

# Oxford Gardens Primary School

## Inspection report

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|--------------------------------|------------------------|
| <b>Unique Reference Number</b> | 100485                 |
| <b>Local Authority</b>         | Kensington and Chelsea |
| <b>Inspection number</b>       | 285811                 |
| <b>Inspection date</b>         | 11 December 2007       |
| <b>Reporting inspector</b>     | Nick Butt              |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|---|-------------------------------------|
| <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 on roll</b>                     |                                     |
| School                                    | 416                                 |
| <b>Appropriate authority</b>              | The governing body                  |
| <b>Chair</b>                              | Mr Peter Blagg                      |
| <b>Headteacher</b>                        | Ms Sarah Cooper                     |
| <b>Date of previous school inspection</b> | 22 May 2002                         |
| <b>School address</b>                     | Oxford Gardens<br>London<br>W10 6NF |
| <b>Telephone number</b>                   | 020 8969 1997                       |
| <b>Fax number</b>                         | 020 8964 5844                       |

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues -achievement and standards, personal development and well-being, teaching and learning, the curriculum, leadership and management and care, guidance and support - gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with pupils, governors and staff, also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This large school serves an inner city area with high levels of social deprivation. It has a 50 place Nursery. The proportion of pupils eligible for free school meals, almost half, is very high. Three quarters of pupils are from many different minority ethnic backgrounds. More than four in ten of them speak English as an additional language. The number of pupils with learning difficulties or disabilities is below average. The school has an award for promoting healthy lifestyles. There have been several changes of staff in the past year. The headteacher has been in post since April 2007.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. The new headteacher has established a good team spirit amongst her young and relatively inexperienced staff, and has set out clearly her vision for a modern learning community. Parents welcome the changes she has introduced, and speak of a real partnership with the school. One commented, 'The headteacher appears totally committed to listening to parents' views and improving the school where possible.' Innovative use of information and communication technology (ICT) is a strong feature of the school, with interactive display screens celebrating children's work and their experiences of school in the halls, corridors and public areas. These do much to raise pupils' self-esteem as they present an evolving picture of the life of the school.

Standards are broadly average and achievement is satisfactory. Children enter the school with a wide range of skills and abilities, but these tend to be below average. They make good progress in the Foundation Stage because provision here is good. In the rest of the school, achievement is satisfactory. In 2006 national tests, Year 6 pupils attained broadly average standards that were better in English and fell back in mathematics. Standards in ICT are above average because of excellent resources (there are three computer suites for pupils to use) and teachers' good subject knowledge. Pupils with learning difficulties make satisfactory progress and are supported well to meet their individual targets. The achievement of pupils who speak English as an additional language is satisfactory, and they are included well in all activities. Teaching is satisfactory with good features. There are very good relationships between adults and pupils, which motivate pupils to work hard and do their best. Lessons are organised well, with a good mixture of methods employed to interest pupils, including effective use of interactive whiteboards. Assessment varies, however, and in some classes the work set is not sufficiently challenging for all pupils, especially in mathematics. The teaching of reading has improved in Years 1 and 2 with a new emphasis on phonics, although standards still lag behind those of writing and are below average. Books do not enjoy the same high profile given to ICT. This is exemplified by the sorry state of the school's library, in a remote part of the school building among the rafters, where books wait forlornly on trollies to be borrowed.

Pupils' good personal development and well-being means they behave well and respect one another's differences. Their social, moral, spiritual and cultural development is good. This is a multi-cultural school that celebrates the rich diversity of faiths and traditions that pupils bring, with special events like International Day presenting opportunities for pupils to share their experiences. Pupils have a good knowledge of living healthily and take plenty of exercise, both in school time with the specialist coach, and outside lessons with a wealth of different sports activities organised by the learning mentors. Pupils say they feel free from bullying and know how to stay safe, for example by learning cycling proficiency. They enjoy school, and attendance has been rising, although it is still a little below average. Pupils like the way they can earn points towards 'golden time' at a local sports centre. One said, 'It's quite fun being competitive sometimes.' They make a good contribution to the school community as school councillors, who have been involved in interviewing for the headteacher's and deputy's posts. Members of the School Nutrition Action Group interview other pupils in the dining hall to find out their views about dinners, and display-designers help to load the interactive screens with new material for pupils to view. Pupils join with other schools in sports tournaments and music festivals, even performing at the Royal Albert Hall. The Year 6 pupils spend a week doing research with a community organisation that has established links with Imperial College, London, and find

out more about lifelong learning. They leave the school with the expected basic skills and are ready for the move to secondary school. As one parent put it, 'The school produces very happy well-rounded children - who are aware of the world around them.'

