

# Inspection of King Offa Primary Academy

Down Road, Bexhill-on-Sea, East Sussex TN39 4HS

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Inspection dates: 15–16 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy attending King Offa Primary Academy. They are happy and smile a lot. Pupils report feeling safe in school and most parents agree with their children's views.

Pupils respect the school values of 'knowledge, safety, health and equality'. Most pupils behave well, responding to staff's high expectations. Pupils say bullying occurs very rarely. Whenever necessary, pupils are sensitively and helpfully supported by staff to resolve any concerns.

Leaders expect the very best academic achievement for all pupils. They have ensured that pupils learn a wide range of subjects. Most pupils try their very best in the subjects they study.

Pupils' achievements are celebrated regularly. Pupils enjoy being named the 'King' or 'Queen' of the class. This award recognises an individual pupil's efforts and personal success weekly.

Pupils often present or perform their work to others. For example, through termly and annual events, such as the Paragon celebrations. These are enjoyed greatly by the school and wider community.

Leaders have developed helpful links with a number of community providers. Pupils learn how to help their own and other communities. Pupils benefit from a range of visitors to the school, including the very popular therapy dogs, Moose and Missy.

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

Leaders have developed an ambitious curriculum for pupils to study. They have ensured that the topics pupils learn about are sequenced in a logical order. Pupils are taught knowledge and skills that build on what they have learned before. For example, in mathematics, children in the early years use their knowledge of 2D and 3D shape to design and build rockets. Older pupils learn to name, describe and categorise increasingly complex shapes. Teachers use their subject knowledge well to teach lessons that engage most pupils. Pupils enjoy learning.

Pupils with special educational needs and/or disabilities (SEND) receive personalised and group teaching, alongside their other lessons. These help pupils with SEND to become more independent, as well as developing other skills and subject knowledge. Pupils with SEND are very well supported.

Teachers question pupils often to check what they know and remember. For example, teachers use subject quizzes regularly to confirm what pupils know. However, some pupils do not remember what they have been taught well enough. For example, in Year 4 some pupils do not remember the history knowledge they

have been taught. Consequently, some pupils do not have the knowledge and skills they need before moving to the next stage of learning.

Children get off to a good start in their education, in the early years. They play and learn together well, in a caring environment. Leaders have recently improved the way in which children learn phonics in Reception. However, some children do not know the expected sounds well enough. As a result, a few children lose focus when they are taught more difficult sounds. Nevertheless, more children than previously are remembering the sounds they need to read and write.

Leaders have created an evident reading culture across the school. In Year 1 particularly, leaders have developed an effective daily routine where pupils are read to, read to each other and to adults. Pupils read often. The few pupils that need to catch up with reading are supported to do so. The support is personalised to their needs. Most of these pupils catch up.

Trustees receive helpful information from school leaders, to understand how the school priorities are being achieved. Trust leaders' work and partnerships with other trust schools benefit the school's improvement journey. For example, trust-wide teacher exchanges with schools in the USA support teachers' professional development. The work of trustees and trust leaders is well placed to support the school further.

Leaders have developed a range of opportunities for pupils to learn how to keep themselves fit and healthy, for example sporting clubs after school and first aid training. Pupils have a good understanding of how to look after themselves and others.

Pupils learn about life in modern Britain. They engage in interesting debates. For example, Year 6 pupils ponder the question 'Is marriage a choice?' Pupils respect other people's views and differences.

Leaders share pupils' achievement and successes proudly with the local community. Most parents are supportive of the school and the work it does. One parent spoke for many when they commented, 'This is a very good school, where all pupils are happy.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed a culture where pupils' safety is of the utmost importance. Leaders fulfil their legal safeguarding duties. They train staff to know their safeguarding responsibilities. Consequently, staff know when and how to report any concerns they have about a pupil's safety. These concerns are followed up promptly.

Leaders work well with other agencies to support vulnerable pupils and their families. They ensure that pupils receive the support they need.

Trustees work with school leaders to check regularly that the culture of safeguarding remains effective.

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

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

- Although teachers check if pupils know and remember the subject knowledge taught, some pupils do not have the knowledge and skills they need for the next steps of the curriculum. Leaders need to ensure that teachers' methods of checking what pupils know identify pupils' gaps in knowledge fully. These gaps should be resolved in order that even more pupils are well prepared for the next steps in the subjects taught.

## **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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

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.

## School details

<b>Unique reference number</b>	138400
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10087958
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	444
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ron Packard
<b>Headteacher</b>	Ryan Laker
<b>Website</b>	<a href="http://www.kingoffaprimaryacademy.org/">http://www.kingoffaprimaryacademy.org/</a>
<b>Date of previous inspection</b>	20 June 2018, under section 8 of the Education Act 2005

## Information about this school

- The head of school started in September 2018.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior leaders, curriculum leaders, teachers and pupils.
- The lead inspector met with representatives of the board of trustees. He met with the chief executive officer of the trust and the executive headteacher. The lead inspector met a representative group of the local academy board.
- We met with parents and carers at the start of one day of the inspection. We considered the school's parent and staff survey responses.
- The lead inspector reviewed the school's website, publicly available information on pupils' performance and other relevant school documentation.
- The lead inspector reviewed safeguarding procedures in place at the school, including checking the single central record and safeguarding policies. He met with the designated safeguarding lead.

- We observed pupils' behaviour in classrooms, at lunchtimes and as they moved around the school.
- We did deep dives in these subjects: reading, mathematics, history and computing.

### **Inspection team**

Dylan Davies, lead inspector

Her Majesty's Inspector

Susan Conway

Ofsted Inspector

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