

Oliver Goldsmith Primary School

Inspection report

Unique Reference Number	101528
Local Authority	Brent
Inspection number	355017
Inspection dates	12–13 January 2011
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	460
Appropriate authority	The governing body
Chair	Nick Rozanski
Headteacher	Susan Knowler
Date of previous school inspection	31 January 2008
School address	Coniston Gardens, Kingsbury London NW9 0BD
Telephone number	020 8205 6038
Fax number	020 8205 4987
Email address	admin@olivergoldsmith.brent.sch.uk

Age group	3–11
Inspection dates	12–13 January 2011
Inspection number	355017

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. Inspectors visited an assembly and 20 lessons, observing 16 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 school development plan. Inspectors analysed 284 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.

- Pupils' attainment and progress in mathematics.
- Pupils' understanding of their targets and the next steps to achieve them.
- The effectiveness of the links between the Nursery and Reception classes.
- The contribution of middle leaders and governors in driving school improvement.

Information about the school

Oliver Goldsmith is larger than the average primary school. Almost all pupils are of minority ethnic heritage. The largest ethnic groups are of Asian, Black African or Caribbean heritage. The majority speak English as an additional language. A few are at the early stages of learning English. The proportion of pupils identified as having special educational needs and/or disabilities is similar to the national average. The school holds Healthy School status and the Artsmark Gold award.

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

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

This is a good school. Central to its success are the strong leadership, the inclusive ethos and the emphasis placed by all staff and pupils on promoting and respecting each other's rights. Pupils get on together well and value the customs and traditions of their different cultures. Their contribution to the school and the wider community is outstanding. The vast majority of parents are very pleased with the school. One wrote, 'I feel the school has really brought out the best in my child.' This was typical of the views of others.

Staff know the pupils well and encourage them in their learning. Children get off to a good start in the Nursery and continue to make good progress as they move up through the school. Pupils' achievement is good and by the end of Year 6, their attainment is above average in English and mathematics. Attainment has risen since the last inspection and pupils' progress in Key Stage 2 has accelerated. The school's focus on promoting mathematical vocabulary and investigation is proving effective in raising attainment. Teaching in most lessons is good. Target setting and marking procedures are contributing to raising attainment, especially in writing. However, these have yet to be implemented consistently in all classes. Pupils enjoy the interesting curriculum and the good range of opportunities for enrichment. This supports their learning and contributes to their excellent understanding of healthy living and their good spiritual, moral, social and cultural development. The level of care for all pupils, but especially for the most vulnerable, is good. Early identification of learning difficulties and carefully targeted support enables pupils to make good progress from their various starting points and needs.

The headteacher provides strong leadership. She works well with staff and governors to identify and evaluate the school's strengths and areas for development accurately. Middle managers are effective and clear about strategies to promote their subjects and responsibilities. The governing body is supportive and provides good challenge to the leadership team, especially on financial and health and safety matters. Governors monitor pupils' attainment and progress systematically but do not challenge the leadership team as rigorously in this area. This is because they do not use national data and other evaluative criteria sufficiently to inform their questioning. ♦ Nevertheless, given the improvements made since the last inspection, rising attainment and taking all strands into consideration, the school is well placed to improve further.

What does the school need to do to improve further?

- Consolidate and ensure consistency in the use of target setting and marking procedures so that all pupils have a clear understanding of their next steps for improvement.

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

- Ensure that the governing body provides even greater challenge by making further use of national performance data and evaluative criteria to measure the impact of the school's work on pupils' progress and achievement.

Outcomes for individuals and groups of pupils

2

The large majority of children enter the nursery with skills and knowledge below those expected for their age. On entry to Year 1, their attainment is broadly in line with expectations. Throughout the school, pupils speak highly of their teachers and support staff. They work hard in lessons. They are motivated and respond well to challenge. They enjoy the opportunities to work together in pairs and larger groups. Pupils write for a range of purposes and audiences. In a Year 6 English lesson, for example, pupils worked in small groups to compose a persuasive letter to the headteacher, arguing the case for the continuation of a residential visit. Pupils displayed confidence and involvement as they responded politely and articulately to counter comments from the class teacher, who played the role of the intended recipient of the letter. In a parallel class, pupils explored number. They consolidated and extended their understanding as they used jottings and calculators competently to confirm their thoughts. They successfully searched for patterns and derived simple formulae. Pupils' attainment in mathematics has risen steadily over the last three years. However, it is not yet as secure as it is in English.

