

# Inspection of King's Oak Academy

Parkway, Gaywood, King's Lynn, Norfolk PE30 4QJ

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Inspection dates: 22 and 23 October 2024

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Inadequate

The headteacher of this school is Julia Christou. This school is part of Unity Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Glyn Hambling, and overseen by a board of trustees, chaired by Alan Jones.

## What is it like to attend this school?

The school has high ambitions for pupils' achievements. Pupils now receive the standard of education they deserve. They learn well in a calm and very caring environment. Adults know pupils' individual needs extremely well. This means pupils receive the right care and attention to help them achieve well.

The youngest children in Nursery and Reception settle into school quickly. Warm relationships with adults help them to understand routines and the school rules. Older pupils love helping their younger peers in the playground and around school.

Pupils generally behave well. They are respectful of others and look out for their friends if they are feeling sad. Those who need extra help with their behaviour receive effective support to help them calm down if they feel angry or upset. However, occasionally pupils find it hard to concentrate in lessons because there is too much chatting when they should be working.

Pupils celebrate differences between themselves and others. They know they are each unique. Those who speak other languages, such as Lithuanian or Polish, are proud to teach their friends some words and phrases. Pupils also delight in receiving awards, such as 'Determined Dalmatian' or being the 'Golden Person' of the week. These awards motivate them to try hard and be kind.

## What does the school do well and what does it need to do better?

Pupils learn a well-designed curriculum. Teachers are clear on the important knowledge pupils need to learn in each subject. Adults check carefully to make sure pupils have understood securely and have remembered their new learning. They use their findings to address any emerging knowledge gaps. Pupils with special educational needs and/or disabilities (SEND) learn well. This is because adults are well trained to make sensible adaptations to the work they ask these pupils to do. This means pupils complete work that helps them learn precisely what they need to.

Pupils learn to read fluently and with confidence. Although some pupils with SEND or pupils who speak English as an additional language take a little longer than their peers to learn phonics, all pupils receive high-quality teaching to help them read effectively. This is because adults are expert in teaching reading. They receive precise feedback and training from school leaders to help them keep their practice sharp. Those pupils who find reading tricky are well supported to help them catch up. These rapid improvements in reading have not yet made their way into pupils' writing. Some pupils are not yet able to form letters sufficiently well or use their knowledge of phonics to help them spell words correctly.

The culture of behaviour in the school has been transformed. Pupils who need additional support to help them manage their behaviour receive much useful guidance. This has paid dividends. Pupils behave well around the school. Mostly pupils have positive attitudes to

their learning. Occasionally, there is still some low-level disruption where adults do not, at times, step in quickly enough to stop this.

The effective personal development programme provides pupils with chances to experience opportunities they would not otherwise receive. Pupils are taught about healthy relationships as well as how to look after their own physical and mental well-being. The school celebrates pupils' achievements through a range of awards, certificates and celebration assemblies. All of these support pupils to develop their self-esteem and see themselves as valued members of the school community.

The early years has been significantly improved since the previous inspection. Children are increasingly resilient and independent. They learn and develop well-rounded social skills, so they share and take turns in lessons and in their play. Children in Nursery and Reception benefit from being immersed in stories, rhymes and poems to help them start their reading journey well. They hear a wide range of new words, but some adults are not yet sufficiently skilled in helping children practise using this new language. As a result, some children do not fully develop the rich and broad vocabulary then need.

The historic poor attendance of too many pupils has been flipped on its head. Pupils now attend regularly. They miss very little school because they and their parents know the importance of good attendance. If a pupil's attendance starts to slip, adults act quickly to find out why. They provide effective help to get things back on track. Leaders' supportive work with parents and carers has significantly improved some pupils' attendance.

Trustees, through the school improvement board, keep a close eye on how the school is performing. The board provides challenge to school leaders to ensure that their work is continuing to improve the school for pupils. Senior leaders, along with trust leaders, provide great support for staff in managing their workload and well-being. The members of the staff team are proud to be part of King's Oak.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The new approach to the teaching of writing is yet to yield its full impact. Some pupils have gaps in their knowledge, which means they are not able to produce the quality of writing they should. They do not always form letters correctly to spell with words with the accuracy they should. The school should ensure that it fully implements the work that has been started to help pupils develop and secure the necessary knowledge to become proficient writers.
- Sometimes in the early years, adults do not extend children's vocabulary effectively enough. This means that some children miss out on opportunities to hear and practise

new language, thus slowing their literacy development. The school should ensure that adults continue to receive appropriate training so that children gain the rich and broad language they require for future learning.

- On occasions, some pupils' behaviour distracts them and others from being focused on their learning and trying their best. Staff are not always quick at stepping in to stop some low-level disruption quickly enough. The school needs to ensure that the high expectations for behaviour are implemented consistently to ensure that pupils concentrate on their learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145534
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10345501
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alan Jones
<b>CEO of the trust</b>	Glyn Hambling
<b>Headteacher</b>	Julia Christou
<b>Website</b>	<a href="http://www.kingsoakacademy.co.uk">www.kingsoakacademy.co.uk</a>
<b>Dates of previous inspection</b>	6 and 7 June 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Unity Education Trust, a multi-academy trust.
- The headteacher joined the school in September 2022, shortly after the school's previous graded inspection.
- The assistant headteacher, along with several other staff, joined the school in September 2023.
- The school does not currently make use of any alternative provision.
- The school's Nursery provides education for three- and four-year-old children.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, assistant headteacher, a range of other school staff and a range of leaders from the trust. The lead inspector held a meeting with members of the school improvement board, which included trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including attendance records, pupil records, records of school improvement board meetings, school development plans and school self-evaluation documents.
- Inspectors considered the responses to the online survey for parents, Ofsted Parent View, and Ofsted's online staff survey. The pupil survey was not used in this inspection. Inspectors spoke with a wide range of pupils both formally and informally during the inspection.

## Inspection team

Nathan Lowe, lead inspector

## His Majesty's Inspector

Dave Gibson

## His Majesty's Inspector

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