

Oxford Gardens Primary School

Inspection report

Unique Reference Number	100485
Local Authority	Kensington and Chelsea
Inspection number	354854
Inspection dates	14–15 June 2011
Reporting inspector	Chris Kessell

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
Appropriate authority	The governing body
Chair	Peter Blagg
Headteacher	Sarah Cooper
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons and observed all class teachers. They also held meetings with the headteacher and deputy headteacher, senior staff, members of the governing body, a representative from the local authority and groups of pupils. Inspectors observed the school's work and looked at a range of documents including assessment information, the school improvement plan, safeguarding documentation and other school policies. Inspection questionnaires were analysed including 187 from parents and carers, 33 from members of staff and 73 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether all groups of pupils were making the same progress.
- How well teachers used assessment information to raise attainment and whether this was consistent.
- How well the school promotes attendance and pupils' basic skills.
- Whether the recent focus on re-structuring the staff team had improved the school's capacity for sustained improvement.

Information about the school

This large primary school is situated within a residential area. The large majority of pupils come from minority ethnic families, with the largest groups coming from Black African, Moroccan and Black Caribbean backgrounds. In all, 37 ethnic groups are represented in the school. A significant minority of pupils speak English as an additional language. About 25% of pupils come from White British backgrounds and 4% from Traveller or Irish Heritage families. The proportion of pupils with special educational needs and/or disabilities is about average. Their needs include: moderate learning and specific learning difficulties; behavioural, emotional and social difficulties; speech language and communication difficulties and autistic spectrum disorder. The proportion of pupils who are known to be eligible for free school meals is higher than the national average. The number of pupils who either leave or join the school other than at the normal times is quite high.

The Early Years Foundation Stage is made up of a full-time Nursery and two Reception classes. Attendance at the nursery does not guarantee a place for children in a Reception class. A breakfast club and after-school play centre are managed by the Royal Borough of Kensington and Chelsea play service.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Oxford Gardens is a good school that is popular within the local community and has good links with parents and carers. Pupils from different backgrounds get on very well with each other. This contributes effectively to pupils' learning, especially when pupils work together in groups. As one parent noted, 'I love that the school is very inclusive and all children are encouraged and no one is left behind.' Most pupils behave well and are keen learners. They take on responsibilities confidently. Pupils are well cared for and looked after. They all feel safe in school and know there is someone to talk to if they have any issues or problems. A range of appropriate and well-thought-through initiatives to promote good attendance, such as the Scooter Scoop Project, are improving attendance quickly, but attendance levels still remain below average. Pupils with poor attendance do not achieve as well as the other pupils.

Children get off to a good start and achieve well in the Nursery and Reception years. Good progress continues as pupils move through the school so that by the time they leave in Year 6, standards are broadly average in English and mathematics. Pupils with special educational needs and/or disabilities are supported well so that they make the same good progress as their peers. Equally effective is the provision for pupils who speak English as an additional language. The school has a secure understanding of the performance and experiences of different groups of pupils. This enables staff to keep a careful check to ensure that all pupils are making sufficient progress and initiate strategies for improvement if they are not.

The great majority of teaching is good. Consequently, pupils learn effectively and make good progress. Lessons are generally exciting and pupils enjoy all of the different activities they are provided with. The school has worked hard to improve the quality of teaching during the current academic year and has been successful. There is still a small minority of lessons that are satisfactory rather than good because work is not always challenging enough for all groups of pupils. This occurs when different activities are not matched accurately to pupils' ability and experience and because teachers do not always have high enough expectations of what pupils can achieve. The school's good curriculum provides effective links between subjects, although this is not as strong in literacy as in other areas of learning. Pupils are not provided with enough opportunities to write extensively outside their literacy lessons. The curriculum is enhanced well by a good range of additional activities, including sports clubs that are well attended. Games at playtime are well organised and popular so that pupils get plenty of exercise. This contributes effectively to the pupils'

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good understanding of the need to adopt a healthy lifestyle.

The headteacher works very closely with the deputy headteacher and together they provide a strong sense of ambition and drive. Self-evaluation is effective and much has been accomplished over the last academic year. There have been significant improvements to the quality of teaching and the re-structuring of the staff has been successful in developing stronger leadership and management. Governors have broadened their role so that they are significantly more involved in overseeing the school provision. Consequently, the school gives good value for money and has a good capacity to sustain improvement.

What does the school need to do to improve further?

