

# Rye Oak Primary School

Whorlton Road, London, SE15 3PD

**Inspection dates** 19–20 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Leaders, including governors, have not ensured that the school is as good as it was at the time of the last inspection.
- Pupils do not make quick enough progress in developing their mathematical and writing skills. This means that pupils have not consistently achieved well or reached the levels expected in national tests by the time they leave the school.
- The additional funding for disadvantaged pupils is not used well enough to ensure that these pupils achieve as well as their peers, in the school, or nationally.
- Pupils with special educational needs taught in the main school do not always achieve as well as they could in using their mathematical or writing skills.
- Middle leaders (those often responsible for subjects or different parts of the school) are not yet fully confident in their roles. The changes made recently to remedy weaknesses have not yet had time to take full effect.
- Children in the Nursery and Reception classes do not always make the consistently good progress needed to prepare them for their start in Year 1.
- Teaching in the main school has not ensured that all pupils achieve well over time. Those capable of harder work, for example, are not fully stretched to do their best. Pupils' learning does not always benefit from teachers' marking.
- Pupils in class-based activities are not always inspired to find out more about what they are asked to learn or to extend their basic skills.

### The school has the following strengths

- Senior leaders have maintained pupils' good behaviour, safety and relationships with parents, despite a high number of staff leaving or joining the school. Newly appointed staff are making a difference to the school's work. As a result, the school is improving.
- Pupils speak and read confidently throughout Key Stages 1 and 2.
- The well-run resource base caters very successfully for pupils with very severe social, emotional and academic needs.
- The promotion of pupils' spiritual, moral, social and cultural development remains a strength. Pupils are respectful to adults and considerate to their friends as a result. They feel safe in school.
- Pupils new to learning English quickly gain confidence in their speaking and reading skills.
- The school ensures that children in the Nursery and Reception classes are cared for well so that they have a settled start to school life.

## Information about this inspection

- Inspectors observed 25 lessons or parts of lessons, including the teaching of phonics (letter patterns and the sounds they represent), reading, writing and mathematics. Three of these observations were conducted jointly with the deputy and assistant headteacher.
- The inspection team held meetings with staff and pupils, with five members of the governing body, and a representative of the local authority. They also attended assemblies and listened to some pupils read.
- Inspectors looked closely at the work pupils were doing in lessons as well as work they had completed over time in their books.
- Inspectors looked at a range of documents including those relating to safeguarding and child protection, checks on the quality of teaching and pupils' academic performance, the school's self-evaluation, reports from the local authority, minutes of governing body meetings, accident and behaviour logs and the school's plans for improvement.
- Not enough parents completed the online survey Parent View for their views to be taken into consideration. Comments made by parents spoken to over the course of the inspection were considered along with the results of a parental survey recently conducted by the school. The responses from the 22 staff questionnaires were also considered.

## Inspection team

Kevin Hodge, Lead inspector

Additional Inspector

Clementina Olufunke

Additional Inspector

Meena Walia

Additional Inspector

Doug Stroud

Shadow Inspector

## Full report

### Information about this school

- This is a much bigger-than-average primary school. Pupils are from a wide variety of ethnic heritages.
- The proportion of pupils supported by pupil premium funding is much higher than the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and the few looked after children in the school.
- The number of pupils joining or leaving the school during the school year is high.
- The proportion of disabled pupils and those who have special educational needs is well above the national average.
- There is a specialist autistic spectrum resource provision within the school. It caters for up to 18 pupils from ages 5 to 11. They are taught both in the main school and in small groups within the base.
- The headteacher was appointed in February 2013. A number of senior leaders took up their posts in September 2014. Around half of the teaching staff were new to the school in September.
- The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a close link with Charles Dickens Primary School, which regularly provides opportunities for staff to see other forms of teaching and other professional support.
- Children in the early years provision (also known as the Early Years Foundation Stage) are taught in Reception and Nursery classes. Nursery children attend part time on most days except for one, when they attend for the whole day.
- The school shares its site and facilities with a children's centre, which was not part of this inspection.
- There is a breakfast club where 100 pupils regularly attend and also an after-school club catering for similar numbers. Both are managed by the school governors.

