

Oxford Gardens Primary School

Oxford Gardens, London, W10 6NF

Inspection dates 16–17 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has developed a strong and cohesive school community in which staff, governors, parents and pupils all strive to meet the shared vision and learn together.
- Governors support the school well in meeting its aims. They question school leaders carefully when holding them to account for its performance.
- Staff are continually focused on how teaching can improve. The result is that teaching is good and new teachers quickly become effective.
- The mutual respect shown between adults and pupils means that learning moves forward uninterrupted in calm and hardworking classrooms.
- Children enjoy the wide range of interesting learning experiences in the early years. They make good progress, particularly in their writing.
- Pupils' circumstances are known well because leaders have built strong and trusting links with families, particularly those who find engaging with the school difficult.
- These strong links with families have enabled leaders to help families who find it difficult to ensure their children attend regularly. As a result, attendance has improved considerably.
- The school provides highly effective support for the pupils' spiritual, moral, social and cultural development. Pupils learn not only what it is to be British but also to respect the cultures and beliefs of others.
- Pupils behave well. They are very considerate towards each other, play happily together and take great care to help newcomers settle quickly.
- Most pupils are enthusiastic learners and prepared to be challenged by their teachers. They have high aspirations and are motivated to succeed.
- Staff and governors are very vigilant in ensuring that pupils are kept safe in school. As a result, pupils are happy and enjoy learning and their attendance is rising.

It is not yet an outstanding school because

- Assessment information is not used well enough to make sure there is an accurate understanding of the performance of children in Nursery and Reception.
- The questions teachers ask do not always challenge the most able pupils enough.
- Pupils do not routinely use their writing targets to help them improve writing in other subjects.

Information about this inspection

- Inspectors observed 23 lessons, nine of which were seen together with the headteacher or deputy headteachers.
- Inspectors looked at work in pupils' books from this year. These included records of the learning of children in Nursery and Reception.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and two other governors, and a representative from the local authority.
- Inspectors took account of the 86 responses to Ofsted's online parent questionnaire, Parent View. Inspectors also held informal discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 48 responses to the staff questionnaire.

Inspection team

Martin Beale, Lead inspector	Additional Inspector
Clifford Walker	Additional Inspector
Sue Cox	Additional Inspector

Full report

Information about this school

- The school is well above average in size.
- Almost three-quarters of the pupils are from a wide range of minority ethnic backgrounds. This figure is much higher than in most primary schools.
- A well above average proportion of pupils speak English as an additional language. This includes a significant minority who are at the early stages of learning English when they enter the school.
- The majority of pupils are disadvantaged and so eligible for additional funding, known as the pupil premium. This proportion is much larger than average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- At about one pupil in seven, the proportion of disabled pupils and those who have special educational needs is broadly average.
- The Nursery caters for 23 children on a full-time basis. Children attend the two Reception classes full-time.
- An above-average proportion of pupils join or leave part-way through their primary education.
- The school provides a daily breakfast club for pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the impact of teaching on the pupils' learning and progress by ensuring that teachers develop their questioning skills in order to make pupils think harder, particularly the most able.
- Make sure pupils use their targets to inform their written work in other subjects in order to raise attainment in writing further.
- Sharpen the effectiveness of leadership and management in the early years by improving the use of assessment to set targets for action against which they can measure performance.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher are very ambitious for the pupils. They are supported well by school leaders and a cohesive staff team. Together they have established an environment in which good achievement and behaviour flourish. This is encapsulated in the vision 'Sail to success', worn as a badge on the pupils' uniform that really means something to them. Learning is seen as a journey and together pupils strive to 'be the very best they can be'.
- Teachers continually strive to improve their teaching. The headteacher and deputy headteacher set challenging targets for the progress of pupils in their classes. Teaching standards are rigorously checked and any teacher who slips below being at least good is given a support package of training.
- The well-trained subject leaders are fully involved in checking performance in their areas of responsibility and planning how it can be improved. Their interrogation of assessment data gives them a clear picture of the effectiveness of action taken. However, this is not as sharply refined in the early years, partly because of changes to assessment tracking systems.
- The school promotes equality of opportunity and tackles discrimination well. Thoughtfully planned use of the pupil premium is increasing the progress of disadvantaged pupils through additional teachers and support staff. The team of learning mentors play a vital role in helping the school understand the circumstances of families and their children so support can be targeted to individual needs.
- The school's engagement with the local authority is effective in helping the school meet its goals. This has included reviews of its performance to help clarify action to be taken, followed by returning later to check its impact.
- In addition to focusing sharply on developing reading, writing and mathematics the curriculum is broad and carefully planned. Topics link learning between subjects and educational visits are linked closely into the work undertaken, to provide an additional stimulus for pupils. The extensive range of clubs is greatly valued by pupils and well attended. Pupils in Key Stage 2 also greatly enjoy being taught cooking skills.
- Working towards becoming a 'Rights Respecting School' is enabling the school to reaffirm its values collectively. Pupils learn tolerance and respect for others through studying the customs, special events and special texts of different religions. They also have the opportunity to learn about democracy through campaigning for elections to be head boy and head girl.
- Good use is made of additional sports funding. Additional coaching expertise purchased has enabled the school to extend the range of sports available, increase pupil participation and improve the performance of school teams.
- **The governance of the school:**
 - Governors are trained well and bring considerable expertise to their role. Their skilled analysis of assessment data enables them to ask searching questions of school leaders about the school's performance. Governors are sharply aware of the headteacher's action to improve teaching. They make sure the headteacher links only good and better teaching to salary increases. Governors check the impact of their spending decisions in great detail. One example is the way they keep the use of the pupil premium continually under review in order for changes to be made to increase its impact. They are rigorous in keeping safeguarding policies up to date, making sure that staff are fully trained and that they implement procedures rigorously.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The procedures for managing behaviour are securely embedded, consistently applied and fully understood by pupils, starting from the early years. Pupils are polite, courteous and confident when talking to adults. In the vast majority of lessons, pupils display positive attitudes to learning by listening carefully and working hard. However, they lose concentration on rare occasions when work does not capture their imaginations.
- Improving attendance has proved a challenge but one the school has not shirked. Many innovative strategies have been employed. The 'Scooter scoop' initiative of staff going to identified homes each morning to scoot with individual pupils to school has greatly reduced absence and improved punctuality. Attendance reached the national average last year and is still rising.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree that the school keeps them secure. Staff are very vigilant and they spot and respond to concerns.
- Procedures for safeguarding are robust, including checks on staff who join the school. Leaders ensure that the school is a safe place.
- Pupils understand the dangers associated with using the internet and are taught how to keep themselves safe, for example through regular e-safety training.
- The school has ensured that pupils are made aware of the different types of bullying, including cyber bullying, and pupils say any type of bullying is rare. School records confirm their view that the very few incidents are dealt with constructively by staff. Pupils from a wide range of backgrounds work and play happily together, helping to make the school enjoyable for everyone and a harmonious environment in which they can develop and learn.

