

Rye Oak School

Inspection report

Unique Reference Number	134903
Local Authority	Southwark
Inspection number	341566
Inspection dates	13–14 May 2010
Reporting inspector	George Logan

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Kate Robathom
Headteacher	Virginia Bridge
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons taught by 16 different staff. They held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from staff, pupils and 165 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how consistently pupils, particularly those who are potential higher attainers, make progress across the school and whether this is helping to raise levels of attainment
- how consistent and effective the teaching is and how well staff use assessment to plan work for pupils at the right level
- how successful the school has been in raising levels of attendance
- how accurately school leaders, including governors, evaluate the work of the school and whether governors meet their statutory obligations in relation to community cohesion.

Information about the school

This is a larger-than-average primary school. It serves an ethnically and socially diverse urban area with a high proportion of social housing. A relatively high proportion of pupils joins and leaves the school throughout the school year. The proportion of pupils entitled to free school meals is much higher than that found in most schools. The school opened as a 'Fresh Start' school in April 2005. Subsequently, although the leadership team has been stable, there was a lengthy period of instability among the teaching staff, with difficulties in recruitment. However, this has improved significantly in the last five terms.

Most children enter the Early Years Foundation Stage in the Nursery class. Most pupils come from minority ethnic groups. The largest groups are those of Black British-African, Black British-Caribbean and White British backgrounds and a small number of pupils are of Gypsy/Roma heritage. One third of pupils are at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is broadly average. Many of these have speech and language difficulties. Of the others, most have behaviour, emotional and/or social difficulties or autistic spectrum disorders. A specialist Autistic Spectrum Condition Resource Base for 20 pupils opened in April 2009. Not all places have yet been taken up. These pupils are integrated as far as possible in the mainstream classes. A Children's Centre was opened in November 2008 but is not part of this inspection. The governing body manages the Extended School Centre on the premises, providing after-school childcare and activities, as well as a breakfast club, and as such is included in this inspection

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Rye Oak Primary is a good school that is underpinned by effective leadership and stable staffing, particularly in the last five terms. This has had a considerable impact on the school's performance and its reputation. The input of the leadership team to improving teaching and learning has been outstanding. The school is successfully tackling a legacy of underperformance and many aspects of its work are now good. Standards in reading, writing and mathematics are improving steadily. Although most children attend school frequently, overall attendance figures are adversely affected by a core of low-attendees. Parents and carers appreciate the school's commitment to pupils' well-being and personal development. Pupils enjoy school, feel very safe and have positive attitudes to learning. They have a good understanding of healthy lifestyles. Pupils' engagement with the local community is improving, especially through the study of social issues such as homelessness. However, opportunities to engage with more diverse communities in the United Kingdom or further afield are limited.

After some years of low attainment, attainment in English and mathematics is now broadly average and the progress pupils make is good. Provision for pupils with special educational needs and/or disabilities is very well led, resulting in this group of pupils making good progress. This is also the case for pupils from the Autistic Spectrum Condition Resource Base. There is limited provision for gifted or talented pupils.

The generally satisfactory curriculum has enabled pupils to build increasingly sound basic skills in literacy and numeracy. However, not all subjects are taught to the same depth. Good extra-curricular provision contributes well to pupils' good personal development. Teachers use most aspects of assessment well to check pupils' learning. The tracking of progress is extremely detailed, while teachers' marking, particularly of English, is of exemplary quality. Pupils' personalised targets in writing also contribute well to their good progress

The engagement with partner institutions, mainly with a specialist secondary school and with multi-agency staff, is good. The governing body has a very clear understanding of their role and increasingly hold school leaders to account. The school has good capacity for improvement because self-evaluation is very realistic, development planning is good, the school has a recent proven record of lifting the achievement and outcomes for pupils and parental confidence has improved.

What does the school need to do to improve further?

- Improve the provision and outcomes for gifted and talented pupils, especially in

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English, mathematics and science.

- Work, in cooperation with parents and support services, to ensure that those pupils with high levels of absence attend school much more frequently.
- Undertake a curriculum review to ensure that pupils experience a broader and more balanced curriculum, in which due attention is given to a wider range of subjects, including history, geography, art and a modern foreign language

Outcomes for individuals and groups of pupils**2**

The school has largely eradicated the low attainment from the past. Standards have risen steadily at both Year 2 and Year 6 and are broadly average. A high proportion of pupils in the other year groups are working at the level expected for their age. This represents good progress, learning and achievement. Standards in writing are a particular strength, especially in Years 1 and 2. However, standards and progress in other subjects are less consistent.

