

King's Oak Primary School

Dickerage Lane, New Malden, Surrey KT3 3RZ

Inspection dates

5–6 December 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have brought about considerable improvement. They have created a purposeful and caring learning community. Pupils enjoy learning and are taught well.
- Pupils make good progress and achieve well from below average starting points. This includes disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and those who speak English as an additional language.
- The quality of teaching and learning, including the teaching of phonics, is good. Teachers and teaching assistants work well together so that pupils make strong progress.
- The curriculum has been carefully planned. It is suitably broad and balanced and has a clear purpose and intent for learning.
- The curriculum is well adapted to meet the needs of pupils in the specialist resource provision (SRP); these pupils have a range of complex learning needs related to autism spectrum disorder.
- Provision in the early years and for two-year-olds is strong. The outside areas are stimulating, and children engage happily and enthusiastically in learning and play. They make good progress.
- Governance is strong. Governors monitor leaders' actions successfully and provide good challenge and support.
- Safeguarding is effective. Pupils report that they are safe and happy at school. Bullying, pupils say, rarely happens and is tackled swiftly and effectively by staff if it does.
- Pupils' behaviour is good. They respond quickly to adults and their positive attitudes to learning contribute to their good progress.
- Sometimes, in lessons, teachers do not extend the learning of pupils who are capable of making stronger progress.
- Although there is a strong drive to improve pupils' reasoning skills in mathematics, it is not yet having maximum impact on pupils' progress.
- Pupils do not have sufficient opportunities to practise their reading comprehension and writing skills across the curriculum.
- Although middle leadership is improving, it is not yet consistently effective in contributing to whole school improvement.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and the outcomes for pupils by ensuring that:
 - teachers extend and challenge pupils, particularly those who are capable of deeper learning, to make even stronger progress
 - pupils develop their reasoning skills more effectively in mathematics
 - pupils have greater opportunities to practise their reading comprehension and writing skills across the curriculum.
- Improve the effectiveness of leadership and management by ensuring that:
 - the role of middle leaders is further developed so that they have a greater impact on whole-school improvement.

Inspection judgements

Effectiveness of leadership and management

Good

- The school went through a period of turbulence in the previous academic year. The current acting headteacher was appointed in May 2018, after serving for several years as a substantive deputy headteacher at King's Oak primary. She and her leadership team have been successful in setting a clear strategic direction which staff overwhelmingly support. Leaders have a clear understanding of their role and teachers understand leaders' vision for the school. As a result, the school has now turned a corner and is once again a stable and forward-looking community.
- Assessment of pupils is regular and is used by leaders and teachers to obtain detailed knowledge about how well pupils are doing. This information enables leaders to plan extra support for pupils where achievement is not good enough. The accuracy and rigour of the system have led to better outcomes for pupils.
- Leaders understand what makes a good curriculum for pupils who start school with limited language and communication skills. Accordingly, the curriculum has been designed with this in mind. The school's 'literacy spine' exposes pupils to increasingly difficult texts as their literacy skills improve. Teaching in other subjects is beginning to provide pupils with the background knowledge they need to understand what they are reading. In Year 6, for instance, pupils learned about the 'ghettoisation of Warsaw' in the Second World War when reading the book 'The Silver Sword'.
- Leaders acknowledge, however, that this is work in progress and not embedded across the school. Subjects such as science, history and physical education are well taught and provide pupils with a wide range of skills, as well as a real enjoyment of learning. Pupils' oral communication skills are central to learning, with a significant focus on pupils using full sentences and correct terminology when speaking.
- The curriculum also enhances pupils' spiritual, moral, social and cultural understanding effectively. Pupils study different topics, which include learning about different countries and cultures around the world. Opportunities to learn about music, art and sport traditions from around the world, for instance, are skilfully woven through the curriculum.
- The leadership of the provision for pupils with SEND is a strength of the school. These pupils have a range of needs and some are very complex. Leaders have a clear understanding of these needs and how to overcome pupils' learning barriers. Leaders communicate very well with all staff so that pupils' needs are met closely in the classroom and they therefore make good progress over time. The leadership and management of the specialist resource provision is equally strong.
- The additional funding for disadvantaged pupils is used well. Leaders and governors evaluate the individual needs of these pupils and use the funding to support them appropriately. As a result, these pupils make good progress and achieve well, especially in English and mathematics. Indeed, the school's own assessment information and work in pupils' books show that in some classes disadvantaged pupils make stronger progress than their peers.
- Leaders evaluate the school's effectiveness accurately. Together, they use this

insightful knowledge to inform careful plans for ongoing school development. Strong support from the local authority helps hone leaders' actions to strengthen further teaching and learning.

