

# Oaks Primary School, The

Inspection report - amended

<b>Unique Reference Number</b>	131169
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	328559
<b>Inspection dates</b>	25–26 November 2008
<b>Reporting inspector</b>	Eileen Chadwick

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.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	364
Government funded early education provision for children aged 3 to the end of the EYFS	49
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Lavender
<b>Headteacher</b>	Penny Forbes
<b>Date of previous school inspection</b>	13 June 2006
<b>Date of previous funded early education inspection</b>	26 January 2006
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Loppets Road Tilgate Crawley RH10 5DP
<b>Telephone number</b>	01293 527473
<b>Fax number</b>	01293 538323

<b>Age group</b>	3–11
<b>Inspection dates</b>	25–26 November 2008
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## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than most primary schools and serves a mixed area which includes some significant areas of deprivation. The proportion of pupils with learning difficulties and/or disabilities is well above average, although the number with statements of special educational needs is average. These pupils' needs are mainly moderate learning, speech, language, physical, emotional and behavioural difficulties. Most pupils are White British, although the proportions of pupils from minority ethnic backgrounds and those speaking English as an additional language are higher than in most schools. Few of these are at early stages of speaking English.

The children in the Early Years Foundation Stage (EYFS) are in either Nursery or Reception classes. About half of the children who join Reception classes have previously attended the Nursery. The school provides part or full time Nursery education, Nursery lunch club and before-school breakfast clubs for Reception to Year 6.

The school has gained the Healthy Schools, Investors in Health, Sportsmark, Activemark, Eco Schools and Travel Plan awards. It is taking part in the national 'Qualifications and Curriculum Authority Articulating Assessment Project' (national development of assessment processes in schools).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils achieve well in reading, writing and mathematics and they are given strong opportunities to develop their creative, practical and sporting skills. High levels of care and nurturing result in pupils' good personal development and behaviour. Pupils really enjoy school and grow in confidence. Central to the school's success is the very good leadership of the headteacher, who is ably supported by senior staff and governors. Many parents are very pleased with their children's progress and one expressed their views in saying: 'My child has progressed really well at the school and we find the teachers very encouraging and enthusiastic in the way they teach.'

Children in the EYFS begin school with attainment that is well below average. They make a strong start in Nursery and Reception, including in literacy and numeracy. They make excellent progress in developing their speaking skills and this gives them a very secure foundation for all their learning. Progress is good in Key Stage 1, and by Year 2, their standards are average in reading, writing and mathematics. Good progress continues in Key Stage 2, and by Year 6, pupils reach average standards in English, mathematics and science. This represents good achievement compared with their starting points. Pupils with learning difficulties and/or disabilities also achieve well due to the good support they receive.

Teaching is good overall. It is lively, captures pupils' interest and pupils are well managed. However, there are a few occasions when assessment is not used so well to match work to the needs of more capable or lower attaining pupils. The curriculum has a good balance of direct teaching of skills and developing pupils' creativity. Initiatives to improve pupils' problem-solving skills in mathematics are paying dividends and pupils really enjoy the subject, eagerly applying their calculation skills to real-life situations. The breakfast club supports working parents well and gives pupils a good start to the school day. There is a very good range of extra-curricular activities, including plenty of sport.

Provision for care, support and guidance is good. The excellent partnerships with other schools, with the local community and outside agencies greatly support pupils' well-being and achievement. Pupils' contributions to the school and wider community are excellent. Pupils have an excellent understanding of how regular exercise and a healthy diet help their bodies grow strong.