### What does the school need to do to improve further?

- Improve teaching through the school so it is typically good or better by:
  - ensuring that teaching helps pupils become confident to apply their number skills in a variety of different ways
  - ensuring that teachers' marking in Years 1 to 6 helps all pupils understand how they can improve their work
  - improving the support given to pupils who are disadvantaged or have special educational needs to ensure they make consistently good progress.
- Improve all pupils' achievement through the school so it is typically good or better by:
  - ensuring that all pupils reach the levels expected for their age in their writing and mathematical work
  - helping pupils in Years 1 to 6 to become more confident in their spelling accuracy and in being able to write at length
  - ensuring pupils who are eligible for additional funding continue to improve their progress in all year groups.
- Improve leadership and management by:
  - ensuring that new senior leaders continue to apply the systems which identify and remedy weaknesses to help raise pupils' achievement further
  - ensuring that all pupils are challenged and motivated by the subjects and topics they follow, particularly those who are more able
  - governors ensuring that the additional funding for disadvantaged pupils is used effectively to increase their rate of progress and level of achievement.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management **require improvement**

- Leadership and management require improvement because leaders have not ensured that the school's effectiveness has remained at the good standards identified during the last inspection.
  - Significant disruptions to staffing, including at senior level, meant that the headteacher could not always call upon the degree of support needed to resolve pressing issues. Leadership was at times 'spread too thinly' to keep a close enough eye on how different aspects of the school were working.
  - Checks on teaching are becoming more effective, but over time have not ensured that teaching has remained at good or better levels. Regular visits to classes, combined with closer looks at pupils' work, have helped to identify areas of weakness. Staff are developing a more secure idea of what makes for good teaching and good learning. Links with a local primary school have also been effective. As a result, teaching is improving. Staff know that their salary progression is linked to improvements in pupils' achievement.
  - The school's use of additional support for disadvantaged pupils has not always resulted in pupils narrowing the gaps between their achievement and that of others in the school, or nationally. It is used more effectively to provide for pupils' social and emotional development.,
  - Senior leaders and governors manage the autistic spectrum resource base well. These pupils have high levels of expert support so that pupils feel secure and develop their social skills effectively. They achieve well given their starting points.
  - The recently appointed headteacher, supported by new senior and middle leaders, is raising expectations of staff and pupils alike about what a 'good' school looks like. Staff say they welcome the changes, although some would like even more training. Newly appointed senior and middle leaders have clear roles and responsibilities, but in reality, are still getting to grips with some of those areas needing improvement.
  - Senior leaders, supported by governors, ensure that pupils' good spiritual, moral, social and cultural development helps create a harmonious community. Pupils with widely differing backgrounds and beliefs work happily together. Their welfare, happiness and sense of safety are notable strengths that leaders expect all staff to promote. Ensuring that pupils have equal opportunities, particularly in the way they can participate in different activities, results in pupils valuing what the school offers. Staff do not tolerate discrimination of any sort.
  - The school uses its additional funding effectively to promote pupils' physical education. More pupils are involved in a wider range of activities from 'Zumba' dancing to table tennis. A sports coordinator has been appointed to help train staff, and pupils benefit from a sports mentoring programme. The increase in participation has enhanced pupils' activity levels.
  - The local authority and other external professional support agencies have helped identify areas that need improvement quickly. For example, reviews of the early years provision and the quality of teaching helped school leaders focus on the essential actions needed to bring about improvement.
  - The school offers a broad range of subjects, catering particularly well for those pupils who speak English as an additional language. It also benefits those pupils with severe special educational needs accommodated in the autistic spectrum resource base. Some planned activities taught in the main school do not fully capture pupils' interests or extend the learning of more able pupils. This means that not all are motivated to develop, apply, or extend their skills. Some pupils said, for example, that they would like to do more work outdoors to study the natural environment.
  - There are strengths in the way that pupils' other skills and talents are developed. For example, they learn to play the ukulele, develop their artistic skills and regularly use computing technology. Displays reflect a high regard for different faiths and beliefs, and raise pupils' awareness and understanding of life in modern Britain.
  - Links with parents are a notable strength of the school. Those who responded to the school's recent questionnaire were very positive about the way the school cares for their children. A small number rightly recognise that some areas of the school can be improved further.
- **The governance of the school:**
- Governors have helped ease the school through a period of staffing disruption and change. They have been effective in supporting the new headteacher to make senior appointments. Through undertaking a range of training they know how well the school compares to others locally and nationally, and realise there is work to be done to improve pupils' achievement. They ensure that the work of the autistic spectrum resource base is effective. They have not been as successful in ensuring that pupils supported by additional funding make the necessary rates of progress they should, compared to other pupils. This

