



Oak Lodge Primary School

Inspection Report

Unique Reference Number 101593
LEA Bromley LEA
Inspection number 276546
Inspection dates 13 October 2005 to 14 October 2005
Reporting inspector Alan Jarvis AI

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

Type of school	Primary	School address	Chamberlain Crescent
School category	Community		West Wickham
Age range of pupils	4 to 11		Kent BR4 0LJ
Gender of pupils	Mixed	Telephone number	02087775697
Number on roll	670	Fax number	02087762596
Appropriate authority	The governing body	Chair of governors	Mr P Chick
Date of previous inspection	30 October 2000	Headteacher	Miss J Barrett

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Oak Lodge Primary is an extremely large school in Bromley in Greater London. The new headteacher took up post in September 2005. Most pupils are from a White British background. Around one in five comes from a minority ethnic background but only a very small number are at an early stage of learning English. A low proportion has a disability or learning need. Pupils come from comparatively advantaged homes. They start school with skills that are generally above expectations for their age. The school has achieved a Healthy Schools Award. There are strong links with local businesses and churches.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Oak Lodge regards itself as a good and effective school with some outstanding features. Inspectors agree. The school has the full confidence of parents who say 'We like the good teaching and strong discipline'. Although the budget is tight the school provides very good value for money. Pupils achieve well from an above average starting point. This is a result of the good teaching and a rich and stimulating curriculum. Effective provision in the Reception classes helps the children to settle in very quickly and make good progress. By the time pupils leave school, standards are consistently very high overall and exceptionally so in English and science. Teachers are working hard to improve teaching and the curriculum in mathematics in order to raise standards even further. Pupils' personal development is excellent. This is a result of high quality care and an extremely wide range of sporting, cultural and other activities. Their attendance and behaviour are outstanding. Pupils have developed a good level of competence in Information and Communication Technology (ICT). However they do not use these skills as much as they might in other subjects. Leadership and management are good. An excellent climate for learning has been established and there is a strong drive for improvement. However, the work of subject leaders, and systems to review performance need to be more rigorous. Good, recent improvements are evident in science and ICT. There is a good capacity to improve and make the school outstanding.

What the school should do to improve further

What the school should do to improve further * Further improve standards in mathematics, throughout the ability range, but particularly those of some lower and higher attaining pupils.* Continue to refine ways in which the school's performance is reviewed and evaluated.* Use ICT more extensively to improve teaching and learning across the curriculum.

Achievement and standards

Grade: 2

Pupils make good progress, confirming the school's view. Children make a strong start in the Reception classes, particularly in their personal, social and emotional development. By Year 2 they achieve well in writing and mathematics and particularly well in reading. Overall, standards in Year 6 are very high. They have been consistently so for many years. Year 6 pupils reached exceptionally high standards in English and science in 2004. These results were sustained this year. Progress in these two subjects through Year 3 to 6 is consistently good regardless of pupils' starting points, gender or learning needs. An impressively high proportion reaches the higher level 5. Standards in mathematics are very high although overall progress is not quite as strong as it is in the other subjects. It is sometimes slower in Years 3 and 4. Pupils of all abilities, but especially a small number of lower and higher attainers, could make stronger progress than they do. The school is focusing its efforts on raising standards even further particularly in the area of mathematical investigation and problem solving.

Personal development and well-being

Grade: 1

Pupils' personal development is excellent. The school has a more modest view and considers it to be good. Pupils clearly enjoy school. They show a maturity far beyond what is usually expected for their age. Attendance is extremely high. Teachers set clear rules which encourage exemplary behaviour at all times. Following the staff's example, pupils are polite and friendly to each other and visitors. They relish responsibility. For example, the school council recently helped in the appointment of the new headteacher. Pupils' spiritual, moral, social and cultural education is outstanding. They have an exceptionally clear view of what is right and wrong. Unusually, pupils write their own prayers which are said at the end of the day. Although pupils predominantly come from a White British background they have developed a very good awareness of their own and other cultures. Pupils readily make healthy choices in their eating. They are acutely aware of the benefits of exercise. This is evident in the high proportion of pupils who participate in sporting activities. For example, the whole school took part in a cross country run enthusiastically. Their explanations of why they needed to warm up and cool down are impressive for their age.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and the main reason why pupils achieve well. Much teaching is confident and brisk. Learning in the Foundation Stage has a strong focus on play and on the children making choices. Many lessons build systematically on the pupils' previous learning. Teachers confidently teach computer skills. Pupils are encouraged to work independently from an early age. Learning is lively which adds to the pupils' enjoyment. As a result they work hard and apply themselves diligently to their tasks. As one girl said, 'I am always thinking in lessons and sometimes it makes my mind hurt!' Mathematics teaching has many good elements but a few important weaknesses. Teachers provide challenge in the work set but it is too hard for some and fails to stretch others. Learning in most lessons proceeds at a brisk pace. However, some is slower especially in the middle years. Marking praises work but does not always pinpoint what pupils need to do to improve. Pupils with learning difficulties and disabilities are carefully identified. They are effectively supported in small group work when they are withdrawn from normal lessons. Their targets, although demanding, could be even sharper, especially in mathematics.

