

Oak Lodge Primary School

Chamberlain Crescent, West Wickham, Kent BR4 0LJ

Inspection dates

20 to 21 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have an accurate understanding of the school's priorities. They work well together to lead an ambitious school.
- The quality of teaching, learning and assessment is good. This is because teachers plan lessons which ensure that pupils make good progress across the curriculum.
- At the end of key stage 2, the proportion of pupils reaching the highest standard in reading, writing and mathematics is above the national average.
- Leaders use additional funding effectively, which ensures that disadvantaged pupils make good progress. The attainment gap between these pupils and their peers is closing.
- Teaching has a positive impact on pupils' learning. However, teachers' expectations of pupils' learning vary because teachers do not always readily adjust their teaching to respond to their pupils' needs, especially in English and mathematics.
- Governors and leaders have ensured that the curriculum is broad and balanced. It provides pupils with the knowledge and skills they require for the next stage of their education.
- Middle leaders are keen to improve the teaching of reading in the school. Nonetheless, their monitoring and evaluation of work is not always sharp enough.
- Safeguarding is effective. Governors fulfil their statutory duties and ensure that pupils are safe.
- Personal development, behaviour and welfare are outstanding because pupils demonstrate exemplary conduct and behaviour, while observing the school rules.
- Parents are very positive towards the school's leadership and the impact it has on pupils' progress.
- Children in early years make very strong progress and the provision is outstanding. Teachers use their in-depth knowledge and understanding of how children learn, in order to accurately assess the children in the school.
- Leaders ensure that the school values permeate all aspects of the curriculum. As a result, pupils are confident and self-assured.
- Leadership of special educational needs and/or disabilities is strong. As a result, pupils with SEND are well supported to make strong progress across the curriculum.
- The effective teaching of writing ensures that pupils perform exceptionally well at the end of key stage 2, compared with the national average.
- Phonics teaching at the school is strong. However, pupils do not routinely apply their phonics skills in writing across the curriculum.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - eliminating inconsistency in teaching through sharing best practice in the school more widely so that pupils can make even stronger progress across the curriculum
 - adjusting teaching to respond to the needs of pupils so that gaps in knowledge can be addressed in a timely way, especially in phonics
 - raising teachers' expectations of what pupils can achieve in all subjects, especially in English and mathematics.
- Improve leadership and management at all levels so that:
 - recent developments in the teaching of reading are embedded across the school
 - the school continues to prioritise the needs of disadvantaged pupils to ensure gaps in attainment are closed.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has provided strong leadership, with clear focus and direction for the school community. As a result, senior and middle leaders share his vision in raising pupils' aspirations and securing high standards.
- Leaders and governors have incisive and accurate understanding of the school's strengths and areas for development. They are relentless in monitoring and reviewing teaching, learning and assessment. Consequently, pupils make good progress across the curriculum.
- Leaders are tenacious in pursuit of high standards. They use carefully planned professional development opportunities to develop leadership capacity. However, there is still variability in the quality of teaching and learning, particularly in key stage 1.
- Leaders have ensured that there is an exceptionally high standard of behaviour, which is underpinned by the school's core values. There is a culture of care, and pupils are happy to be in school. Leaders foster a sense of community that ensures everyone is proud to be associated with the school.
- The trust ably supports school leaders and provides an external evaluation of teaching and learning at the school. They challenge school leaders about standards and outcomes that pupils achieve.
- Pupils' spiritual, moral, social and cultural development is central to the curriculum, and is well developed. Teachers ensure that pupils gain a strong understanding of different faiths, cultures and religions. They relate the school values of respect, resilience, communication, cooperation, adaptability, morality, thoughtfulness and enquiry to all areas of their work.
- Leaders ensure that the school's assembly programme and wider curriculum prepares pupils for their future and develops their understanding of life in modern Britain.
- Leaders have ensured that the curriculum is broad and balanced. They have sequenced the knowledge and skills necessary for pupils to be effective learners across the curriculum.
- Extra-curricular provision further enhances pupils' opportunities at school. They participate in activities, including gymnastics, karate, football, Spanish, recorder, cricket, Lego and singing. For example, pupils informed an inspector that through the participation in the clubs, they have grown in confidence and enjoy school more.
- The proportion of disadvantaged pupils who attend the school is lower than the national average. However, leaders and governors use the pupil premium funding effectively in order to target support for disadvantaged pupils. As a result, their attainment across reading, mathematics and writing is improving.
- The sports premium is used well to promote competitive sports, train staff and promote healthy lifestyles through events for all pupils, including pupils with SEND.