Rigorous assessment systems help the school to identify its strengths and weaker areas accurately. Demanding formal targets have been set for pupils and the school works hard to make sure these are met or exceeded. There are very effective programmes to help pupils catch up, should they fall behind. Pupils' individual target setting is becoming established although pupils are not yet always clear about what they need to do to improve, nor are they involved enough in checking their own progress. Subject leaders provide good levels of support to their colleagues but the school acknowledges the need to deploy them more in observing lessons, with a focus on evaluating the impact of teaching on the progress of different groups. The school's successful record of improvement since the last inspection, allied to good self-evaluation and strong sense of purpose, means that it has a good capacity to continue to move forward.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The provision for children in the Nursery and Reception classes is good. The way in which their welfare is promoted is outstanding. Most enter the EYFS with standards that are well below those expected. By the time they transfer to Year 1 their attainment is still below average but this represents good progress, given their low starting point. Communication, language and literacy skills are particularly weak when children start school. However, good teaching with excellent opportunities for children to develop their speaking and personal skills throughout Nursery and Reception provide children with a very secure start. Links with parents are extremely good and help children settle. Staff ensure that routines are well established and that children are exceptionally well cared for. Children with learning difficulties and/or disabilities and those with English as an additional language make excellent progress in the Nursery because of the outstanding care of all Nursery staff and the very good use that is made of specialist support services. Provision for all these groups is good in Reception. The strong focus in Reception on phonics, reading and writing help children to achieve well in these areas. Colourful and well-planned activities really engage children's interests and awaken their love of learning. For example, in Reception, children had visited local shops and this experience underpinned much of their learning in the classroom. Children in the breakfast and nursery lunchtime clubs enjoy suitable activities whilst they wait for school to start or for lunch. Children and adults in the clubs, Nursery and Reception classes enjoy excellent relationships. Outdoor play provision is used particularly well for promoting mathematical and physical development and the school is exploring how to extend this for other areas. The EYFS is well led and managed with a clear sense of direction. The school is currently strengthening the consistency of assessment systems across Nursery and Reception.

### What the school should do to improve further

- Ensure greater consistency in the way work is matched to the needs of different groups of pupils and the way pupils are guided to understand their own targets and check their own progress.
- Increase opportunities for subject leaders to observe their colleagues teach, with an emphasis on evaluating the impact of teaching on the progress of pupils of different abilities.

## Achievement and standards

### Grade: 2

Children enter school with skills that are well below those typical for their age. Good progress throughout EYFS begins to lift their attainment, although standards are still rather below average on entry to Year 1. Pupils also make good progress in Years 1 and 2 and the school is particularly effective in these years in raising the proportions reaching higher levels. Improved standards for Year 2 pupils mean that they now enter Key Stage 2 better prepared for their junior education. Progress in Key Stage 2 is good. Pupils with English as an additional language achieve well due to the good support they receive. Occasionally, throughout the school, progress slows for some more capable or lower attaining pupils when work is not completely matched to their needs.

Standards for Year 6 in 2008 national tests were average in reading and writing and broadly average in mathematics and science. These standards represent good progress because these pupils entered Key Stage 2 with below average levels of attainment. However, fewer pupils

reached higher levels in mathematics and science than did so in English. Improvements to the teaching of mathematics are now having a positive impact on raising attainment for all pupils, including the more capable ones. The school is focusing on raising standards in science too and teachers have recently received training to improve their subject skills.

## **Personal development and well-being**

### **Grade: 2**

Pupils greatly enjoy school and are kind, considerate and mannerly. Relationships between staff and pupils are very good and pupils report feeling safe and well cared for. Their spiritual, moral, social and cultural development is good. Pupils show a good awareness of life in multicultural Britain and of people's different racial backgrounds and religious beliefs. Attendance is satisfactory and improving due to the impact of the school's good procedures for tackling absence. Pupils have an excellent awareness of healthy lifestyles and take advantage of the sporting activities the school offers. They take their responsibilities very seriously and know that their contributions, for example to the school council and 'The Squabble Squad', help the school to run smoothly. Pupils also make an excellent contribution to the community through their recycling, Ecowork and fund raising for charities. Older pupils show great maturity when taking some younger pupils on a 'Wellie Walk' to explore the school grounds. They develop good decision-making, problem-solving and teamwork skills. They gain good economic understanding through projects involving the world of work, cost effectiveness and enterprise. These, together with their good progress in literacy and numeracy, mean that pupils are well prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Most lessons are good and, occasionally, outstanding. In the EYFS, teachers provide a good balance of direct teaching by adults and allowing children to explore and work independently. Throughout the school, classrooms are attractive and positive learning environments and there is the right balance of direct teaching of skills and allowing pupils to solve problems for themselves. Teachers' knowledge of progression in subjects is good. Recent training is having a very beneficial impact on the teaching of phonics where several excellent lessons helped pupils of all abilities to make rapid progress. Teachers use information and communication technology (ICT) resources well to facilitate learning. They plan activities that are mostly well matched to pupils' learning needs although, occasionally, work is rather too easy for more capable or too hard for lower attaining pupils. Targets are increasingly being used to help pupils measure and check their own progress although this is not yet embedded in every class. Teaching assistants are well briefed, provide skilful support and make a valuable contribution to pupils' learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum for children in EYFS is well organised with lively learning activities both inside and outdoors. In Key Stages 1 and 2, there is a strong focus on developing pupils' literacy and numeracy skills within the context of a broad and stimulating curriculum. The comprehensive programme for promoting pupils' personal, social and emotional development contributes