- The effectiveness of subject leadership is variable; it is strongest in English and mathematics. Not all middle leaders are consistently effective in checking the quality of teaching and evaluating pupils' achievement. Senior leaders are aware of and have begun to address this through a structured programme of professional development.

Governance of the school

- Governors bring a range of skills to the school and they are well trained. They know the strengths of the school and areas for development. They share the strong aspirations of the headteacher and work well with her and the senior leadership team. Consequently, the governing body provides effective support and challenge to school leaders.
- Governors are extremely supportive of the school. They enjoy visiting to see how well pupils are learning, and to talk with leaders. This happens on a regular basis through 'link visits' in which governors work with leaders to review an aspect of the school's work. As a result, governors have a good understanding of the quality of teaching and pupils' achievement. Governors are also diligent in checking every term the progress the school has made against the key priorities in the school improvement plan.
- Governors understand how the funding for disadvantaged pupils and those with SEND is spent. They challenge leaders to ensure that spending has a positive impact on these pupils and this helps leaders to develop their work. Such funding is spent well.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture of safeguarding. They provide regular training sessions so that staff recognise the signs of abuse and know what to do to alert leaders to their concerns. Leaders take prompt action in response to concerns and liaise with other services to ensure that pupils are safe. All statutory requirements are met; leaders perform all appropriate checks to ensure that adults in the school are safe to work with pupils.
- Pastoral leadership is strong. Leaders have created positive relationships with parents to ensure that vulnerable pupils and their families are well supported. External support is provided where necessary to ensure that these pupils remain safe.
- Pupils feel safe in school and know they can talk to an adult if they have any problems. Pupils know how to stay safe online when using social media and the internet. Parents who spoke to inspectors in the playground and those that responded to Parent View, Ofsted's online questionnaire, said that their children are safe and happy in school and are making good progress.

Quality of teaching, learning and assessment

Good

- Teachers' relationships with pupils are strong. Teachers have high expectations of

pupils' conduct during learning, and they manage pupils' behaviour well. Teachers' positive language and their use of praise help pupils to develop their confidence and self-esteem. As a result, pupils are comfortable asking questions and expressing their point of view.

- Phonics is taught well. Teachers are systematic in reinforcing the school's strategy for teaching pupils their letters and sounds. Commonly, pupils use the right techniques to sound out new words accurately and confidently. As a result, more pupils than previously are learning to read quickly and successfully.
- The school works closely with the local authority to carry out regular checks on the accuracy of assessments. Assessment of pupils' learning and achievement is accurate and thorough. Leaders use the information well to hold teachers to account for pupils' progress. Staff are collaborative in using assessment information to identify any pupil at risk of falling behind; they provide effective support for pupils who need to catch up.
- Teaching assistants provide consistently good support for lower-ability pupils, for those with SEND, and for pupils in the specialist resource provision. Staff are skilful at talking things through and breaking down problems into smaller steps, which enables these pupils to understand the work. This is typically supported by good resources and prompts which encourage pupils to think and reason. As a result, over time, these groups of pupils make good progress.
- Staff model good English to pupils. Adults see their role as one of supporting pupils to develop their speaking skills. As such, they are insistent that pupils speak in full sentences, use correct English and use specialist terminology wherever possible. This, coupled with good feedback from teachers, is having a strong impact on improving pupils' literacy skills in English and a few other subjects such as history. However, opportunities for pupils to practise their reading comprehension and writing skills across the wider curriculum are not well embedded.
- In mathematics, teachers' explanations and their modelling of standard calculation methods ensure that pupils use these confidently and accurately. Teachers have begun to adopt a more consistent and systematic approach to developing pupils' reasoning and problem-solving skills throughout the school. However, it is too early to see the full impact of the school's work on developing pupils' deeper mathematical understanding.
- Occasionally, learning is not adapted well for pupils who are capable of learning in greater depth; this includes, but is not limited to, the most-able pupils. In some lessons, tasks are not challenging enough for these pupils. When this occurs, the pupils continue to maintain focus, but they do not achieve as well as they should.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are respectful and tolerant. They know, for example, that it is wrong to discriminate against anyone for their sexuality or religion. Throughout the school, mutual respect abounds. This is particularly evident in the way that pupils interact with