contrasts with their expectation that equal opportunities, pupils' behaviour, safety, and readiness for life in modern Britain should be high profile and effective. Governors ensure safeguarding of pupils, including checks on staff, meets requirements. They are rigorous and effective. Despite high levels of staff changes, the governors have helped maintain the positive and caring ethos of the school. Governors are also clear about the improving quality of teaching in the school and the link between staff salary progression and improvements in pupils' achievement.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are enthusiastic to tell visitors about what they like in the school. They readily say that behaviour is typically good, that disagreements are 'sorted quickly', and that staff are quick to help resolve differences and difficulties when they sometimes occur.
- Pupils who act as 'peer mediators' believe their role to be important. They are effective in maintaining good relationships between pupils. Other pupils confirmed that this was true, saying they helped to solve difficulties should they occur. Other pupils who act as sports leaders during playtimes help others to be more active and to develop their sports-based skills.
- Pupils enthusiastically take on responsibilities like running the school council, while others like simpler tasks such as taking registers of pupils attending clubs.
- Around school and in lessons, pupils say that relationships between pupils are good, but recognise that occasionally pupils' behaviour dips in and outside class. Within lessons, pupils are usually attentive and eager to learn. Sometimes, however, they are content just to sit and listen, rather than get involved. This is often because the activities planned for them are not always as appealing as they might be.
- Displays frequently illustrate how the school caters for, and values, pupils' differing backgrounds and beliefs. They also show how pupils are aware of contrasting localities both within this country and further afield, knowing, for example, that the county of Yorkshire is notable for its industrial past.

### Safety

- The school's work to keep pupils safe and secure is good. A clear strength of the school is the way that pupils feel happy and settled. The building feels a very secure place and has good levels of adult supervision at play and lunchtimes. Pupils report that the school deals quickly with any worries or accidents.
- Parents generally agree that their children are cared for very well and are very happy at school. A very small number of parents said that on occasions, information was not always conveyed quickly to class teachers, particularly in the morning.
- Pupils say there is little bullying and that any that does takes place is not tolerated. Pupils are clear about the consequences of their actions. Pupils in the autistic spectrum resource base are cared for extremely well, aided by the high number of adults who are very quick to support where appropriate.
- The benefits and pitfalls of using computers and the internet are clear to pupils. They know that they must be very careful not to share personal details, or engage in any conversations online, with anyone they do not know.

## The quality of teaching requires improvement

- Teaching requires improvement because it has not ensured that pupils achieve well. This is particularly the case for pupils who are more able or who are supported by additional funding. Occasionally, work is too easy for more able pupils. Teaching throughout the school, apart from the resource base provision, does not always demand enough of what pupils are expected to do or learn over time.
- The teaching of writing and mathematics gives pupils a range of basic skills, but has not been as effective in helping pupils to develop high-level writing and mathematical understanding. Pupils' past work indicates that spelling accuracy varies too much, which hinders their writing ability. Although teaching encourages pupils to use these skills in different ways and in different subjects, their ability to write creatively at length is not always fully developed.
- Pupils say that they enjoy the reading activities that teaching provides. Pupils read confidently. They like reading to friends, and enjoy writing up about what they have read. They speak enthusiastically about their favourite authors. Teaching ensures those new to learning English achieve well.
- Teaching for disabled pupils or those who have special educational needs ensures that they gain

reasonable basic levels in key skills, given their starting points. Like other pupils in the school, however, teaching for these pupils requires improvement. Adults do not always work together effectively to support these pupils within class to help them make quicker progress.

