

Uxendon Manor Primary School

Inspection report

Unique Reference Number	101502
Local Authority	Brent
Inspection number	355011
Inspection dates	17–18 November 2010
Reporting inspector	David Wynford Jones

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	465
Appropriate authority	The governing body
Chair	Kirit Jani
Headteacher	Jonathan Parry
Date of previous school inspection	9 July 2008
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited an assembly and 17 lessons, observing 15 teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the draft school development plan. Inspectors analysed 128 questionnaires completed by parents and carers.

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

- The effectiveness of the school's strategies to raise attainment in English and mathematics in Years 1 to 6
- How well assessment is used to inform teaching, raise expectations and accelerate pupils' learning.
- The contribution and effectiveness of leaders at all levels to school improvement. ♦
- The impact of the school's strategies to improve attendance.

Information about the school

Uxendon Manor is larger than the average sized primary school. The proportion of pupils from a minority ethnic heritage is considerably higher than that found nationally in primary schools. The percentage of pupils who speak English as an additional language is well above the national average. The largest minority ethnic groups are of Indian and other Asian heritages. The proportion of pupils identified as having special educational needs and/or disabilities is similar to the national average. However, the proportion holding a statement of special educational needs is greater than that found in other primary schools. More pupils join or leave the school at other than the usual starting and leaving times. The percentage of pupils known to be eligible for free school meals is similar to the national average. The headteacher was appointed in September 2009. The school holds the Healthy School status and Eco Award.

The Early Years Foundation Stage consists of two part-time Nursery and two full-time Reception classes. The school hosts a privately run breakfast and after-school club. It did not form part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Uxendon Manor is a satisfactory school. The recently appointed headteacher and the restructuring of senior leaders are gradually bringing about much-needed improvements. Strengths are seen in the level of care provided for the pupils and its inclusive ethos. All are made welcome. Pupils from a wide range of minority ethnic heritages get on together well. This contributes to pupils' good social and cultural development. Pupils are responsible and their behaviour is good. The number of exclusions has been reduced significantly. Good partnerships with local schools and links with parents and carers contribute effectively to pupils' personal development. Systems for monitoring the quality of teaching and procedures for assessing pupils' attainment are developing, but have yet to be consolidated and used consistently to ensure pupils make good progress. Pupils' attendance is low, but although the attendance of a very small number is not rising at a quick enough rate, the overall profile is showing a marked improvement. Parents and carers are pleased with the changes. One comment typified many: 'Since the headteacher has arrived you can see the many positive changes, staff and children are much happier.'

Children in the Early Years Foundation Stage make satisfactory progress. Although pupils' progress is satisfactory in Years 1 to 6, it is variable between year groups and classes because there are inconsistencies in the teaching quality. Pupils' attainment at the end of Year 6 is typically broadly average. Attainment dipped in 2010, and although broadly average in mathematics, it was below average in English. School tracking data and pupils' current work indicate pupils' attainment is rising. The curriculum is well thought out and well structured, but inconsistencies in the quality of teaching hinder pupils' progress.

There are some examples of good teaching on which the school can build. In the better lessons, pupils of all abilities are challenged and the lessons proceed at a quick pace. The work is well matched to their needs and abilities. As a result, in these lessons the pupils make good progress. However, the converse applies in lessons that are not as effective. This is because the assessment information is not used well enough to plan work that challenges and raises teachers' and pupils' expectations. Many pupils are unclear of their targets and/or the steps needed to improve their work. Strategies to share and promote good practice are developing, but are still at a relatively early stage of development.

Senior leaders' evaluation of the school's performance is reasonably accurate. The areas for improvement have been correctly identified and support from the local authority enlisted. This has led to improved outcomes by the end of Year 2 and the introduction of systems to monitor and analyse pupils' progress. However, lesson observations do not focus sufficiently on the impact of teaching on learning and assessment information is not yet analysed in sufficient depth. Members of the governing body are supportive and work well with senior leaders. All are keen to see the school move forward. Given these

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improvements and the actions taken to remedy the drop in performance, the school has satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise pupils' attainment especially in English and improve the quality of teaching and learning to at least good by:
 - ensuring teachers' set work that more closely matches the needs and abilities of all groups
 - giving staff more opportunities to share and build on good practice
 - implementing the recently introduced assessment strategies consistently across the school.
- Ensure senior and middle leaders raise expectations and accelerate pupils learning by:
 - developing their skills in critically evaluating the impact of teaching and learning
 - rigorously analysing and using assessment information so that all pupils make accelerated progress.
- By July 2011 ensure that pupils' attendance is at least in line with the national average.