- Improve attendance to the local authority average of 94.08 % by Summer 2012 by:
 - continuing to work with parent and carers and external agencies to reduce the number of pupils who are persistently absent
 - making parents and carers, and pupils fully aware of the links between good attendance and better attainment.
- Eradicate the small minority of lessons that are satisfactory by Easter 2012 by:
 - raising teachers' expectations and ensuring that all groups of pupils are sufficiently challenged by their work.
- Provide more opportunities for pupils to develop their writing skills in other areas of the curriculum.

Outcomes for individuals and groups of pupils

2

Children start school with attainment that is well below the levels expected for their age. Data show that test results for Year 6 over the last three years have been broadly average. The proportion of pupils reaching the expected Level 4 in both English and mathematics has been steadily rising, as has the proportion reaching higher levels. Standards in mathematics for the current Year 6 are above average. Pupils achieve well overall because learning and progress are good. Good attention is paid to the performance of different groups. Boys are making better progress in their writing as a result of a focus in this area. Pupils from Black African backgrounds and White British pupils who receive free school meals have made rapid progress in Year 6. Pupils from Traveller or Irish Heritage backgrounds make good progress when they are in school. However, their attainment is lower than that of many other groups because of high levels of absence. In most lessons, the learning and progress of all groups are good and pupils enjoy their learning. In a Year 6 numeracy lesson groups of pupils worked well together as they solved a mathematical problem by looking for patterns. In another Year 6 class, excellent pace and challenging questioning ensured that all pupils were challenged as pupils wrote their own scripts successfully, using expression to show emotion. Ensuring pupils at different levels of ability received work appropriate to their needs enabled all pupils to make at least good progress in a Year 2 numeracy lesson on partitioning.

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Pupils have keen attitudes to learning. They work and play happily together and have a strong sense of justice and fair play. Relationships are good in class and this contributes well to the pupils' good learning. Pupils have a good understanding of safe and unsafe situations. They can, for example, articulate very clearly all of the relevant issues related to internet safety. Spiritual, moral, social and cultural development is good. Pupils are very interested in the beliefs and religions of others. They show mature levels of empathy in how others think and feel. Despite attendance being below average, pupils develop satisfactory basic skills that will contribute satisfactorily to their economic well-being. Enterprise and job-related activities help pupils develop ideas about the world of work. The meaningful jobs programme is popular, with pupils applying and being interviewed for different areas of responsibility around the school. The school council has a good input into decision making and representatives are quite rightly proud of some of the school improvements that they have initiated.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching and learning are now strong features across the school. Teaching is characterised by brisk pace, good relationships between adults and pupils, high expectations and interesting activities that engage the pupils. There is a strong emphasis on pupils self-assessing their work during lessons. In a few less successful lessons, there are inconsistencies in these features. On the whole, pupils receive good oral and written feedback which supports them well as they develop their

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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learning further. Pupils have a good understanding of what is expected in their work because learning intentions are clearly explained. The regular use of clear success criteria supports the pupils with their self-assessment. Pupils have targets in English and mathematics that are realistic and challenging. Learning support assistants make a good contribution to pupils' learning. They work especially well with pupils who have statements of special educational needs.

The school has introduced the International Primary Curriculum. It is well organised and planned and ensures that activities are exciting and relevant to the pupils, although opportunities to develop their writing skills are more limited. Information and communication technology is an integral part of each unit of work and skills in this subject are developed effectively. The curriculum is enhanced well and clubs are well attended by all groups of pupils. Additionally, the school makes effective use of a good range of inspirational visitors such as ballet dancers and tree surgeons, who provide examples of the world or work. Overall, the quality of care, guidance and support provided by the school is good despite attendance levels still being below average. Good relationships have been developed with families who find school and education daunting and there are many examples of pupils and groups who have improved significantly in their achievement as a result of the school's provision. The school has been successful in re-integrating pupils who have been excluded from other schools. Partnerships with external agencies such as the education welfare officer and Traveller support are strong and benefit the pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher have been pivotal in driving improvement. They provide good leadership and have been effective in re-organising the school staffing structure, improving teaching and learning and implementing strategies to ensure the pupils' performance is monitored regularly so all groups make good progress. The monitoring of teaching and learning is rigorous and also involves a number of subject leaders in their areas of expertise. A few managers are new to their role and they are receiving appropriate support and guidance to help them develop. The school promotes community cohesion well to the benefit of the pupils. There has been an effective analysis of the school's context and very strong links have been developed with the local community. National and international links have also been initiated.

