

King's Oak Primary School

Dickerage Lane, New Malden, Surrey, KT3 3RZ

Inspection dates

20–21 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

This is a school that requires improvement. It is not good because

- The quality of teaching is too variable to enable all pupils to make good progress. It has not been good enough to make up for the slow progress that older pupils had made in previous years.
- The steps taken by leaders to improve achievement through better systems to check pupils' progress and the quality of teaching have not yet had a positive impact on raising attainment, particularly in Key Stage 2 where standards are below average.
- Teaching does not always meet the needs of different ability groups in each class, particularly the most able.
- Pupils do not make fast enough progress in writing because they do not have enough opportunities to write at length and in different subjects.
- Marking is inconsistent and opportunities are missed to move pupils on in their learning.
- Governors do not fully challenge the school to ensure that teaching improves at a faster rate.

The school has the following strengths

- The school has created a very inclusive environment where each pupil is treated as an individual. Pupils feel happy and safe and behave well. They know their opinions are important to the school.
- Relationships between staff and pupils are good.
- Pupils entering the Early Years Foundation Stage make good progress.
- Pupils who attend the specialist provision make good progress.
- Pupils who need extra help with their work, and those for whom the school receives extra funding, benefit from good support.

Information about this inspection

- Inspectors observed 21 lessons. Five observations were carried out jointly with senior and middle leaders. In addition, inspectors made a number of short visits to observe pupils reading, as well as to sessions where phonics (letters and the sounds they make) were being taught.
- Meetings were held with two groups of pupils. Pupils' views were also gathered more informally from discussions in the playground.
- Meetings were held with staff including senior and middle managers. Discussions were held with the Chair and Vice Chair of the Governing Body. A representative from the local authority was also interviewed.
- Inspectors took account of the 13 responses to the Parent View survey online questionnaire. Other evidence included a meeting with a group of parents and a school survey of parents' views conducted in July 2012.
- Inspectors looked at a range of documentation, including improvement planning and records of pupils' progress and attainment.
- The views of staff, from 20 responses to the staff questionnaire, were also analysed.

Inspection team

Liz Bowes, Lead inspector	Additional Inspector
Barbara Firth	Additional Inspector
Richard Butler	Additional Inspector

Full report

Information about this school

- King's Oak is a larger than average sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium is well above the national average.
- Over half of the pupils are from minority ethnic heritages, with the largest group from Asian backgrounds.
- Well over a third of pupils speak English as an additional language, with many at an early stage of learning English. There are 43 languages or dialects spoken in the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above the national average. The proportion supported at school action plus, or with a statement of special educational needs, is also above average. Their needs relate mainly to moderate learning difficulties and speech, language and communication difficulties.
- The school has resourced provision for up to 27 pupils with autistic spectrum disorder in Key Stage 1 and Key Stage 2.
- There is a breakfast and after-school club run by the school.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- There is a children's centre on site which is subject to a separate inspection.

What does the school need to do to improve further?

- Raise standards and quicken progress in writing by:
 - ensuring pupils' writing skills are developed in a structured way, year on year
 - providing sufficient opportunities for pupils to write at length
 - providing sufficient opportunities for pupils to develop their writing in all subjects.
- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring all teachers make full use of the detailed assessment information provided by the school when planning their lessons
 - providing higher levels of challenge in lessons for the most able
 - ensuring that effective questioning speeds up the pace of learning
 - making sure that marking makes clear to pupils what they need to do to improve their work.
- Improve the effectiveness of school leaders by:
 - embedding the new systems for checking pupils' progress so that they can have a greater impact on progress
 - ensuring that the checking of teaching is rigorous and leads to consistently good teaching
 - ensuring that governors understand how the school is achieving against national benchmarks
 - ensuring that governors challenge senior leaders to take timely and decisive action to improve the quality of teaching at a faster rate.

Inspection judgements

The achievement of pupils

requires improvement

- The rate of pupils' progress across the school varies too much. Although some pupils are now beginning to make more rapid progress, achievement across the school is not consistently good.
- Due to a legacy of previous underachievement in their earlier years, results in Key Stage 2 are below average. This is particularly so in writing. The school is beginning to address this issue with a new system of tracking progress to ensure that those in the present Year 6 catch up.
- Children enter the Nursery with skills and knowledge that are generally below those expected for their age, particularly in communication, language and literacy. They make good progress in the Early Years Foundation Stage as a result of good teaching and by the time they enter Year 1 they are at nationally expected levels.
- Over the last two years there have been improvements in Key Stage 1; progress is quickening and standards are rising. In a Year 1 lesson on consecutive consonants, for example, the teacher ensured that pupils learnt at a fast pace. This enabled them to apply their phonic skills effectively.
- Those pupils who attend the specialist provision for autistic pupils make good progress, from their starting points both in lessons and across the year groups as a result of well-targeted interventions. Disabled pupils and those who have special educational needs but are not part of the provision are now also starting to make good progress.
- In some lessons pupils are not fully challenged; for example, the most able pupils are asked to complete the same work as others. This has an impact on the attainment of these pupils. In comparison to national averages, not enough pupils achieve the higher levels in English and mathematics.
- The progress of those from minority ethnic groups is similar to other pupils, as is the progress of those who are in the early stages of learning English.
- Pupils in receipt of additional support through the pupil premium funding benefit from one-to-one tuition and additional teaching assistants. The school is narrowing the gaps in achievement between these pupils and others, and can clearly demonstrate the impact of these intervention sessions, which enable pupils to achieve in line with their peers.