The quality of teaching is good

- Teaching is leading to pupils making good progress over time. Teachers use resources, including displays, well to capture the pupils' attention and support their learning. Teachers have good subject knowledge and make judicious use of praise to increase pupils' confidence. As a result, pupils try new ideas and do not worry if they get something wrong, as they know they can learn from their mistakes.
- Teaching across the early years is good. This supports the children's good progress and rising attainment. Activities are carefully chosen to focus sharply on moving their learning forward, both inside and outdoors.
- The pupils' early reading skills develop well through the systematic approach adopted by the school. Teachers use interesting and well-chosen texts to stimulate the pupils' writing throughout the school, such as when Year 5 took a theme from *Frozen in time* to write an argument against testing drugs on animals.
- Children in the early years and pupils at Key Stage 1 benefit from the practical approach to helping them to understand written methods of calculation. Opportunities for pupils to use and apply their mathematical skills are an integral part of each lesson across the school. This enables them to consolidate their skills securely and deepen their understanding of the underlying principles being taught.
- Class teachers take full responsibility for the learning of disabled pupils and those who have special educational needs. They work closely with the well-trained team of additional staff to modify tasks and provide carefully tailored support for individual pupils.
- Pupils reflect on their work, using clear criteria, usually linked to their individual targets, to identify where they have been successful. Teachers give guidance when mistakes have been made, to which pupils respond. This forms a basis from which teachers plan the next lessons.
- Teachers set work that challenges pupils at all levels. When asking questions, they expect pupils to explain their reasoning, although this does not always extend to making sure the most able pupils are made to think more deeply.

The achievement of pupils is good

- Pupils make good progress in reading, writing and mathematics. Year 6 test results were average and unchanged in 2014 in reading and writing. They fell to significantly below average in mathematics, largely because of weaker results at higher levels.
- The most able pupils are challenged well and make good progress. Their less rapid progress in mathematics in 2014 has been tackled partly through ability groupings across Key Stage 2 which enable teachers to fine-tune more sharply the work these pupils are given.
- Children make good progress from their starting points in all areas of learning in the early years. Their attainment has improved very considerably so that it was broadly average by the time the children left Reception in 2014.
- Children develop a good understanding of their letters and sounds in the early years. Teachers build on this successfully at Key Stage 1. Results of the screening check in phonics (the sounds that letters make) for Year 1 pupils were average in 2014 and an improvement over the year before.
- Disadvantaged pupils make good progress. The gap in Year 6 test results in 2014 between disadvantaged pupils and their peers closed to two terms in mathematics and writing, and just under six months in reading. Year 6 test results in reading and writing for disadvantaged pupils were one term behind the national average for all pupils and two terms behind it in mathematics.
- Pupils speaking English as an additional language make good progress, similar to that of other pupils. The school successfully meets the needs of later arrivals, most of whom reached at least Level 4 in all subjects

in 2014. There is no significant difference in the achievement of pupils of different ethnic backgrounds.

- Disabled pupils and those with special educational needs make good and much improved progress. Additional programmes where pupils are withdrawn from the classroom are planned carefully for minimal disruption and are tailored closely to meet individual needs.

The early years provision

is good

- The close and constructive relationship with home ensures that children settle in quickly and milestones in their development and progress can be shared. As a result, the children work hard, form lasting friendships and treat adults and each other with care and kindness.
- Children who enter with skills below those typical for their age are helped to catch up during their time in Nursery and Reception in most areas of learning. Children are prepared increasingly well for learning at Key Stage 1. Progress in writing has become a strong feature of recent cohorts. This is because children's writing is linked closely to the sounds they learn and the books they read in phonics.
- Teachers and support staff work closely as a team to help the children feel secure and to provide activities aimed closely at the next steps in their learning. Adults engage constructively with the children to give them confidence and check their learning. Their dialogue with the children helps to move learning forward, although opportunities are not always taken to question and challenge children to think further.
- Early years leadership is good in ensuring that teaching is continually meeting the needs of the children. However, the analysis of assessment data is not sharp enough for leaders always to be aware of where to precisely focus their efforts. This has not prevented the school from maintaining good provision and achievement for the children, but is an impediment to its ambitions to improve further.

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	100485
Local authority	Kensington and Chelsea
Inspection number	449327

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	The governing body
Chair	Tim Jones
Headteacher	Sarah Cooper
Date of previous school inspection	14 June 2011
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