

# Oak Lodge Primary School

## Inspection report

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<b>Unique Reference Number</b>	101593
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	323483
<b>Inspection date</b>	5 March 2009
<b>Reporting inspector</b>	Charalambos Loizou

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	670
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ann Medhurst
<b>Headteacher</b>	Miss Janet Barrett
<b>Date of previous school inspection</b>	13 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Chamberlain Crescent West Wickham BR4 0LJ
<b>Telephone number</b>	020 8819 6996
<b>Fax number</b>	020 8776 2596

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the extent to which the teaching is raising standards, particularly in writing
- the impact of leadership on raising achievement and the quality of monitoring and assessment of pupils' performance, including the impact on children in the Early Years Foundation Stage
- the impact of the teaching and curriculum on pupils' academic and personal development, particularly for the more-able pupils.

Evidence was gathered from lesson observations, work in books, the analysis of test results, teachers' assessments and records of pupils' performance, parents' responses to questionnaires, and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Oak Lodge is a very large primary school. Reception children join the Early Years Foundation Stage full-time each September and January in the term before their fifth birthday and, like other year groups, are taught in three classes. Throughout the school, the large majority of pupils are White British and a small proportion come from a range of minority ethnic backgrounds. Compared with other schools a very small proportion of pupils is in the early stages of learning English. The percentage of pupils eligible for free school meals is low compared with most schools. The proportion of pupils with learning difficulties and/or disabilities is well below the national average. The main areas of need are in speech and language, or relate to pupils who have specific learning, emotional or social difficulties. There have been substantial staff changes in the last three years. The school achieved the Financial Management Standard in Schools, the Sustainable Travel and International School awards.

## 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 is a good school, where pupils achieve well and are enthusiastic about everything their teachers and support staff offer them. Governors and staff are very committed to the promotion of pupils' all-round personal and academic development. The large majority of parents who responded to the pre-inspection questionnaire appreciate the dedication, care and attention the school gives their children. 'We feel like valued members of the community. A very inclusive atmosphere...' typifies many of the positive comments received. The strong and effective leadership of the headteacher, combined with consistently good teaching, underpins the school's success.

Standards in English, mathematics and science are above average by the end of Years 2 and 6, and pupils reach exceptionally high standards in reading and information and communication technology (ICT). Pupils achieve exceptionally well in other subjects such as art and design, music, and physical education. Children in the Early Years Foundation Stage achieve well and benefit from good teaching and the high-quality provision made for their welfare. In Years 1 to 6, the pace of learning is good and is reflected in teachers' accurate assessments. Typically, in all year groups, pupils make slower progress in writing compared with other areas. When compared with reading, a lower proportion of pupils reach writing levels that are higher than expected for their age. Although there are good opportunities for pupils to write in lessons, some lack the confidence to write more extensively and independently. There is scope to accelerate the progress that pupils make in writing in order to bridge the gap with the high standards reached in reading. In Year 6, for example, an outstanding lesson used visual imagery on an interactive whiteboard. This inspired pupils to improve their poetry by using similes and by giving inanimate objects human characteristics. Role play and thought-provoking class discussions are used well by teachers to help pupils share ideas, which is particularly helpful to those in the early stages of learning English. Lessons are usually practical and engaging; as one pupil explained, 'They are really fun and not just taken out of a text book.' In Year 5, for example, pupils were thoroughly absorbed when discussing characters in myths and legends.

There is strong pastoral support, and the staff provide good care and guidance so that pupils are clear about each stage of their learning. The staff use very good tracking systems to check how well the pupils are doing. Skilled teaching assistants provide effective support for pupils who find learning difficult. They fully involve these pupils in lessons, helping them to share ideas with their 'talk partners' and 'maths buddies', and check their progress regularly to provide appropriate support in small groups. Teachers meticulously plan tasks that build on previous learning, so there is consistency across year groups and classes. Despite the high staff turnover in recent years, the headteacher and leadership team have minimised any disruption to pupils' learning. They ensure that lesson planning and teachers' performance are checked systematically and that high expectations and challenging targets are set when inducting new staff. However, even in well-planned and productive lessons, teachers sometimes miss opportunities to challenge and provide questions that take more-capable pupils to higher levels.