one another and with adults in the classroom.

- Pupils understand diversity and value differences. They demonstrate compassion and understanding for people in difficulty and they understand British values. Pupils are well prepared for life in Britain.
- Pupils state that they feel safe at school. They say that bullying rarely happens and that they trust staff to resolve any issues that occur quickly and effectively. Pupils know how to keep themselves safe when using the internet. They get along well with each other, have fun and engage in positive friendships at this friendly and caring school.
- Vulnerable pupils receive good-quality care, including those pupils in the specialist resource provision. Staff work closely with families and other professionals such as social workers to adapt provision according to pupils' individual needs. A range of additional interventions, specialised support and suitable management of behaviour helps this group of pupils achieve well.
- Pupils have access to a strong PE curriculum, as well as a variety of extra-curricular sporting activities. This helps them to stay active and understand the importance of keeping fit and healthy. Pupils also learn about the importance of eating a healthy and balanced diet.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in and around school is good. Low level disruption is very rare because pupils rise to the high expectations set by staff. Pupils know that any poor behaviour has repercussions and will be tackled consistently and fairly by staff.
- Pupils consistently respond well to teachers' advice about how to improve their work. This shows that they want to do their best and have good attitudes to learning. Typically, pupils take pride in their work. Throughout the school, work in pupils' exercise books is neatly presented and handwriting is usually clear and legible.
- Lessons are frequently calm and productive. Most pupils listen closely to their teacher, answer questions thoughtfully and contribute enthusiastically to discussions. Sometimes, transitions between activities for key stage 1 pupils in the specialist resource provision are not as smooth and efficient as they might be. Although a little time is lost, pupils resume learning quickly.
- Attendance is now improving and is currently close to the national average. Leaders have engaged with parents who find it difficult to get their children to school on time and on a regular basis. This work has been effective in improving attendance overall and in reducing the number of pupils who are persistently absent.

Outcomes for pupils

Good

- Pupils make good progress across the curriculum from below-average starting points. All groups of pupils, including disadvantaged pupils, boys and girls, and those with SEND, achieve well across both key stages.
- Year 1 teachers build effectively on pupils' learning from the Reception class so that

pupils make good progress in developing their reading skills. The proportion of pupils who meet the expected standard in the phonics screening check at the end of Year 1 is in line with the national average. Pupils who are struggling to gain phonics skills are swiftly identified and given the help they need to catch up quickly. Consequently, they are able to meet the expected standard in the phonics screening test in Year 2.

- In 2018, attainment in reading, writing and mathematics was below the national average for Year 2 pupils. Leaders have carefully analysed the reasons for this and put in place effective strategies to raise achievement. For example, teachers select appropriate reading books to challenge pupils' reading skills. This, together with their phonics skills, is helping more pupils than previously to become confident and independent readers by the end of key stage 1.
- In 2018, progress in mathematics by the end of Year 6 was not as good as in 2017. This was because pupils did not have the reasoning skills needed to work through problems successfully. Leaders have acted quickly to secure improvements in the teaching of reasoning skills. They have provided training for teachers and ensured that pupils practise reasoning skills more frequently in lessons. However, this is not yet happening consistently enough across the school.
- Pupils in the specialist resource provision make good progress. Resources are used well to motivate pupils and sustain their attention. Teachers and teaching assistants offer effective support and ensure that these pupils succeed in their learning.
- Pupils who are clearly capable of making stronger progress, including the most-able, are not stretched consistently well in lessons. For instance, they are not challenged to make connections with previous learning and think more deeply about the concepts taught.