Pupils with special educational needs and/or disabilities and those with English as an additional language make good progress overall. This is because their needs are carefully planned for and teaching assistants are effectively deployed to support their learning. Pupils of Gypsy/Roma heritage attend frequently, are increasingly able to access the curriculum and make steady progress. Despite the low attendance of a few pupils, learning and progress are improving rapidly and standards continue to rise.

The lessons and work seen show that learning is good. Pupils throughout the school enjoy their work. A good example of this was evident in a challenging Year 5 and 6 English lesson when pupils confidently talked and wrote about the design of a car and the link with lifestyle choice. Pupils understood that language can be used persuasively and were keen to share their ideas. A successful Year 4 mathematics lesson was carefully planned to enable pupils to systematically apply key facts in order to categorise three-dimensional shapes. The teacher continued to drive up levels of thinking through short spells of intensive work with groups, which helped push on their learning.

The school works hard to enable pupils to engage with education. Most pupils enjoy school, are very responsive to the calm, caring ethos and subscribe readily to the school's values of tolerance and respect. The steady decline in exclusions indicates how much behaviour has improved and is now good. The senior school council provides a good forum for older pupils' views and offers them responsibilities, particularly in the playground. Most pupils are eager to accept responsibility. Despite some issues concerning attendance, pupils' good social skills and increasingly secure basic skills ensure that they are satisfactorily prepared for later life.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Increasingly consistent classroom practice, clearly defined expectations and rigorous monitoring have contributed strongly to improvements in teaching, so that it is now good. Relationships between staff and pupils are friendly and encouraging and, when coupled with good behaviour management, underpin the positive learning environment. Occasionally, the pace of learning is affected when introductions are over extended. In some classes, expectations are less consistent outside the core skills of literacy and numeracy. Individual targets have been implemented in writing and contribute strongly to the rapid progress in writing across the school. Target setting is not as well developed in other subjects.

The curriculum has been tailored to meet the key priority of raising standards in basic skills. As such, it has supported the development of pupils' literacy and numeracy skills very well. Through intensive programmes, it successfully meets the needs of pupils with special educational needs and/or disabilities, including those in the Special Resource Base for autism, although the needs of the latter group are not always fully reflected in class planning when these pupils join mainstream classes. Apart from sport, provision for pupils who are gifted or talented has a relatively low profile. The school has regular themed weeks and is beginning to introduce cross-curricular topics. Effective links with a partner school have enhanced provision in physical education. Currently, however, there is some imbalance of time across the curriculum and some subjects, including history and geography, are underdeveloped. Good personal, social, health and citizenship education, specifically adapted to the needs of this school, promotes pupils' personal development well. There is a wide range of well-supported extra-curricular activities,

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provided through the Extended School Centre

Staff care for the pupils well. The school premises provide a very stimulating environment for learning. Transition arrangements are good. The school works closely with a range of support agencies and there is some exemplary practice in the support for the health, social and behavioural needs of pupils whose circumstances make them vulnerable. Despite efforts to improve attendance rates, including a wide range of support strategies, they remain low. However, the rate of persistent absence has reduced considerably.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Despite the school's challenging circumstances, the headteacher's vision, determination and strong sense of purpose, and that of her senior colleagues, have been central to the good progress which the school has made and to its inherent strength as a community. Parents, staff and pupils are overwhelmingly supportive of the school. Staff share the headteacher's determination to make the school even better. The school is outstandingly effective in its development of teaching. Senior leaders work closely with less experienced staff to ensure consistent and effective practice. As a result, teaching, pupils' learning and staff stability have improved significantly. Effective cooperative working contributes significantly to a consistent approach, for example, to behaviour management. Data analysis is exceptionally thorough. School leaders rigorously evaluate pupils' progress and teachers are held accountable for this.