- Leadership of SEND is strong, and extra funding is used effectively to provide additional support based on the comprehensive knowledge of pupils' needs, and through liaising with external agencies.
- Middle leaders are keen to improve the teaching of reading in the school. Nonetheless, their monitoring and evaluation of work is not always sharp enough.
- Parents and carers are positive about the school and recognise the effort of leaders and staff to provide a good education for their children.

Governance of the school

- The governance of the school is strong, experienced and knowledgeable. Governors provide effective challenge and support to senior leaders, and they lead an ambitious school.
- Governors talked confidently about the school's priorities and recognised that a strong rate of progress is required, especially for disadvantaged pupils.
- Governors have received appropriate training to discharge their statutory functions. They ensure that staff are well trained and promote a strong culture of safeguarding in the school.
- Governors visit the school regularly. They have established a physical presence and participate in discussions about raising standards of teaching and learning.
- Governors maintain good oversight of additional funding allocation and monitor closely the impact on pupils' progress, including for pupils with SEND.
- Governors value the work of staff and spoke highly of the commitment of the headteacher in raising standards.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established a strong safeguarding culture and know the latest safeguarding guidance.
- Staff have received regular training, including for the 'Prevent duty'. As a result, pre-employment checks are detailed, and staff ensure a highly visible presence around the school.
- Staff know how to report any safeguarding concerns. They know how to spot signs of abuse and are vigilant in their work to keep children safe.
- Pupils feel safe and are safe in school. For instance, they understand how to keep themselves safe, including using the internet.
- Leaders work closely with external agencies to support vulnerable pupils in terms of their welfare and safety.

Quality of teaching, learning and assessment

Good

- Teachers plan lessons that engage pupils, who, consequently, make good progress. They have good subject knowledge, which is reflected in the design of lessons and activities. This allows pupils to develop their thinking and confidently share their learning.
- The learning environment across the school is purposeful, calm and stimulating. Pupils work well together in lessons and with teachers to explore new ideas and acquire a key body of knowledge.
- Teachers have established positive relationships with pupils. This, in turn, contributes well to the excellent conduct and attitudes demonstrated by pupils in lessons. Pupils respond well to teachers and learn well across the curriculum.
- Typically, in the stronger lessons, teachers use questions effectively, to enable pupils to discuss and deepen their learning, and to explore their understanding. For example, in Year 2 English, where pupils were writing a newspaper report about aliens, the teacher used questioning skilfully to explore the meaning of the word 'diet' in different contexts.
- Leaders ensure that pupils use lesson time productively. Teachers use assessment to identify any pupils' misconceptions. However, teachers do not routinely adapt their teaching to respond to pupils' needs. Consequently, pupils make slower progress in these cases.
- Teachers use homework effectively, in accordance with the school policy, to consolidate and extend pupils' learning outside of school. Most parents who responded to Ofsted's online questionnaire, Parent View, confirmed this, stating that the school provides an appropriate level of homework, and that their children make good progress.
- Teachers work with teaching assistants to provide effective support for individuals, including pupils with SEND.
- Phonics teaching at the school is strong and leads to pupils making strong progress. However, pupils do not routinely apply their phonics skills in writing across the curriculum. In Year 1, in particular, pupils' writing does not demonstrate progression from the strong foundation seen in Reception.
- The teaching of writing and science are strengths of the school. Pupils have expanded their vocabulary through reading a wide range of texts. They write extended paragraphs using complex sentences. Although pupils' progress in reading was not strong in 2018, teachers have developed new approaches to capture pupils' interest in reading and, thus, advance their comprehension skills.
- Leaders check pupils' progress across the curriculum and use the information to plan bespoke interventions for individual pupils to catch up on their learning. The school regularly works with other schools to check pupils' work to ensure increased reliability of assessment information.

