

# Inspection of a school judged good for overall effectiveness before September 2024: King's Oak School

Eltham Palace Road, Eltham, London SE9 5LX

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Inspection dates:

5 and 6 November 2024

## **Outcome**

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Staff at King's Oak School understand how to cater for the needs of pupils who attend the school. Each pupil receives a warm welcome when they arrive. Staff prioritise pupils' welfare and their feelings. It allows them to adjust the curriculum to meet pupils' needs. This helps pupils to be ready to learn and to meet the high expectations that the school sets for them.

The school has a broad and balanced curriculum that reflects its high expectations. Relationships between adults and pupils are extremely positive and help the school to be calm and orderly.

When bullying happens, pupils know that adults will deal with any issues immediately and sensitively. Due to their needs, pupils sometimes find it hard to manage their emotions. When this happens, well-trained staff skilfully support them. In the main, pupils behave well in lessons and during social times. They learn to recognise the importance of accepting differences between people.

Inspectors agree with parents and carers that this is a supportive and understanding school where pupils regain belief in themselves and discover their potential.

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

The school's curriculum meets pupils' academic and personal needs impressively. School

leaders are unwaveringly ambitious to ensure that pupils get the best education possible. This has resulted in a curriculum that is tailored to the needs of every pupil, and a school where pupils can really thrive.

When pupils first join, staff carefully assess starting points, informed by the key outcomes from pupils' education, health and care (EHC) plans. This means that pupils receive a bespoke and personalised curriculum that enables them to flourish. In Years 10 and 11, pupils can take GCSEs or other vocational qualifications. As a result, pupils achieve very highly and are well equipped for future destinations.

Many pupils have previous negative experiences of education. The school ensures that pupils receive appropriate support to help reignite their passion for learning. For example, boxing and motorcycle maintenance lessons accommodate pupils who need personalised learning to help them settle into school.

Reading is an important part of the curriculum. Staff consistently use sensible strategies to support any pupil who finds reading more difficult. Pupils regularly read aloud in class. For those who are more reluctant, staff skilfully engineer opportunities for reading that are more discreet. There is a positive approach to instilling a love for books. An example of this is the daily reading time that the whole school community joins in with.

Staff have exceedingly strong knowledge about the curriculum they teach. They also receive specialist training about pupils' complex experiences and needs. Subsequently, they are able to identify and support pupils' additional needs well.

The school's work to support pupils' wider development is strong. The school ensures that pupils experience a wide range of trips and visits to enhance their understanding of the world around them. For example, pupils volunteered at the local community centre. This showed them the importance of building relationships with others, putting something back into their community. Pupils have opportunities to become a member of the school council. They take this role very seriously and feel that that they are part of the school's leadership team.

Staff adhere to the school's agreed strategies to help pupils manage their behaviour effectively. As a result, learning is rarely disturbed. The school analyses data on behaviour meticulously. This enables adjustments to be made for pupils' specific needs. Pupils develop resilience as they progress through the school, which increases their ability to learn and remember more.

The school has implemented a well-designed careers programme. This ensures that pupils are well prepared for the challenges that they may face when they become adults. The school supports pupils to explore the different options available. Pupils develop positive attitudes that will help them cope with the demands of employment, further education or training. Leaders work closely with local colleges so that the pupils have the best possible chance of success.

Leaders know that pupils' attendance at school is both critical to their learning and their safeguarding. The school has successfully identified the barriers that prevent pupils from coming to school. It works successfully with a variety of agencies as well as parents to put in place measures to improve pupils' attendance.

Staff are conscientious and morale is sky high. They greatly value that the school is considerate of their workload. A committed and highly skilled governing body supports the school very well. Governors ask thoughtful, challenging questions of school leaders, which ensures that this uniquely exceptional school never stands still.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100204
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10345629
<b>Type of school</b>	Special
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	37
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carol Ladbrook
<b>Headteacher</b>	Meic Griffiths
<b>Website</b>	<a href="http://www.kingsoakschool.co.uk">www.kingsoakschool.co.uk</a>
<b>Dates of previous inspection</b>	1 and 2 May 2019, under section 5 of the Education Act 2005

## Information about this school

- Many of the pupils have experienced disruption to their education before joining the school. Most have social, emotional and mental health needs.
- All pupils who attend this school have an EHC plan.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses two unregistered alternative provisions.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, other senior and middle leaders in the school. Inspectors spoke with members of the governing body and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- During the inspection, inspectors reviewed a range of documents, including in relation to safeguarding, careers, and special educational needs and/or disabilities.
- Inspectors spoke with leaders and staff to understand how workload and well-being are considered in the school.
- Inspectors considered the responses to Ofsted's online surveys for staff and pupils. They also considered the responses to Ofsted Parent View, including parents' free-text comments.

### **Inspection team**

Francis Gonzalez, lead inspector

Ofsted Inspector

Emma Watford

Ofsted Inspector

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