

Inspection of Oxford Gardens Primary School

Oxford Gardens, London W10 6NF

Inspection dates: 7 and 8 March 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have high ambition for pupils. They want pupils to know their rights and to speak up on issues that are important to them. Leaders provide many opportunities for pupils to share their views. This includes through the school council and rights-respecting committee. Leaders provide opportunities for pupils to support others and the local community. Recently, for example, pupils on the school's rights-respecting committee spoke to leaders in other schools about their work. The school recently received an award from an internationally recognised charity for their work.

Older pupils enjoy taking on leadership responsibilities. Many said this is because they can be role models for younger pupils. It is common to see pupils in Year 6 and children in the early years sitting together and enjoying a story book. Pupils behave exceptionally well. They treat each other with respect and care.

Leaders foster positive working relationships with pupils. Many pupils commented how much teachers care about pupils here. Leaders provide a variety of ways for pupils to share any concerns that may arise, including about bullying. Leaders deal with any incidents of bullying effectively. Pupils are taught about different types of bullying and why it is wrong. They are safe in school.

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

Pupils at the early stages of learning to read receive effective teaching and support. Phonics is taught from Reception Year onwards. Leaders and teachers check the letters and sounds that children know. They ensure that pupils read books matched closely to their knowledge of phonics. Leaders provide effective support for pupils who fall behind. As a result, pupils enjoy reading and learn to read with fluency and confidence.

Pupils with special educational needs and/or disabilities (SEND) learn securely. Teaching staff are well trained to identify quickly whether a pupil has SEND. Leaders and teachers make appropriate adaptations to teaching. This is so that pupils with SEND are supported to learn alongside their peers. Leaders have established strong partnerships with a range of experts and therapists who provide specialist help for pupils and their families if necessary.

The school's curriculum matches the breadth and ambition of the national curriculum. Leaders think carefully about the important knowledge they want pupils to know and remember. Typically, they sequence this knowledge carefully from the early years onwards. However, sometimes, subject leaders do not make as clear what knowledge children in the early years need to know so that they are prepared for the curriculum in Year 1 and beyond.

Mostly, teachers implement the curriculum effectively. Teachers help pupils to know and remember key knowledge. They check pupils' learning regularly in class.

Published academic outcomes for the end of Year 6 in 2022 were weak in some areas, particularly mathematics. This was due to a number of factors, including, but not limited to, the impact of the COVID-19 pandemic on pupils' attendance rates. Typically, current pupils build secure knowledge of subjects and draw on prior learning. For example, pupils in Year 6 use their times tables readily when multiplying and dividing decimal numbers. Sometimes, in a few subjects, teachers do not follow leaders' curriculum thinking as closely or make thorough checks on what pupils know and remember. As a result, occasionally pupils have gaps in their knowledge.

Teachers have high expectations of behaviour and attendance. From the early years onwards, leaders encourage pupils to reflect on their own behaviour and think about the rights of others to learn without being disturbed. Pupils enjoy receiving rewards in assembly for showing consideration and respect for themselves and others. Pupils are enthusiastic and keen to learn. Low-level disruption does not affect learning. Leaders work hard to encourage all pupils to attend school regularly and on time.

Leaders think carefully about how to support pupils' personal development. For example, leaders use individual approaches tailored to pupils' needs in order to encourage regular attendance. Leaders want pupils to have experiences beyond the local area. For example, they arrange funded residential journeys so that pupils experience working on farms located outside London. Leaders are able to make additional wider opportunities available for selected pupils through partnerships with outside organisations. Pupils are taught about the importance of healthy, age-appropriate relationships.

The governing body is effective in supporting the school to improve and provides the right level of challenge. The governing body and leaders work together to make sure that the workload of staff is manageable. Typically, parents are very supportive of the school. Parents value the positive working relationship they have with the school's leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and school staff have appropriate safeguarding training. They know the signs that a pupil may need help or support. Leaders take appropriate action when concerns arise. They seek advice from external safeguarding partners. They maintain regular communication with external agencies to make sure vulnerable pupils receive help. The governing body hold leaders to account for safeguarding effectively.

Pupils are taught about staying safe. This includes when online. Pupils describe staff as trusted adults. Pupils said they would readily speak to a trusted adult if they were worried about anything.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, subject leaders do not make clear what knowledge children in the early years need to know so that they build up key knowledge and skills and are prepared for the curriculum in Year 1 and beyond. As a result, children are taught things that do not align with the Year 1 curriculum. Subject leaders should make sure the curriculum for each subject builds securely on what children learn in the early years.
- Sometimes, teachers do not follow the school curriculum consistently enough or make robust checks on pupils' knowledge. As result, pupils have some gaps in their knowledge. Leaders need to check that the school curriculum is implemented consistently and provide training and support for teaching staff where necessary.

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](#)' 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

Unique reference number	100485
Local authority	Kensington and Chelsea
Inspection number	10240880
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Christine Blewett
Headteacher	Sarah Cooper
Website	www.oxfordgardens.rbkc.sch.uk
Date of previous inspection	26 March 2019, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, the number of pupils attending the school has fallen significantly.
- The school has an additionally resourced provision for up to 8 pupils with autism spectrum disorder. Leaders have plans to increase the number of pupils to 16 next academic year. The school does not use alternative provision currently.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors spoke with leaders about safeguarding. Inspectors reviewed records of checks done on staff before they start working at the school. Inspectors also spoke with staff and pupils about safety and pupils' welfare.
- Inspectors examined staff, parent and pupil responses to Ofsted's online surveys.
- Inspectors visited breaktimes and spoke to pupils about wider opportunities for personal development.

Inspection team

Andrea Bedeau, lead inspector	His Majesty's Inspector
Nneoma Onyemachi	Ofsted Inspector
Lorraine Slee	Ofsted Inspector

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