- Teachers have modelled high expectations of the standard of work in books. Pupils are encouraged by teachers to produce their best work. It was evident from books seen by the inspector that pupils take pride in their learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The work of the school to promote pupils' personal development and welfare is outstanding.
- Pupils exemplify the school values of respect, cooperation and thoughtfulness. In lessons and during unstructured times, pupils work well together, show consideration of the views of others and support each other.
- Leaders ensure that pupils have a wide range of extra-curricular activities, such as cricket, chess, cross-country and music. Pupils told inspectors about some of the benefits of clubs, which help to develop their social skills, confidence and teach them how to stay healthy.
- Pupils are proud of their school. They wear their uniform with pride, and their work in books is beautifully presented.
- Pupils who spoke to inspectors during the inspection shared their learning confidently and were able to reflect on how to improve their learning.
- Teachers ensure that pupils understand how to live healthy lifestyles, including their emotional well-being. Pupils are taught resilience and morality as part of the school's values.
- Pupils have positive attitudes and actively engage in all areas of their learning. For example, as part of the school's science week, pupils participated in a discussion about 'the black hole' in an assembly. Inspectors were impressed by pupils' contributions and curiousness to learn more about scientific concepts, such as the size of the universe and how particles move.
- Pupils show knowledge of different religions and faiths. They celebrate cultural events and visit local places of worship, such as Southwark Cathedral.
- Pupils know how to identify risks and keep themselves safe, including using the internet. They understand the different types of bullying, including use of social media. Pupils said bullying is rare but, when it occurs, staff deal with their concerns effectively.
- Leaders promote the development of pupils' leadership skills successfully through programmes such as 'reading buddies', 'play leaders' and 'sport leaders'. As a result, pupils play an active role in the life of the school.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils have an excellent understanding of the school behaviour system and policy. They demonstrate exemplary conduct and behaviour, as well as observing school rules well.

- Staff have high expectations of behaviour and pupils respond well to the standards expected by the school. There is clear evidence of a culture of mutual respect between pupils and staff.
- Pupils are articulate, confident and self-assured. They engaged in discussions with visiting inspectors in a mature and positive manner.
- Pupils enjoy school and told inspectors that they are happy there. Pupils' attendance and their punctuality at lessons is high. This is because leaders closely and rigorously track attendance. Additionally, pupils value their education and recognise the relationship between attendance at school and gains in learning.
- Leaders have established a positive learning environment where pupils understand the essence of excellent behaviour. They like their 'passport to success', which they use to collect stickers as a reward for positive behaviour.
- Pupils can self-regulate their behaviour. In a small instance where pupils appeared to be off task in lessons, a prompt from the teacher ensured that they quickly aligned their actions with the class expectations. As a result, low-level disruption is rare.

Outcomes for pupils

Good

- Outcomes for pupils are good because across year groups, and in a wide range of subjects, pupils make good progress. The proportion of pupils reaching age-related expectations is high and above that seen nationally.
- In 2018, pupils' progress at the end of Year 6 was significantly above average in writing and broadly in line with the national average for reading and mathematics. The proportion of pupils attaining the expected standard in the combination of reading, writing and mathematics was high compared to other schools nationally.
- Additionally, in 2018, the proportion of pupils who reached the higher standard remained above the national average in reading, writing and mathematics at the end of key stage 2.
- The proportion of pupils in Year 1 who achieve the nationally required standard in the phonics screening check was above the national average.
- Following the weak progress made by girls in mathematics and boys in reading during 2018, leaders have taken steps to develop the teaching of mathematics. Current assessment information shows strong progress for girls. Teachers have researched approaches to engage girls in solving challenging mathematics problems. Boys' progress in reading is improving but still lags behind the girls.
- Pupils' outcomes at key stage 1 are variable. This is because teachers do not routinely adapt their teaching to ensure pupils' needs are met. In mathematics, especially, pupils sometimes do not develop deeper understanding of concepts necessary to build on curriculum and progression.
- Pupils read widely and with accuracy and fluency. They are well supported by their teachers and additional adults. As a result, they have strong communication skills.
- From different starting points, pupils with SEND make good progress across the curriculum. This is because they are well supported by strong leaders and skilful staff.

- Work seen in pupils' books shows that pupils make strong progress in science. However, in mathematics and English, pupils are not routinely challenged to think harder and more deeply.
- Teachers ensure that pupils are well prepared for the next stage of their education through the range of opportunities that are provided across the curriculum. The majority of pupils acquire knowledge and skills which equip them well for the future.