There are no significant differences in performance between groups. This includes grouping by gender, minority ethnic backgrounds, those learning English as an additional language and pupils with special educational needs and/or disabilities. This is because procedures for monitoring pupils' attainment and progress are well established. Pupils of all abilities are challenged and support is quickly provided when difficulties are encountered.

Pupils' contribution to the school and the wider community is exemplary. They are keen to take responsibility, undertake tasks around the school and to become members of the school council. They raise funds for national and international charities and take part in local events. For example, they are members of the Brent Youth Parliament and have undertaken environmental work in the local area. Nearly all of the pupils adopt a healthy lifestyle. They have an excellent understanding of healthy living, which is evident in their knowledge of healthy eating and their understanding of the importance of taking physical exercise. This has contributed to the school being awarded Healthy School status. Pupils demonstrate a good awareness of safety issues, especially when outside the school grounds. Pupils are reflective and have a good understanding of right and wrong. Their attendance is above average and behaviour around the school is good. In some lessons, it is exemplary. Pupils' above average attainment, their positive attitude to learning and their ability to work together provide them with a firm basis for the next stage in their education.

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

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	2
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	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
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?

In nearly all lessons, teachers identify a good range of activities that capture the interest of the pupils. They share the purpose of the lesson so that pupils are clear about the intended outcomes. In most lessons, questioning strategies are used effectively to challenge pupils' thinking and to consolidate learning. There is a good balance between teacher's and pupils' contributions. The lessons proceed at a quick pace. Good use is made of opportunities to promote subject specific vocabulary, especially in mathematics. The sharing of ideas with a talk partner is a regular feature. This helps the pupils develop their social skills and their ability to communicate with others. Teachers use assessments effectively to plan their lessons and pupils' work. There are some examples of good developmental marking. However, not all marking provides pupils with sufficient guidance to improve their work. A few pupils are not clear about their targets for improvements in English and mathematics. ♦♦

The curriculum supports pupils' learning in mathematics and English well. It is modified effectively to meet the needs of pupils who find learning difficult and those learning English as an additional language. The approach to the delivery of the curriculum is subject based but wherever possible, links are made between subjects. For example, a Year 4 class used information and communication technology to research Greek Gods, Goddesses and Heroes; they wrote about the characters before working on a power-point presentation. The provision for music, sport and drama is enhanced by specialist teachers

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

who visit on a regular basis. Art displays throughout the school are of high quality and reflect the work undertaken, enabling the school to gain the Artsmark Gold award. French is taught in Years 3 ♦ 6. Partnerships with other schools and organisations contribute effectively to accelerating pupils' progress. Pupils are keen to take part in a range of extra-curricular activities. These contribute much to pupils' personal development and their enjoyment of learning. However, the curriculum has yet to lead to outstanding outcomes for pupils.

Systems and structures to offer support and guidance to pupils are well embedded in the work of the school. Relationships between staff and pupils are good. Pupils know they can turn to staff if they have any concerns and any issues will be followed up. Pupils are encouraged to become independent, respect each other and to take responsibility. Attendance is carefully monitored and analysed. Pupils enjoy attending the breakfast club and after-school clubs. This supports families effectively and fosters good relationships between parents and carers and the school.

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 senior leaders work together well to drive school improvement. All are clear about their roles and responsibilities and have a clear view of actions needed. This is based on an accurate evaluation of the school's performance. They have introduced changes to the assessment procedures and the monitoring of teaching and learning. These are already making a difference to pupils' learning and their rate of progress. The school development plan is set out clearly but the measures by which its success can be evaluated are not always sufficiently precise or linked to pupils' attainment and progress.

