

Oldfield Primary School

Inspection report

Unique Reference Number	101869
Local Authority	Ealing
Inspection number	376636
Inspection dates	1–2 December 2011
Reporting inspector	John Carnaghan

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	415
Appropriate authority	The governing body
Chair	Gareth Heazell
Headteacher	Elizabeth Day
Date of previous school inspection	28–29 November 2006
School address	Oldfield Lane North Greenford UB6 8PR
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. They observed 17 lessons taught by 16 teachers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at its policies, records, assessments and questionnaires completed by pupils, staff and 130 parents and carers.

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

- How effectively has the school closed gaps in achievement between groups of pupils and between English and mathematics?
- Has the work on the curriculum been successful in meeting pupils' needs and stimulating their interest?
- What is the effectiveness of the school's promotion of community cohesion to provide a breadth and variety of opportunities to pupils?

Information about the school

Oldfield Primary School is larger than average. Approximately nine out of ten of its pupils are from minority ethnic heritages; this is well above average. Pupils are from a wide range of ethnic backgrounds, with the largest groups classified as from other White, other Asian, White British and Black African backgrounds. Approximately two-thirds of pupils speak English as an additional language; this is well above average. The proportion of pupils known to be eligible for free school meals is average. The proportion of those with special educational needs and/or disabilities is below average. The school has a Nursery and two Reception classes in the Early Years Foundation Stage. It experiences a higher than average turnover of pupils.

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

Oldfield Primary is a good school. It has a number of outstanding features and is improving. Its extremely positive ethos, encompassing excellent care for each pupil regardless of their background or ability, promotes outstanding behaviour and personal development. Pupils show an excellent grasp of what is required to grow up healthily. They appreciate the need for a balanced diet, promote healthy eating and are happy with the food choices that the school provides. They enjoy the numerous opportunities to take exercise, participating in large numbers.

With outstanding personal development and good achievement, ensuring pupils move from very low starting points to reach average levels of attainment by the end of Year 6, outcomes for all groups are outstanding. Rigorous checks on pupils' progress, both academic and personal, quickly identify potential problems. Rapid actions mean most pupils quickly overcome barriers, ensuring excellent equality of opportunity. These strengths promote rising attainment across the school. Children in the Early Years Foundation Stage make a good start to their education, especially in personal and social development. However, leaders and managers do not use all the assessment information available to identify patterns in progress and ensure that provision is consistent across the setting.

Teaching has numerous strengths and some lessons are outstanding, displaying high expectations, drive and creativity. However, there are inconsistencies. While most lessons are good or better, some are only satisfactory with too much teacher talk and closing sessions that do not fully consolidate learning or indicate pupils' next steps.

The governing body is keen to support the school but tends to be over-reliant on reports and information provided by the headteacher. Members' independent monitoring activities are infrequent and do not provide a firm basis for them to challenge the school.

Effective self-evaluation provides a strong foundation from which the school can tackle weaknesses. Cohesive leadership and a shared drive and ambition ensure staff work cohesively to overcome concerns. For example, the longstanding gap in achievement where mathematics lagged behind English has been closed in the last two years. Plans for the future are articulate and relevant and include practical steps to develop the school. Its capacity for sustained improvement is good.

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What does the school need to do to improve further?

- By September 2012, raise pupils' attainment through eliminating weaknesses in teaching, thus increasing the proportion of good and outstanding lessons.
- By April 2012, in the Early Years Foundation Stage utilise assessment information more rigorously to identify strengths and weaknesses in both provision and children's progress and act to address them.
- By April 2012, ensure the governing body implements a programme of systematic monitoring so members develop an independent view of the school and improve their the ability to challenge it.

Outcomes for individuals and groups of pupils

1

The school's intensely focused use of assessment and other information about pupils ensures that each one is well supported according to their need. Rigorous progress reviews mean no pupils are overlooked or allowed to fall behind without remedial action ensuing. This excellent inclusion means that all groups of pupils, including those who speak English as an additional language, make similarly good progress. Attainment at the end of Year 6 is broadly average, but improving. Intensive activities to address pupils' performance in mathematics have paid dividends and mathematics attainment is now at parity with English. Given the very low starting points on entry to the school, this represents good achievement for all groups of pupils, including those at an early stage of learning English.