Early years provision

Outstanding

- Leadership of early years is very strong and highly effective. There is an uncompromising commitment to the best, which ensures that the provision for children is excellent. As a result, children are well cared for and they settle quickly into the school environment.
- Leaders have high expectations of learning and of what children can achieve. They use their in-depth knowledge and understanding of how children learn in order to accurately assess the children in the school.
- Teaching is outstanding, and children make very strong progress. Leaders, teachers and additional adults seek opportunities to maximise learning opportunities for children.
- Children start the early years with skills that are similar to those which are typical for their age. During their time in early years, children make substantial progress. This is the result of a well-developed curriculum in the indoor and outdoor areas that captures children's interest and imagination. Consequently, they gain knowledge and skills, which ensures that an above-average proportion of children achieve a good level of development by the end of Reception.
- Leaders have ensured that learning environments are well resourced, vibrant and inspire learning. Children build their vocabulary and acquire a strong foundation across all areas of the curriculum. The planned sequence of activities ensures that children work cooperatively and are respectful of each other.
- As a result of well-established routines and an exceptionally calm atmosphere, children listen and respond well to teachers and adults. They demonstrate excellent conduct and behaviour.
- Children are encouraged to manage risk, become independent, self-regulate their behaviour and understand the importance of safety. During play, children share equipment and wait for their turn.
- Leaders have ensured a systematic approach to the teaching of phonics. As a result, children use their phonics skills effectively to read and write, with many exceeding their learning goals. Children develop strong communication skills and use well-developed vocabulary.
- In mathematics, children have developed a sense of number. They can add and subtract numbers from 20, using a number-line and resources.
- Safeguarding is effective. Leaders and adults ensure that statutory welfare requirements are met, and that children are safe.

- Leaders regularly monitor the quality of teaching and identify areas for improvement. They use the information gained to plan meticulous training programmes for staff to improve their skills and practices.
- Leaders have established a highly effective partnership with parents. They share progress information regularly with parents and ensure that they have information about ways to support their child at home.
- Children are well looked-after and very well prepared for Year 1. They have highly developed social and communication skills for their age.
- Children in receipt of additional funding are provided with the support they require. Consequently, disadvantaged children and children with SEND make the same strong progress as other children.

School details

Unique reference number	142298
Local authority	Bromley
Inspection number	10088802

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	602
Appropriate authority	The governing body
Chair	Ann Medhurst
Headteacher	Matthew Apsley
Telephone number	020 8819 6996
Website	www.oaklodge.bromley.sch.uk
Email address	melanie.yardley@oaklodge.bromley.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is larger than the average-sized primary school, located in an area of very low deprivation. The majority of pupils are from a White British heritage.
- Oak Lodge is a sponsored academy within the Compass Trust. The school has a local governing body with full responsibility for the school.
- The proportion of disadvantaged pupils is lower than the national average.
- The proportion of pupils with SEND is below national average. Similarly, the proportion of pupils who have an education, health and care plan is below the national average.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The school runs breakfast and after-school clubs.
- The early years consists of Reception children only.

Information about this inspection

- Inspectors observed teaching and learning across the curriculum in all year groups. Some of these observations were undertaken jointly with the headteacher and deputy headteachers.
- Inspectors examined a range of documentary evidence, including the school improvement plan, self-evaluation, curriculum information, safeguarding records, attendance and behaviour analyses, assessment and progress data, governing body meeting minutes, school policies and evaluations of teaching, learning and assessment.
- Inspectors scrutinised pupils' work and talked to them about their learning. Additionally, a large sample of pupils' work was jointly scrutinised with senior leaders.
- Inspectors observed pupils' behaviour at the start of the day, end of the day and during breaktimes and lunchtimes.
- Inspectors listened to pupils read and talked to them about the books they enjoy, and about those they are presently reading.
- Inspectors talked to pupils informally during their social times, and formal meetings took place with groups of pupils.
- The lead inspector met with the chair of the governing body and three other governors of the school.
- Inspectors held meetings with the headteacher, senior and middle leaders, leaders responsible for safeguarding and for the provision for pupils with SEND.
- The Lead inspector held a discussion with the Chief Executive Officer for the trust.
- Inspectors spoke to parents at the start of the school day. They took account of the 251 responses to Parent View, Ofsted's online questionnaire, 60 free-text responses from parents, 138 responses to the pupils' survey, and 40 responses to the online questionnaire for staff.

Inspection team

Jeffery Quaye, lead inspector	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector
Sue Brooks	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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