The governing body monitors the work of the school well for the most part. Governors ensure that the school's safeguarding, checks on staff recruitment and child protection procedures are robust and procedures to ensure that pupils are kept safe are firmly established in school routines. Governors ensure equality of opportunities well. They address possible discrimination by investigating any discrepancies in performance between groups of pupils and ensure that action is taken. However, governors are less secure in their monitoring of academic performance than in other areas of the school's work. Community cohesion is promoted well. The governing body is in contact with local religious leaders and have taken active steps to promote understanding between the different cultures. There are established links with schools in Uganda and Greece. Links with a school in a contrasting area in this country are in the process of being finalised. ♦ ♦

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

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

Induction arrangements and relationships with parents and carers are good. Children settle easily and enjoy learning within a safe and stimulating indoor and outdoor environment. Routines are well established. Children follow instructions, develop their social skills and behave well. They enjoy healthy snacks and know the importance of washing their hands before eating. Planning ensures that all areas of children's learning are covered. There is a good balance between activities led by the adults and those that children choose for themselves. A strong emphasis on developing the children's skills in working together and communicating ensures they quickly grow in confidence. The classrooms are well organised and children's work is celebrated and displayed effectively. Good use is made of the outdoor areas as a natural extension of the classroom to promote all aspects of learning. Assessment strategies are well embedded across the Early Years Foundation Stage. However, better use is made of assessment information in the Nursery than the Reception classes to target individuals and to raise expectations. Resources are of a good quality and appropriate for the age of the children.

The Early Years Foundation Stage Leader has a good understanding of the strengths and areas for development. Links between the Nursery and Reception classes are well established. The Early Years Foundation Stage leader ensures the staff work together well and are deployed effectively, and there is consistency of practice.

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

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

The return rate of questionnaires from parents and carers was higher than in most primary schools. The vast majority of respondents were entirely supportive of the school. Almost all stated that their children felt safe, enjoyed school and that the school helps their child adopt a healthy lifestyle. Inspectors found that pupils enjoy school, and have an excellent understanding of healthy living and a good awareness of personal safety. A few parents and carers commented that the school takes insufficient account of their concerns, their children are not making sufficient progress and that the school does not deal effectively with behaviour. Inspectors found that the school works well with parents and carers and is keen to listen to their views. Pupils are making good progress in their learning and behaviour in the school is good. Rare incidents of misbehaviour are dealt with appropriately.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oliver Goldsmith 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 284 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	166	58	110	39	4	1	1	0
The school keeps my child safe	163	57	115	40	3	1	0	0
My school informs me about my child's progress	124	44	145	51	9	3	2	1
My child is making enough progress at this school	108	35	154	54	13	5	4	1
The teaching is good at this school	147	52	127	45	6	2	1	0
The school helps me to support my child's learning	129	45	135	48	13	5	1	0
The school helps my child to have a healthy lifestyle	124	44	145	51	1	0	4	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)	103	36	147	52	12	4	2	1
The school meets my child's particular needs	97	34	158	56	16	6	3	1
The school deals effectively with unacceptable behaviour	100	35	151	53	19	7	5	2
The school takes account of my suggestions and concerns	88	31	161	57	15	5	7	2
The school is led and managed effectively	127	45	136	48	5	2	6	2
Overall, I am happy with my child's experience at this school	139	49	131	46	7	2	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 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 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.

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.



14 January 2011

Dear Pupils

Inspection of Oliver Goldsmith Primary School, London NW9 0BD.

Thank you for making us so welcome when we visited your school and for completing the questionnaires. We enjoyed our visit and talking to you. We were pleased to find that you have an excellent understanding of healthy living and make an outstanding contribution to the school and the wider community.

Oliver Goldsmith is a good school. The staff and the governors work hard to provide you with a good education. They take good care of you and make certain you are safe. Teachers plan their lessons well so that you make good progress as you move up through the school. Your attainment in reading, writing and mathematics is above that expected for your age. Your art work around the school is of high quality. In lessons, your behaviour is good and at times, in those that really interest and challenge you, it is excellent. It was good to hear that you enjoy school and like celebrating the different festivals and religious customs. This was very clear in the way you showed respect for each other. Well done! Inspectors judged that you could make even better progress than you are already making. We have asked the school to do these things to help you.

- Make certain that you understand your literacy and numeracy targets and you are given clearer guidance how to reach them. This is something some of you told us you would like.
- We have asked the governors to look more closely at national information so that they can help the headteacher and the senior staff to identify areas for development.

Please remember, to make your school better, you must play your part by always trying your best. Continue to be proud of your school. After all, it is a good school.

Yours sincerely

David Wynford-Jones

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.