Pupils receive a satisfactory curriculum, which is enriched well by numerous visits to places of interest, visitors to the school and a wide variety of clubs. These include Lego, Spanish, knitting and chess club. ICT is linked well across subjects and makes a positive contribution to pupils' personal development and their enjoyment of school. For example, Year 6 have been devising multi-media presentations of interactive stories for the pupils in Year 2. Parents have commented, and the school accepts, that there is not enough emphasis on the visual arts or drama, things that would help to make the curriculum more creative and relevant for pupils. The pastoral care of pupils is good, but there are weaknesses in the academic guidance pupils receive. Teaching assistants provide good learning support to groups and individuals, and the two learning mentors play a pivotal role in helping those pupils who have particular difficulties or need special attention. The provision for pupils with learning difficulties is effective and managed well. There are good links with outside agencies. However, the school has only recently started to share curricular targets with pupils in literacy by means of target books, and this is not done consistently yet across the school. It is planned to introduce target books for mathematics next term. Teachers track pupils' progress in different ways, so it is difficult for leaders to gain an overview of how cohorts of pupils are doing as a whole.

The headteacher provides good leadership and gives the school clear educational direction. There has been no deputy for two terms, which has put extra pressure on the leadership team, but everybody has pulled together well to ensure no momentum is lost in moving the school forward. Regular monitoring of the quality of provision gives leaders an accurate view of the school's strengths and needs, and these are reflected in a concise and appropriate improvement plan. The impact of leadership and management on the work of the school is satisfactory and is improving as initiatives begin to take effect. Governors appreciate the information they receive from the headteacher, and meet during the school day so they can see the school in action. They are developing their role as critical friend and asking more searching questions. The school has seen some choppy waters because of many staff changes, but with new leadership at the helm its motto 'sail to success' is becoming an increasing reality.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision is good, with outstanding features in the Nursery, where children enjoy a very rich learning environment that is spacious and extremely well resourced. They settle quickly into school, and benefit from a good mixture of adult-led and child initiated activities. A 'secret agent' theme in the Nursery saw children using digital cameras to make identity cards, writing secret messages with wax and taking fingerprints. Foundation Stage children have their own dedicated computer suite and, consequently, develop ICT skills very rapidly. The Foundation Stage is led and managed well, with a strong team of teachers and support staff, a considerable improvement since the last inspection.

### **What the school should do to improve further**

- Raise standards and achievement in mathematics by the end of Year 6 by setting work that challenges all pupils.
- Strengthen assessment by tracking pupils' progress more systematically and consistently sharing with pupils their specific targets for improvement in literacy and numeracy.

- Raise the profile of reading across the school by providing a centrally-based well-resourced modern library.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 2   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 3   |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |

### Personal development and well-being

|   |   |
|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| How well learners enjoy their education   | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

### The quality of provision

|  |   |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs?          | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported?   | 3 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## Text from letter to pupils explaining the findings of the inspection

18 December 2007

Dear Pupils

Inspection of Oxford Gardens Primary School, London, W10 6NF

Thank you very much for making me so welcome at your school. I did enjoy my visit. Yours is a satisfactory and improving school. These are some of the things I like about it.

- The new headteacher leads the school well and knows exactly what needs to happen for it to get even better.
- Children get off to a good start in the Nursery and Reception class and settle in quickly.
- You behave well and treat one another kindly.
- You work hard in class and like to take part in lessons.
- You take plenty of exercise and enjoy school.
- You are really good with computers, and there are lots of opportunities for you to practise your skills.
- There are plenty of clubs and visits for you to take part in.
- The school looks after you well, especially if you have any problems to sort out.
- The school gets on well with other groups, who come in to help you.

Standards in mathematics could be higher, and I have asked your teachers to make sure the work is just right for you, not too easy and not too hard. It is important that you know how well you are doing, so I have suggested that the school follows your progress very closely, and gives you targets to meet in literacy and numeracy. The library is hard to get to right at the top of the school, and does not seem very attractive at the moment. I think it would be better if it were easier to reach and encouraged you to read more by being filled with exciting books. I am sure your teachers would be pleased to hear your views about what a new library could look like.

Thank you once again for your help. My best wishes for the future.

Yours sincerely,

Mr N Butt

Lead Inspector