Early years provision

Good

- Most children start school with knowledge and skills which are typically lower than the expectations for their age. For many, their speaking and listening skills are particularly low. From these starting points, most children achieve well; the proportion of children achieving a good level of development is rising.
- Leaders have taken effective action to deal with the early years issues raised in the last report. For example, assessment of children's learning is now detailed and thorough. The quality of teaching has improved and is now good. Consequently, children are increasingly well prepared for learning in Year 1. This is the case across all learning areas, including reading, writing and mathematics. It is also true for different groups of children, including disadvantaged children and those with SEND.
- The leadership of the early years is strong. This is seen in various areas, including the work adults do to ensure a smooth transition from the children's two-year-old pre-school provision. Children quickly develop positive and trusting relationships when they arrive at school. This helps them to understand what they are learning.
- Children quickly understand and follow the established routines because they are well reinforced. This means that they move between activities calmly, and learning time is not wasted. As a result, children conduct themselves very well and quickly demonstrate positive attitudes to learning.

- Adults in the two-year-old provision work well with the children because assessment is regular and accurate, and gives adults a clear understanding of children's needs. Both indoor and outdoor resources are stimulating and sustain children's natural curiosity. This, coupled with much reassuring talk, ensures that children's social and emotional development is strong.
- Parents are very positive about the provision and report that their children settle quickly and enjoy school. They state that adults are very caring and always take the time to speak to them about their child's day. Parents feel that adults are approachable and are always keen to know what the children like to do at home, so that they can engage children in the classroom. Parents receive a lot of information about how well their children are doing at school.
- The early years area is vibrant and well planned, with lots of opportunities for children to develop across all learning areas. Activities are situated inside and outside so that children have a choice about how and where to learn.
- Transition into Year 1 is largely strong. Children are well prepared, thanks to the good progress they make in Reception. However, some of the Year 1 routines and expectations are not well known to the children when they move into Year 1, which can initially slow their progress at the start of the year.

School details

Unique reference number	102582
Local authority	Kingston upon Thames
Inspection number	10056700

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	521
Appropriate authority	The governing body
Chair	Joanna Gautam
Headteacher	Jessica Stodart
Telephone number	02089425154
Website	www.kingsoak.kingston.sch.uk
Email address	admin@kop.rbksch.org
Date of previous inspection	2–3 October 2014

Information about this school

- The school is larger than most primary schools nationally.
- The proportion of disadvantaged pupils supported by the pupil premium is higher than the national average.
- The proportion of pupils with SEND is well above the national average. The school has SRP for up to 27 pupils who have autism spectrum disorder, from Reception to Year 6. Often, these pupils are integrated into classes.
- Over half of the pupils come from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is higher than that found nationally.
- The school has pre-school provision for 28 children aged two years.
- The number of pupils who join and leave the school at other than the usual times is much higher than the national average. Many children join the Reception classes with

no pre-school experience.

- The previous headteacher left after two terms in April 2018. In May 2018, the former deputy headteacher of the school was appointed as the acting headteacher. Governors are in the process of advertising for a substantive headteacher position.

Information about this inspection

- Inspectors observed learning throughout the school, spoke to pupils and looked at work in their books. Observations and scrutiny of pupils' work were conducted jointly with senior leaders.
- Meetings were held with senior leaders, middle leaders, groups of pupils and three members of the governing body, including the chair and vice-chair. Inspectors also met with the school's improvement partner from the local authority.
- Parents' views were gathered at the start of the second day, and 53 responses to the online questionnaire, Parent View, were considered. The inspectors also analysed 67 responses to the staff questionnaire and 76 responses to the online questionnaire for pupils.
- A range of documents were reviewed, including: the school's improvement plan and self-evaluation document; the school's single central record of employment checks on staff; information about pupils' achievement, attendance, behaviour and safety; governing body reports; and local authority reports about the school's performance.

Inspection team

Nasim Butt, lead inspector	Her Majesty's Inspector
Lisa Farrow	Ofsted Inspector
Jason Hughes	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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