greatly to their achievement. In science, there is an increasing emphasis on investigative work, but the impact of this on standards is not yet fully established. Art and design and technology are strong and, with visits and visitors, bring learning alive. For example, Year 6 pupils' vivid art work depicting the Second World War strengthened pupils' study of history. Subjects are linked very imaginatively and, throughout the school, there is some good quality writing, where pupils have written for different purposes across the curriculum. The breakfast club has an interesting and well-organised range of activities and settles pupils for the day ahead. There is excellent liaison with other schools, to develop pupils' skills, give them experience of working with other pupils and ease the transfer to their next school.

## **Care, guidance and support**

### **Grade: 2**

The school has high regard for pupils' welfare. Safeguarding arrangements are rigorous and well understood by staff. The school works very closely with outside agencies to support pupils with learning difficulties and/or disabilities. There are very effective arrangements for helping those who join the school with speech, emotional and/or behavioural difficulties. The school works hard to develop close links with parents and good links encourage pupils' achievement and well-being. Assessment systems are very systematic and have been recently improved. School leaders use these rigorously for evaluating pupils' progress. Class teachers are also involved in analysing the impact of their provision on achievement. They have received training in order to improve their checks on pupils' progress. Occasionally, they do not use assessments to match pupils' work closely enough to their needs. There are some good examples of helpful marking but the school has identified the need to make sure this is more consistent throughout the school.

## **Leadership and management**

### **Grade: 2**

The headteacher has successfully promoted a strong vision which places pupils at the centre of all the school does. She has skilfully established a strong team spirit across the whole staff and this has secured a very positive and cooperative working environment. Senior leaders work well together, undertaking monitoring, promoting good practice and providing good quality support. They have high expectations and a good track record in addressing identified weaknesses in school performance. Procedures for evaluating pupils' progress through checking teaching and evaluating assessments are rigorous and this has led to improvements in teaching and better standards. Well thought through management systems enable staff to take responsibilities for subjects and curriculum teams allow staff to share expertise across the school. Subject leaders coach and support staff in their teaching and this keeps them up to date on subject matters and techniques. The school has recognised there is now a need to step up subject leaders' roles in observing lessons so they can identify how well pupils of different abilities are learning. Governors are very well led by a knowledgeable and enthusiastic chair and, as a result, the school benefits from good and well-organised governance. The school promotes community cohesion well, successfully reaching out to parents and the local area. Global links are becoming established, for example through international links with India and France.





## 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?	2
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	3
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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?	2
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	2
The effectiveness of the school's self-evaluation	2
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**

27 November 2008

Dear Children

Inspection of The Oaks Primary School, Crawley, RH10 5DP

I am writing to say thank you for making us so welcome when we came to visit your school recently. Thank you for being so friendly and helping us with the inspection. Your views are important as you are the school's customers. This letter is to tell you what we found out about your school.

First, you need to know you go to a good school where you make good progress. Here are some good things about your school.

- Your headteacher leads you all very well and your teachers and the school governors are working hard to make the school even better.
- You make good progress in English and mathematics.
- Those of you in Nursery and Reception get off to a good start.
- You behave well, get on together very well and have good manners. This makes your school a happy one.
- Teaching is good and getting better because of the way the school is improving your learning opportunities.
- You have some really good opportunities for sport, art and design and technology.
- You work hard to help others and are doing a really good job in your eco work.
- Teachers take extremely good care of you and make sure you are kept very safe.

This is what we are asking the school to change.

- Make sure your work is never too hard or too easy and teachers help you to know your learning targets and how to improve your work.
- Help teachers in charge of subjects to be more involved in checking up on how well you are learning. I hope you will continue to enjoy school and work hard at using your targets so your work gets better and better.

Best wishes

Eileen Chadwick

Lead inspector