The quality of teaching

requires improvement

- Teaching is not consistently good and as a result learning and progress are not yet rapid enough, particularly in Key Stage 2. However, the quality of teaching is improving and some effective teaching was observed during the inspection.
- Teachers do not always set work which meets the learning needs of all pupils within the class. This means that the most able pupils are not always stretched and sometimes they find work too basic. As one such pupil stated, 'we really like working out problems but sometimes they are just too easy.' Teachers do not always use the school's detailed assessment information when planning lessons.
- Writing skills are not developed in a structured way through the year groups and, as a result, pupils' targets are not challenging enough as they move through the school; this considerably slows their progress in writing. There are also too few opportunities for pupils to write extensively, or to write in the other subjects of the curriculum apart from English.
- Marking across the school is inconsistent with different teachers adopting different approaches to marking, which is confusing to pupils. As a result, pupils are not always clear about how to improve their work and this slows their progress.
- In the best lessons, teaching is characterised by a fast pace and teachers having a precise awareness of where each pupil is in their learning. For example, in an outstanding lesson in the Reception class on vowel sounds, the teacher set high expectations and ensured that each pupil

was able to learn quickly. However, in less effective lessons low-level questioning resulted in simple one word answers which did not stretch pupils' understanding and slowed down the pace of learning.

- Teaching in the Early Years Foundation Stage is good and the early grounding given to children in phonics provides a firm foundation for the development of reading skills.
- Skilled teachers and teaching assistants in the specialist provision have enabled the pupils there to make good progress.
- School data show that intervention sessions are effective and many pupils make good progress as a result.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and act responsibly.
- Pupils say they like the classroom rewards systems. The behaviour policy is strictly adhered to by all staff which ensures that there is a consistent approach to behaviour management. As a consequence, there is little disruption in lessons and behaviour around the school is good.
- Parents are confident that their children are safe and well supported and the inspection team endorses this view. The school is an inclusive community where all are looked after by caring staff. The pupils who attend the specialist provision are very well integrated into school life.
- Pupils say that they know what to do if anyone is unpleasant or if they are worried about anything. They have a good awareness of the different types of bullying. They have received information from a variety of sources, including a visit by the NSPCC, about the dangers of giving out too much information when using computers.
- The school is very proactive in encouraging good attendance, especially of those who may experience some difficulties from time to time. Effective use of the pupil premium funding results in many of those barriers being overcome. For example, the breakfast club, which is funded partly through the pupil premium, has encouraged better attendance and punctuality.
- Those pupils speaking little or no English on entry to the school have the benefit of the 'helpful heroes' who are pupils who act as interpreters. Initiatives such as this contribute to good social development. Pupils also have clear moral views and know what is right from wrong. This was demonstrated when the pupils were discussing acceptable and unacceptable words to call people.

The leadership and management require improvement

- Leadership and management require improvement because systems to monitor pupils' progress are relatively new and have not yet led to raised attainment. Also the checking of the quality of teaching has not led to consistently good teaching and governors do not hold school leaders to account for the performance of the school.
- The headteacher has successfully managed the school through a period of change. Senior leaders have focused on addressing issues of underachievement and have established many detailed policies to support the school's further improvement. The new targets and assessment procedures are effective in providing evidence of progress. However, many of the initiatives are new and systems are not yet fully established. The impact of this work has yet to be seen in pupils' achievement, particularly in Key Stage 2.
- School self-evaluation makes clear that leaders are aware of the strengths and priorities for improvement. There has been a strong focus on raising standards over recent years and this is beginning to help improve achievement.
- Spiritual, moral, social and cultural development is appropriately supported through the new curriculum based on teaching all subject areas through themes. Subject leaders have been keen to develop more investigative experiences for pupils. Now pupils are starting to experience a more 'joined up' approach to learning about different subjects within a structure that is intended

to help them become more independent. The lunchtime and after-school clubs also add much to pupils' experiences. For example, many pupils are very keen on the 'mad science club'.

Tolerance and understanding of different cultures are well supported through the school. The international evening with parents was a great success.

- While the senior leadership team does monitor teaching, some lesson observations do not focus in enough detail on teachers' strengths and areas for development. However, the weakest teaching has been addressed and the quality of teaching overall is now improving. Governors and senior leaders are closely involved in performance management and ensure that the national 'Teachers Standards' are met. They are very keen to ensure that pay progression and the progress of pupils are closely linked.
- The school uses its pupil premium funding well. It has funded additional one-to-one support as well as extra teaching assistants in the classroom. The school's data show that these strategies have improved achievement for pupils at risk of underachievement. The school has also targeted the money to provide trips, as these visits provide pupils with opportunities to write about their experiences.
- The school is a harmonious community and discrimination is not tolerated. Equality of opportunity is promoted strongly and there are no significant differences in the achievement of different groups of pupils.
- All staff who responded to the questionnaire said they had confidence in the school's leaders and that they were proud to work at the school.

■ **The governance of the school:**

Governors are effective and have a strong professional approach; they carefully monitor the school's finances and are fully involved in monitoring how the pupil premium is spent and the impact of the additional resources on achievement. The new Chair and Vice Chair, as well as other governors, visit classes and conduct learning walks. Governors have an accurate oversight of teaching; however, they do not fully challenge leaders to ensure that teaching improves at a faster rate. Governors are not fully aware of the school's performance against national benchmarks. This affects the governing body's ability to hold the school fully to account. Many of the governors have attended training. A particularly effective method of training involves the Chair and headteacher attending training sessions together, so they develop a shared understanding. Governors are fully involved in ensuring that safeguarding requirements are fully met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102582
Local authority	Kingston upon Thames
Inspection number	404828

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Jeff Reardon
Headteacher	Cathy Clarke
Date of previous school inspection	12–13 January 2011
Telephone number	020 8942 5154
Fax number	020 8336 0853
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