Outcomes for individuals and groups of pupils

3

The vast majority of children enter Year 1 with skills and knowledge that are broadly average. In lessons that capture their interest, pupils are motivated and respond well to challenge. They are attentive and behave well. They speak positively about their teachers and support staff. They enjoy the opportunities to work together. Older pupils write for a range of purposes and audiences. In a Year 6 lesson, pupils watched a video clip with good concentration before engaging in discussion on Greek mythology and creating a leaflet, 'How to slay a Gorgon'. Although attainment in writing is broadly average, pupils do not consistently use a sufficiently broad vocabulary, their spelling is variable and common words are often misspelt. Handwriting is sometimes untidy and letters are poorly formed. Girls tend to reach slightly higher standards than the boys in English and mathematics. The attainment of Indian and other Asian pupils is broadly average, while that of White or mixed White and Black Afro-Caribbean pupils is generally below that of their peers. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make satisfactory progress and achieve their targets because they receive appropriate support.

Pupils' good understanding of healthy living is evident in their knowledge of healthy eating and their understanding of the importance of taking physical exercise. Many are keen to take part in sporting activities. This has contributed to the school being awarded Healthy School status and the Eco award. Pupils feel safe and are aware of safety issues associated with the building developments. Pupils are keen to take responsibility, undertake tasks around the school and become members of the school council. They raise funds for national and international charities and take part in local events. Many were looking forward to the non-uniform day and raising funds for Children in Need. Pupils are

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reflective and have an appropriate understanding of right and wrong. Their knowledge of other faiths, cultures, religions and beliefs is developing well in this culturally diverse school. Pupils' broadly average attainment provides them with a sound basis for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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

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

How effective is the provision?

Relationships between staff and pupils are good. Pupils know they can turn to staff if they have any concerns. Support and guidance for pupils meets their needs at significant points in their time at school and, especially for the most vulnerable, are well embedded in the work of the school. This ensures that they make satisfactory progress from their starting point and needs. The school's procedures for monitoring attendance are established and contributing to improving attendance. Pupils appreciate the awards celebrating good attendance and punctuality. The school is keen to promote the privately run breakfast and after-school clubs. This fosters good relationships between parents and carers and the school.

Teaching has a number of good features. For example, the use of praise, sharing ideas with a 'talk partner' and the use of electronic whiteboards to support learning. In some lessons pupils of all abilities are challenged. Teachers make effective use of questioning strategies; initial answers are probed and pupils' thinking is consolidated and extended. In these lessons there is a good balance between the teacher's and the pupils' contributions.

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In others, pupils are unclear about the purpose of the lesson. Although the learning objective is shared with the pupils, it is not always precise. Expectations, particularly of those who are more able, are not always high enough. In a few lessons pupils have little opportunity to contribute to their own learning and the pace of learning is too slow because teacher assessments have not been used well enough to identify challenging outcomes for all pupils. The use of literacy and numeracy targets is inconsistent. Some pupils said: 'the teachers do not always mark our work' and 'we don't know what we have to do to get better.'

A well-constructed theme or topic approach is used to promote pupils' learning in different subjects. Good links are made between subjects and effective use is made of the recently opened computer suite to support learning. French is taught throughout the school. Music is a strength. The school recently gained a national singing award. Good use is made of the extensive school site, visits and visitors to promote learning. Good links with local religious communities and partnerships with the local authority enhance learning and support pupils' learning effectively. Pupils are keen to take part in a range of extra-curricular activities which contribute much to their personal development. However, opportunities to consolidate refine and extend pupils' basic literacy and numeracy skills have not been fully exploited.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 senior leaders, based on their accurate evaluation of the school's performance and needs, provide satisfactory drive and direction for the school's development. Several members of the leadership team are relatively new and have yet to make a significant contribution to school improvement. The draft school development plan correctly identifies the key priorities for improvement but the measures by which they can be evaluated are not sufficiently precise or linked closely enough to pupils' attainment and progress. Strategies to improve the quality of teaching, the use of assessment and to raise attainment are in place but have yet to be implemented consistently.