Curriculum and other activities

Grade: 2

The curriculum provides pupils with many exciting things to do. The English and science curriculum are very well developed. Most areas of mathematics are effectively provided for but mathematical investigations and problem solving needs to be further

strengthened. An effective curriculum in ICT and a well equipped ICT suite enables pupils to develop good computer skills. However, the availability of sufficient computers limits their use in other subjects. Pupils benefit from an extensive range of clubs and visits to museums and art galleries. Sport and music feature extremely strongly. Visitors come into school to discuss topical issues with the children especially in supporting charities in the developing world. Pupils with learning difficulties are included well in all activities. Excellent initiatives are in place to promote healthy lifestyles.

Care, guidance and support

Grade: 2

The school takes extremely good care of its pupils. As a result, they feel there is always someone they can go to if they have problems or are upset. Robust child protection and vetting procedures are in place. Bullying is rare and parents confirm this. They also say that if it does occur it is dealt with swiftly and effectively. The guidance given to pupils is not quite as strong. Regular class 'circle' time enables pupils to share their thoughts and support each other. Good systems are in place to assess how well pupils are progressing. However, the guidance and targets that result from this could be sharper. When pupils first arrive at school very supportive arrangements are in place to help them settle in. Parents are given good information to help them work closely with the children's new teachers. When pupils leave at age eleven transitions to their secondary schools are handled smoothly.

Leadership and management

Grade: 2

Leadership and management are good. The leadership team has successfully created a first class climate for learning and brought about a drive for continual improvement. As a result, pupils' personal development is excellent and the very high standards have been sustained. The school's systems of self evaluation, including taking parents views into account, are good. However, staff have a more modest view about how good pupils' personal development is. Very good plans are in place to update and hone the already good systems of whole school self-review, development planning and monitoring of teaching. Subject leaders manage their areas effectively. However, more rigour needs to be brought to bear in the way they review performance in order to pinpoint and sharpen the rate of improvement. An effective and very supportive governing body has a positive influence on the school's work. Their finance sub-committee is very efficient. Their involvement in the performance management system works well. They make regular visits to keep in touch with how well things are going. However, these would benefit from having a sharper focus. The budget is tight but finances are used well to improve the school. Learning resources are plentiful and help make lessons stimulating. Staffing levels are generally good but class sizes are higher than normal.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We really enjoyed our recent visit to your school. Thank you for being so helpful and friendly. Special thanks to those who spoke to us and told us about all the interesting things you do. We really liked seeing the fun you had on your cross country run!

We think you are in a good school. It is clear to us that your teachers work hard and make your lessons interesting and fun. We found out that by the time you leave at the end of Year 6 you do exceptionally well in English and science. You get on extremely well with each other, and do not tolerate bullying. Your behaviour and attendance are excellent. Your awareness of the need for regular exercise, the benefits of healthy eating and how to keep safe is impressive. Well done! A special word to the children in the Reception class who have just started school. You have settled in very quickly. We saw that you were very happy in your work. We particularly liked the buzz of activity in your classrooms and the way your teachers encourage you to make good choices in your work.

Your new headteacher, Miss Barrett, is already seeking to make your school even better. We have asked her and your teachers to ensure that the work set in mathematics ensures you make even stronger progress. You now have access to much better computer facilities. We would like your teachers to give you more opportunity to use your ICT in all subjects and not just in ICT lessons. We have also asked teachers to sharply pinpoint where to put their efforts so that it is an outstanding school. We hope you carry on enjoying your education and help your teachers all you can.