- Teaching makes good provision for pupils who speak English as an additional language. A range of approaches through the school is effective in underpinning their ability to work in other subjects and to communicate well.
- Pupils are generally clear about what they are expected to learn within lessons. Their past work indicates that they present their work neatly, reflecting their willingness and good attitudes to school. Current work also shows that pupils in Years 1 to 6 are increasingly closer to reaching the levels more typical of their age. The improving quality of teaching is making a difference.
- Teaching ensures that pupils' work is marked regularly. Past work indicates, however, that some pupils are more aware of what they do right than what needs to be improved in order to make their work better next time.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because over time pupils have not made progress as quickly as they have done in the past. The standards reached by pupils leaving the school in 2014 were well below average in reading, writing and mathematics. This particular group had high proportions of pupils with special educational needs, disadvantaged pupils, and others who had only recently started at the school.
- From their starting points, most pupils leaving the school in July made expected progress, but too few made good progress. Pupils' progress, particularly in writing, is often slow, and they are not always accurate in their spelling. Work in pupils' books, and the school's records show that pupils' level of understanding and work rate is increasing.
- Pupils' progress in mathematics has been secure in developing their basic number and calculation work, but pupils in Years 1 to 6 are not confident in applying their number knowledge in a variety of different ways.
- Pupils have not always arrived in Year 1 with the secure skills needed to make good or better progress in later years, but this is beginning to change. The improvements taking place in the early years provision are already helping children entering Year 1 this September to be better prepared than previously.
- The more able pupils do not always learn as quickly as they could. Some teaching does not routinely ensure that these pupils have the challenge that is appropriate to their level of ability. This means they do not develop the advanced skills needed to reach the higher levels in national tests.
- Pupils are confident speakers and readers. They say they like the range of reading materials in the school and the regularity with which they read and discuss topics in class. The school has a well-organised approach to teaching letter sounds and combinations (often known as phonics). It has invested wisely in providing suitable materials to support this approach. Pupils in Year 1 broadly met the levels expected in the national phonics check this year.
- Support for disabled pupils and those with special educational needs is evident in both class and small groups. However, it is not always effectively planned to help these pupils make more rapid progress.
- Pupils in the autistic spectrum resource base, with very complex and severe needs, often achieve well. Staff ensure their needs are met expertly, particularly in the resource base and within classes in the main school. This additional support helps them to be more able to cope with learning generally. However, the academic progress of other pupils with special educational needs, taught in the main school, is not as rapid as the development of their social and emotional skills. This is because adult helpers cater for these aspects more effectively.
- The achievement of disadvantaged pupils requires improvement. Year 6 pupils, who left the school in July, were about 18 months behind other pupils nationally in reading and mathematics, and a year behind in writing. This reflected their weak starting points. Compared to others in the school, they were around a year behind in mathematics and writing, and two terms behind in reading. This group of pupils had a particularly wide range of abilities, including pupils with severe special educational needs who are taught in the autistic spectrum resource base. The school has started to improve how it supports pupils entitled to additional funding, and current checks on their progress through the school indicate that the gaps in attainment between different groups of pupils are now closing more rapidly.
- The school ensures that pupils who speak English as an additional language are supported effectively, with well-conceived and organised support particularly helping them.

**The early years provision****requires improvement**

- The early years provision requires improvement because children have not made good progress to achieve well since the last inspection. They behave well, however, and enjoy their experiences in the Nursery and Reception classes.
- Children's early communication, physical skills and early-number understanding develop steadily from their weak starting points on joining the school. They are often particularly weak in their early communication, social and number skills. However, over time, teaching has not been rigorous enough in ensuring that these children make the rapid progress needed to make a secure start in Year 1.
- Teaching ensures that children feel secure and have opportunities to experience a wide range of activities and learning both within the classroom and in outside areas. These are not always organised well enough so that children make more rapid progress in gaining the basic skills they need, although they do become confident in their early reading skills.
- Their welfare requirements are catered for well so that they feel safe and ready for school. Children enjoy practical activities such as pretending to cook food for visitors, making puppets, using their trikes to extend their physical skills or by using modelling materials in a variety of ways.
- The outside areas provide different options from which children can choose. The area more readily available to Reception children does not have the range of materials and resources to enliven children's learning to the degree found within the classroom. The Nursery outdoor area is more attractive.
- Adults are conscientious in making sure that children are safe and take part in activities. However, those adults supervising activities are not always alert to children's learning sometimes slowing as they lose interest.
- The leadership of the early years has changed recently. The new leader is beginning to make a difference in the way activities are planned so that children achieve better. Some external support from early years professionals has helped clarify areas needing to improve, leading to stronger management of this part of the school.

## 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

<b>Unique reference number</b>	134903
<b>Local authority</b>	Southwark
<b>Inspection number</b>	444258
<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 of pupils on the school roll</b>	501
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Robathan
<b>Headteacher</b>	Manda George
<b>Date of previous school inspection</b>	13–14 May 2010
<b>Telephone number</b>	020 7633914
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