Members of the governing body provide a reasonable balance between support and challenge. They set suitably challenging targets and monitor the school's work satisfactorily. Governors ensure equality of opportunities and tackle discrimination, for example by investigating any discrepancies in performance between groups of pupils. They are aware that some groups have made better progress than others, but have yet to ensure all pupils make accelerated progress. The school makes a satisfactory contribution to promoting community cohesion. Within the school it is promoted well. This contributes

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much to pupils' cultural development and helps prepare them for living in today's diverse society. However, links with contrasting areas in this country and abroad are at an early stage. Governors' ensure that the school's safeguarding and child protection procedures are robust. Many governors have been trained on safer recruitment and child protection. They are fully aware of the latest requirements for vetting staff, volunteers and visitors to the school. Procedures to ensure pupils are kept safe are firmly established in school routines.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and knowledge slightly lower than those expected for their age. They settle easily, enjoy learning and quickly grow in confidence within a secure learning environment. They follow instructions, develop their social skills and behave well. Relationships with parents and carers are good. Some help out on a regular basis. For example, a parent of a child in the Nursery read a story in Romanian. This helped the children to settle and become more confident. Relationships between children and with the adults are good. Routines are well established. Children quickly understand the importance of personal hygiene and healthy living. Planning ensures that all areas of children's learning are covered. There is a reasonable balance between activities led by the adults and those that children choose for themselves. Staff demonstrate some good teaching skills with an emphasis on developing the children's skills to work together. However, the inconsistent use of assessment information and average expectations results in the children making satisfactory progress. Their attainment by the start of Year 1, though broadly average, has declined slightly over the last three years. Nevertheless, the team have worked hard to create an attractive indoor and outdoor learning environment so that children have a positive start to their education. Good use is made of the extensive outdoor area as a natural extension of the classroom to

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promote all aspects of learning. Resources are of a good quality and appropriate for the age of the children. The classrooms are organised and children's work is celebrated and displayed effectively.

Leaders have a sound understanding of the strengths and areas for development, and these are identified in the development plan. Though actions are linked to the priorities, the children's outcomes, learning and progress are not clearly identified.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The return rate questionnaires from parents and carers was similar to most schools. Nearly all respondents stated that their children felt safe and enjoyed school and that the school was well led and managed. Inspectors endorse the views that pupils enjoy school, the care provided is good and pupils have a good understanding of personal safety. Inspectors judged leadership and management as satisfactory. A few parents and carers commented that the school takes insufficient account of their concerns, their children are not making sufficient progress and they receive insufficient guidance to help their children learn. Inspectors found that the school is keen to listen to and work with parents and carers to improve provision and outcomes for the pupils. Pupils make satisfactory progress overall, but it is variable between classes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Uxendon Manor 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 465 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	61	49	38	0	0	0	0
The school keeps my child safe	78	61	48	38	2	2	0	0
My school informs me about my child's progress	77	60	44	34	2	2	1	1
My child is making enough progress at this school	52	41	66	52	8	6	1	1
The teaching is good at this school	63	49	61	48	3	2	1	1
The school helps me to support my child's learning	60	47	58	45	8	6	1	1
The school helps my child to have a healthy lifestyle	51	40	66	52	5	4	1	1
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)	48	38	61	48	6	5	1	1
The school meets my child's particular needs	47	37	73	57	3	2	2	2
The school deals effectively with unacceptable behaviour	57	45	56	44	7	5	0	0
The school takes account of my suggestions and concerns	47	37	65	51	8	6	0	0
The school is led and managed effectively	67	52	57	45	2	2	0	0
Overall, I am happy with my child's experience at this school	71	55	53	41	2	2	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



19 November 2010

Dear Pupils

Inspection of Uxendon Manor Primary School, Harrow HA3 0UX

Thank you for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were pleased to see that you behave well and find you have a good understanding of healthy living and keeping safe. You told us that you like the after-school clubs, the visits to different places of interest and that the staff care about you. We agree with you that the staff make sure you are looked after and kept safe. Most of you enjoy school and want to learn. We saw you working hard in lessons when they were interesting and challenging. Some of you told us that you were uncertain how to improve your work because teachers did not always mark your work and you had to set your own targets in literacy and numeracy.

Your school provides you with a satisfactory education. Staff are working to raise the standards in reading, writing and mathematics. This is starting to happen but there is still work to be done, especially in English. Your attainment in mathematics is similar to that found in most schools.

We have asked the school to do these things to help it improve further.

- Raise your attainment, especially in English, by the end of Year 6 by making sure teachers consistently implement the school's assessment procedures so that they identify work that really challenges you and also that they share good ideas with each other on how to improve teaching.
- Senior and middle leaders to develop their skills in monitoring teaching and in analysing assessment information. ♦
- Ensure that your attendance is at least in line with the national average.

Please remember, to make your school better you must play your part by always trying your best, behaving well and really trying to improve your attendance.

Yours sincerely

David Wynford-Jones

Lead inspector

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