Pupils learn well because they enjoy the stimulating lessons and find the curriculum interesting. Teachers plan and prepare carefully, so lessons incorporate varied activities and run at a good pace. An excellent Year 2 lesson on bar graphs typified many of teaching's strengths. High expectations were evident and pupils strove to meet the teacher's demands, working to tight deadlines and behaving with maturity and independence beyond their years. Tasks closely matched to each group's needs maintained the strong challenge, notably the work done outside the classroom by some groups, where a treasure hunt led to a clearer understanding of how to represent a tally chart graphically.

Behaviour is exemplary, contributing to good learning and the positive ethos. Pupils are thoughtful and considerate and get along very well with their teachers and one another. Bullying and racism are minimal and firmly dealt with. Pupils report they feel very safe in school, a view strongly echoed by parents and carers. The curriculum provides them with a proportionate and comprehensive view of how to stay safe, whether on the busy local roads or on the internet. Pupils are very confident that the school deals most effectively with any concerns they raise.

The school encourages pupils to make positive contributions to the community and they are quick to respond. Older ones take up a variety of responsibilities, for example carefully looking out for their younger and more vulnerable peers. The

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school council is a lively forum and pupils’ ideas, such as for providing ‘table captains’ at lunchtime, are taken seriously and frequently acted upon. Pupils enthusiastically support charities at home and abroad.

Pupils demonstrate a well-developed sense of right and wrong. Their firm grasp of these issues and very positive relationships are a good testament to strong moral and social development. They reflect on new ideas, appreciate cultural diversity and demonstrate a clear set of personal values. Pupils show tolerance and awareness of cultural and ethnic differences, engaging fully with one another, regardless of background.

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	1
Pupils’ behaviour	1
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	1

How effective is the provision?

Most teaching is good or outstanding and this pattern promotes good learning. However, there are inconsistencies and some lessons are only satisfactory.

Classrooms are usually very effective environments for learning and characterised by outstanding behaviour. This excellent ethos enables adults and pupils to concentrate on the task in hand to ensure the lesson’s learning objectives are met. Pupils listen carefully to teachers and are most responsive. They are closely questioned to check their understanding and most teachers skilfully modify their plans, moving learning ahead more quickly if pupils have grasped what they need to know or varying their teaching styles when pupils may be struggling to understand. Thorough planning and preparation ensure lessons usually run at a good pace and are well resourced. For

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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example, Key Stage 2 pupils studying science had a mixture of musical instruments available to test out their theories of pitch. Pupils know their targets for improvement in English and mathematics and, well informed by helpful marking, show pride in the progress they are making.

Occasionally lessons are less inspiring. Teachers sometimes talk for too long so the pace suffers and there are not enough opportunities for independent learning. The closing sessions of lessons can be thinly planned and rushed, doing too little to fully consolidate learning.

Staff combine subjects in interesting ways, for example personal, social and health education and poetry. There are strengths in eco-learning and information and communication technology, particularly when the study of local flora and fauna is recorded using computers. Numerous trips are well used to stimulate writing. A project using multi-media succeeded in engaging the interest, in writing, of a group of unwilling boys, benefiting their progress. Strong links with other schools support engagement in, for example, sport. Visitors to school, such as authors and police officers, promote pupils' engagement. An interesting range of extra-curricular clubs covers the arts, sport and modern foreign languages. However, the school does not monitor who attends these sessions.

Parents, carers and pupils are almost unanimous that the school offers exceptional care and guidance. Precisely targeted support to all pupils, an innovative pastoral tracking system ensures that those facing emotional and other difficulties are given the similar high-quality help afforded to those facing academic problems. Care for pupils with special educational needs and/or disabilities, and for those who speak English as an additional language is thorough and effective. These groups make at least as good progress as their peers. Excellent transition arrangements smooth the entry and exit of pupils. The attention paid and warm welcome given to those who join throughout the school year is much appreciated by new arrivals and their families. The rigorous promotion of attendance has led to a steady reduction in absences. As a result, attendance has risen and is now above average.

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	1

How effective are leadership and management?

Leaders and managers share a sense of purpose and ambition with all staff, seeking to live up to the school's aim of providing 'Joy through effective learning for life'. The

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school has excellent monitoring systems. Searching analysis of assessment and other information enables staff to understand pupils very well, to be alert to any slippage in progress and to act decisively. Three-weekly checks on the success of interventions ensure the correct actions have been taken. However, this process is not as thorough in the Early Years Foundation Stage, where less effective data analysis has led to variations in provision. The identification of differences in achievement between groups of pupils has sparked numerous powerful initiatives to close gaps. There have been many notable successes in this which, as a result, promote outstanding equality of opportunity.