The school's excellent curriculum provides a rich programme that is of enormous benefit to pupils' outstanding personal development. Extra-curricular activities, visits and specially themed topics, such as the 'Roman Day', provide enjoyable opportunities for pupils to extend their knowledge and understanding. Art, music, drama, dance and sport develop pupils' creative and physical skills very well. The pupils' enjoyment of school and outstanding spiritual, moral, social and cultural development is reflected in excellent attendance rates and the high quality of the

art, sculpture and literature on display. Pupils thrive on the opportunities they are given to show initiative as school councillors, or when showing prospective new pupils and families around school. Behaviour is excellent. Pupils treat each other with respect and demonstrate maturity beyond their years. They contribute greatly to the life of the school and community when organising fund-raising or showing their musical talents when busking with members of staff. Pupils have an excellent understanding of how to stay safe through road safety projects and visitors from the emergency services, such as fire officers. Pupils fully understand why they, like everybody in the wider community, should recycle and care for the environment, through eco-friendly projects such as the 'Going Green' event. Pupils benefit from opportunities to learn to play a musical instrument and to speak a modern foreign language, such as French. Strong partnerships with other schools and visits contribute well to their understanding of diversity in the wider community, although there is potential to extend this further. ICT is used very well to enliven pupils' learning experiences. For example, pupils are able to devise multimedia presentations, compile databases or email their classmates. The provision of healthy lunches, topics about the benefits of eating fruit, and the high standard of achievement in sport and cross-country events, reflect the school's nationally accredited Healthy School and Activemark awards.

Leadership and management are good. Governors are committed and effective, and are a credit to their school and community. They regularly seek parents' views and keep them very well informed. School councillors undertake surveys of pupils' views by collating ideas posted in the council's suggestion box. The headteacher's innovative and energetic leadership inspires the staff team, who care and support all pupils; as one stated, 'The staff are really good at encouraging us and if we have any worries we know these will get sorted out quickly.' Accurate evaluations of the school's performance and excellent improvements, since the last inspection, to the curriculum and ICT, demonstrate that the school has good capacity to sustain improvements to standards.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision across all three Reception classes is well managed. Children join the school with the skills and abilities expected of four-year-olds. They make good progress towards and exceed the learning goals expected, particularly in reading and mathematics, because the teaching is consistently good and the quality of care is excellent. However, their progress in writing is slower because the staff are not always building on the children's achievements in literacy and communication so as to provide enough opportunities for children to practise writing independently.

Teachers and support staff are skilled and effective in laying good foundations for the children's learning and well-being. Children enjoy a stimulating range of activities, such as structuring stories in chronological order through role play and sharing books, or developing early scientific skills using magnets to test their effect on different materials. Planning successfully incorporates interesting and stimulating tasks which have a positive impact on developing the children's problem-solving, reasoning and numeracy skills. However, there are not always enough opportunities for the more-capable children to engage in activities that continually challenge and extend their thinking and ideas. The children thrive on the opportunities to explore the outdoor areas safely. Accurate assessments of children's progress, performance and welfare are maintained, and these help to inform parents how well their children are doing.

### **What the school should do to improve further**

- Improve standards in writing so that more pupils reach higher levels by the end of Reception and Years 2 and 6.
- Ensure that in all lessons, including the Early Years Foundation Stage, teachers devise more tasks and activities that meet the needs of higher-ability pupils.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

17 March 2009

Dear Pupils

Inspection of Oak Lodge Primary School, West Wickham, BR4 0LJ

You were all so welcoming when the inspectors came to see you. We really enjoyed talking to many of you. The school councillors are great ambassadors for the school and I really enjoyed talking to them. We have judged that you go to a good school and can see why you love school so much. Well done to you and all the staff and governors. We were very pleased with your excellent behaviour and the way you all try hard in lessons. The Reception children are doing well and are very good at learning their letter sounds. This is helping them to learn to read very well. The children also made some fantastic rattles out of different materials - I know this because they showed them to me. I enjoyed watching Year 3 pupils in the computer suite compiling a database about scary dinosaurs; well I thought they looked scary!

You are doing well in lessons, particularly in reading and ICT, where you reach high standards. The quality of your art and design work, and your excellent achievement in music, drama and sport, are fantastic and to a high standard. Well done, and I hope you do well in the forthcoming cross-country event! We see from your national test results and teachers' accurate assessments that you reach good standards. All the staff and governors are doing a good job, especially in helping the school to grow and develop still further. Even though there have been staff changes, there have been some excellent improvements since your last inspection in 2005.

We have asked your teachers to help you do even better in writing by giving you more time to practise more extensively. This should also happen in the Reception classes. We have also asked the staff to provide more tasks in lessons that will stretch some of you even further. This is already happening in many lessons, but we would like this to happen more often in all lessons.

You can all help too by carrying on trying hard and supporting your teachers and each other as well as you do. The inspectors thought that you were all really mature and sensible, so keep it up. I wish you and your parents, staff and governors the very best, and I am so pleased to have met you all.

Yours faithfully

Charalambos Loizou

Lead Inspector