning. Pupils' behaviour in lessons is positive. Staff support all pupils to express feelings and communicate effectively. Staff support pupils to behave well. This includes pupils with complex needs who need help to regulate their behaviour and feelings.

Pupils embrace the school's values and apply them throughout their school life. For instance, staff help pupils to grow into resilient individuals. Pupils learn about local artists and musicians. They benefit from visiting musicians and take part in concerts. Teachers encourage cooking and healthy food throughout the school. For example, pupils worked with a chef to understand about foods from different cultures.

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

Leaders have created an ambitious curriculum for all pupils. They have considered the key knowledge and vocabulary that they want pupils to know. Leaders' curricular thinking is well developed and seeks to continuously improve subjects. They provide regular training for staff to ensure a consistent approach to teaching. The early years has a stimulating and engaging curriculum, which prepares pupils for Year 1. Children learn about early number effectively in daily mathematics sessions. For example, adults supported Nursery children to compare the sizes of towers they had built.

Teachers present information clearly and ask questions to deepen pupils' thinking. For example, pupils in Year 2 discussed human and physical geographical features in different places. Typically, teachers help pupils to have deep subject-specific knowledge and clarify any misconceptions that pupils have. Sometimes, teaching does not check pupils' prior learning effectively. This means that, on these occasions, pupils are not fully ready for future content.

Leaders have placed a high priority on early reading. Language and communication skills are an important focus in early years. Children enjoy stories and rhymes, and all adults help them to remain focused. Leaders ensure that all staff are trained to deliver phonics consistently. Pupils learn the letter sounds quickly and can blend effectively. Teachers help pupils to broaden their understanding of vocabulary in books. They encourage pupils to enjoy and understand what they read. Teachers check pupils' phonics understanding and provide additional support to help pupils keep up.

Staff help pupils with special educational needs and/or disabilities (SEND) to access the same curriculum as their peers. They use resources to help pupils understand concepts. For example, staff provided equipment for pupils to act out the story they were listening to. Leaders plan the adult support pupils will receive carefully. They help pupils to develop independence and self-regulation. Leaders ensure that pupils with SEND can access enrichment opportunities.

Teachers help pupils to remain focused in lessons. They provide opportunities for pupils to work in groups, encouraging the development of teamwork skills. Pupils work well independently. The school has a calm environment, and teachers have positive, respectful relationships with pupils. Teachers deal with any interruptions in lessons quickly.

Leaders create a culture that embraces difference. Teachers encourage pupils to help each other. Leaders provide a wide range of opportunities to enhance pupils' personal development. Leaders encourage pupils to share their opinions. For example, pupils debated issues and campaigned to raise awareness of community environmental concerns. The junior leadership team works with leaders to make positive changes to the school.

The governing body and leaders accurately identify the school's strengths and areas to develop further. They have set out clear plans on how to achieve this. Staff feel valued and appreciate the support they receive from leaders. They enjoy working collaboratively as a team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their pupils well. They provide timely support and guidance to families. They have secure systems to monitor and support vulnerable pupils. All staff receive regular training and are aware of how to identify potential concerns and act swiftly. Leaders engage with external agencies and provide early help to families when required.

Pupils have a secure understanding of how to stay safe online and in the wider context. Teachers provide pupils with relevant scenarios to help them discuss how to deal with unsafe situations. Pupils know that they have an adult in school with whom they can share concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not account for pupils' prior learning effectively. As a result, pupils on these occasions are not fully ready for future content. Leaders

should ensure that they use formative assessment consistently so that pupils' recall of prior knowledge prepares them for new learning.

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.

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

Unique reference number	134903
Local authority	Southwark
Inspection number	10240712
Type of school	Primary
School category	Community School
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair of governing body	Kate Robathan
Headteacher	Ruth Sharp
Website	www.rye oak.southwark.sch.uk
Date of previous inspection	9 and 10 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school has a resource base, with capacity for 14 pupils, for children with autism spectrum disorder.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, science, geography, and design and technology. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups

of pupils about their learning, and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.

- Inspectors reviewed the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted's online surveys.
- To inspect safeguarding, inspectors met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Simon Conway	His Majesty's Inspector
Jonathan Newby	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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