The governing body has become increasingly effective. Governors understand the school's strengths well and have a good involvement in shaping its future. They closely monitor progress and ask challenging questions about the school's performance. Governors ensure that legal requirements are met, including the good procedures for safeguarding pupils. Roles and responsibilities in relation to safeguarding are clearly defined. A high priority is given to pupils' safety and well-being. Potential discrimination is tackled rigorously and the school ensures that all pupils have the same opportunities. The school is a highly cohesive community in itself. The school works closely with the Children's Centre and has established increasingly effective links with parents and carers. Leaders ensure that there are good opportunities for pupils to learn about other faiths and the diverse local community in lessons. Provision is less well developed in relation to other areas of the United Kingdom or the world and as such community

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cohesion is satisfactory rather than good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter Nursery with skills and knowledge levels that are low in relation to the standards expected for their age, particularly in language and communication, in knowledge of the world and in their physical development. Around one third of children leave at the end of the Nursery year, while new children enter Reception directly. Good induction arrangements ensure that all new children are well prepared for entry, feel safe and settle quickly. They are well cared for and build very good relationships with staff.

Children behave well, play together confidently and enjoy learning. Achievement is good in both Nursery and Reception, because of effective teaching, good curriculum planning and effective links with parents and carers. As a result, most children make good progress - although this is slightly more rapid in Nursery than in Reception. Currently, attainment by the end of Reception, although below the expected level overall, is, for many children, close to the expected standard in personal and social development, in mathematical development and in creative development. Progress is less rapid in aspects of language and communication and in physical development and the school continues to target these weaker areas.

The leadership of the Early Years Foundation Stage is good. The team has worked hard to raise achievement through implementing effective systems of assessment and observation of children's learning, in order to guide planning and to improve teaching.

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Staff have a good understanding of how young children learn and offer a stimulating curriculum, with an appropriate balance between adult-led sessions and opportunities for children to choose their own activities. Adults work together effectively to foster children's well-being and learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents and carers who responded are very pleased with the school and the progress it has made. One parent said, 'The school has helped me in so many ways - teachers and support staff are really helpful!' Another said, 'My children's progress has been fantastic.' Minor criticisms included concerns around car parking outside school, the management of pupils' behaviour, the range of outings provided and a perceived lack of challenge in the Reception class. These were discussed with the school. The school is well aware of issues about parking at the beginning and end of the day and is seeking support from the local council to deal with this. The supervision of pupils at the end of the school day is good. Opportunities for curriculum enrichment and visits to outside attractions are generally good. Although provision in Reception is not quite as strong as in Nursery, children still make good progress overall. However, the school recognises that more can be done to progress children's learning even more effectively. Overall, parents and carers rightly feel that this is a very caring school where pupils' personal development is supported well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rye Oak Primary School and Children's Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 165 completed questionnaires by the end of the on-site inspection. In total, there are 423 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	56	69	42	4	2	0	0
The school keeps my child safe	88	53	71	43	2	1	1	2
The school informs me about my child's progress	90	55	64	39	5	3	2	2
My child is making enough progress at this school	83	50	70	42	8	5	1	2
The teaching is good at this school	79	48	73	44	8	5	0	0
The school helps me to support my child's learning	71	43	78	47	12	7	1	1
The school helps my child to have a healthy lifestyle	76	46	80	48	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	35	81	49	6	4	2	0
The school meets my child's particular needs	60	36	89	54	8	5	0	0
The school deals effectively with unacceptable behaviour	69	42	76	46	14	8	0	0
The school takes account of my suggestions and concerns	55	33	88	53	12	7	0	0
The school is led and managed effectively	74	45	82	50	3	2	0	0
Overall, I am happy with my child's experience at this school	86	52	67	41	5	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 May 2010

Dear Pupils

Inspection of Rye Oak Primary School, Peckham, London SE15 3PD

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and watching you at work. We found that yours is a good school which has improved rapidly, particularly in the last few terms.

Our main findings are these:

- you behave well and work hard in lessons
- you make good progress in Nursery and Reception and many of you now reach the standards you are capable of by the end of Year 2
- you feel that teachers make lessons enjoyable and support you well; teaching and learning are good
- you feel very safe and have a good understanding of the importance of eating healthily
- you enjoy a good range of clubs and extra activities through the Extended Schools provision
- those of you who find learning difficult, and the pupils in the Autistic Spectrum Disorder Resource Base, get good support
- school leaders work very hard to ensure that you are well looked after and the school is improving.

We are asking the school to make the following changes so that you do even better:

- make sure that you sustain the good progress we have seen recently, so that as many of you as possible attain the higher levels by the end of Year 6, especially by making sure that those of you who learn really quickly get lots of challenges
- make sure that you all attend school as often as possible, so please try hard to come to school every day
- review what is taught in school and how much time is given to each of the subject areas so that you can do all sorts of things well.

You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

George Logan

Lead inspector

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