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Safeguarding procedures are fully in place and good attention is paid to pupils' safety. Vetting procedures are rigorous and follow good practice guidelines. The governing body fulfils its statutory duties and has developed its effectiveness so that it is in a good position to provide challenge to the school. The school values all pupils equally and staff know them and their families well. The progress of different groups is monitored carefully and gaps in performance between different groups have been reduced. Relationships with most parents and carers are good, although there is still a small minority who do not ensure their children attend regularly, despite the school's best efforts. Parents and carers are offered plenty of information about the school and provided with regular opportunities to become involved in their children's learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in both the Nursery and Reception years. About 50% to 60% of children leave the Nursery to move to other schools. Consequently, a number of new children start the Reception classes and attainment on entry is well below the levels expected for their age in all areas of learning, especially communication, language and literacy. Despite good progress, many children join Year 1 with below-average attainment. Children's relationships and behaviour are good. They are able to work independently and in groups, responding well to a good range of rich learning experiences. Leadership and management are good and this phase of learning has developed well over the last year. Adults work well together as an effective team supporting children well and taking good care of them.

Because teaching is good children enjoy their learning and are challenged through a good balance of adult-led activities and those children initiate for themselves.

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Assessment is used well to guide planning. The children’s ‘learning journeys’ provide strong evidence of their experiences, knowledge and understanding. The children proudly present these to visitors. The learning environment, inside and outdoors, is well organised. Good use is made of the outdoor environment, although the renovation and improvement of the outdoor space is an area for development. Routines are well established and the children know how to take care of themselves and stay safe. Most children know that eating healthy food is good for them and all enjoy eating fruit at snack times. There are good relationships with parents, who receive regular opportunities to work in school and attend curriculum workshops.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a relatively high response to the parents’ and carers’ questionnaire and most parents and carers are happy about the work of the school and are satisfied with the education provided for their children. Parents and carers feel that their children enjoy school and staff ensure that children are safe. A very small minority of parents and carers feel that the school does not support parents to help with their child’s learning and that unacceptable behaviour is not dealt with effectively. The inspectors looked at these concerns; they found that parents are offered good support to help their children with their learning and that the pupils’ behaviour is generally good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oxford Gardens Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received completed questionnaires 187 by the end of the on-site inspection. In total, there are 456 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	118	63	68	36	0	0	0	0
The school keeps my child safe	102	55	79	42	3	2	1	1
The school informs me about my child’s progress	71	38	102	55	12	6	1	1
My child is making enough progress at this school	72	39	97	52	15	8	0	0
The teaching is good at this school	76	41	100	53	7	4	0	0
The school helps me to support my child’s learning	71	38	92	49	21	11	0	0
The school helps my child to have a healthy lifestyle	78	42	100	53	6	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	71	38	78	42	17	9	1	1
The school meets my child’s particular needs	63	34	103	55	15	8	0	0
The school deals effectively with unacceptable behaviour	61	33	101	54	18	10	1	1
The school takes account of my suggestions and concerns	58	31	101	54	16	9	2	1
The school is led and managed effectively	81	43	90	48	10	5	1	1
Overall, I am happy with my child’s experience at this school	95	51	85	45	4	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 June 2011

Dear Pupils

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

We really enjoyed seeing you all when we inspected your school recently. Thank you for helping us to learn about all the things you do. This letter is to inform you about some of the things we found during our visit.

You go to a good school and make good progress in your learning. The adults who look after you are caring and make sure you are safe. You told us that you enjoy school and this can be seen through your good behaviour and the enthusiasm you show taking on responsibilities and working together. You all get on well and show respect for each other's views and beliefs. Although you told us you enjoy coming to school and like learning, there are still too many of you who do not attend school regularly enough. This prevents you reaching the standards of your classmates. We have asked the school to look at this issue and improve attendance. You make good progress because most of your teachers organise good lessons for you. We have asked the headteacher, staff and governors to make sure that all teaching and lessons are good in the future.

Many of the lessons interest you because they are well planned with lots of exciting activities. We have also asked the school to provide you with more opportunities to develop your writing in other subjects as well as English. The headteacher, deputy headteacher, other staff and governors lead and manage the school well. They are ambitious and want the school to get even better in the future.

You can help with this by making sure you come to school regularly and by continuing to work hard and doing your best.

Best wishes for the future.

Yours sincerely

Chris Kessell
Lead inspector

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