Leaders and managers at all levels work to improve teaching through regular progress meetings with teachers and teaching assistants that hold staff to account and maintain the emphasis on learning. Frequent lesson observations offer constructive criticism that is improving teaching, although the school recognises that some inconsistencies remain. Excellent outcomes for pupils promote outstanding value for money.

The governing body is enthusiastic and supportive. Members show an understanding of the school but do not systematically monitor all aspects to enable them to mount consistently robust challenges. For example, members of the governing body do little to promote better community cohesion and, although they meet their safeguarding responsibilities, they are not fully trained to challenge the school in this area. Good-quality assurance, including regular reviews and quick responses to parents and carers' views, ensure safeguarding policies and procedures are relevant and up to date. Staff safeguarding training is of high quality. Collaborative work with key agencies reduces the risk of harm to pupils, who hold a realistic, balanced view of their own safety.

The school has positive relationships with parents and carers. It helps them to help their children by providing a wide range of workshops that raise their capabilities in curriculum and other areas. These initiatives have had a positive impact on learning, including on pupils' homework. Information regularly flows from school to home through newsletters, the school website, the managed learning environment and by texting. Partnerships benefit staff training to improve teaching and other aspects. Business sponsorship supports some valuable initiatives, such as a reading club. Participation in national award schemes such as 'Food for Life' have improved provision and pupils' understanding.

The school has a very thorough knowledge of its context and the nature of its catchment. A range of links, both local and international, contribute to pupils' understanding of the world. Some overseas links (for example with farmers in Malawi) are woven into the curriculum and develop pupils' wider understanding. However, the school has no links with schools in contrasting United Kingdom environments.

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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	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	1
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	1

Early Years Foundation Stage

Children make good progress from often very low starting points. Their time in the Early Years Foundation Stage provides good preparation for their continuing education. They quickly learn school routines, such as washing their hands and responding politely at fruit and milk time. A pattern of excellent behaviour is quickly established, setting the tone for their school careers.

Teaching is good with some very good practice, but is a little inconsistent. Sessions are well planned to offer a balance of well-resourced activities, so children have a good range to choose from, both inside and outside. All adults insist on courtesy and a calm environment. They are alert to each child’s development, regularly noting down small achievements by each individual, building a picture of progress. Good adult teamwork ensures children are kept safe in this secure environment. Children relate very well to one another and to adults and show growing independence. This is sometimes hindered when adults interject and their questioning seeks to control children’s independent activities rather than open up new opportunities.

Parents and carers are welcomed into the Early Years Foundation Stage and express satisfaction with the way their children have settled down and how happy they are. The setting has much assessment data, but leaders and managers do not always analyse this closely to help identify and tackle variations in children’s progress and in provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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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

All of the parents and carers who responded to the inspection survey are happy with their child’s experience of the school and report that teaching is good. Almost all say their child enjoys school, is making enough progress, is well prepared for the future and that leadership and management are good. Few parents and carers express concerns but a very small minority report that the school does not deal effectively with unacceptable behaviour. On the very few occasions where behaviour slips, inspection evidence indicates that the school deals with it very well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oldfield 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 417 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	67	42	32	1	1	0	0
The school keeps my child safe	73	56	55	42	0	0	1	1
The school informs me about my child’s progress	62	48	62	46	2	2	2	2
My child is making enough progress at this school	58	49	67	52	3	2	0	0
The teaching is good at this school	72	56	58	42	0	0	0	0
The school helps me to support my child’s learning	63	46	62	46	2	2	2	2
The school helps my child to have a healthy lifestyle	50	36	73	56	4	3	3	2
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)	45	35	74	57	3	2	0	0
The school meets my child’s particular needs	54	42	66	51	5	4	0	0
The school deals effectively with unacceptable behaviour	59	45	58	45	8	6	0	0
The school takes account of my suggestions and concerns	44	34	70	54	7	5	0	0
The school is led and managed effectively	64	49	63	48	1	1	0	0
Overall, I am happy with my child’s experience at this school	72	55	56	45	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



5 December 2011

Dear Pupils

Inspection of Oldfield Primary School, Greenford UB6 8PR

Thank you for the warm welcome that you gave to the inspectors when we recently visited your school. It was lovely to meet such excellently behaved pupils; many thanks for all your help.

Oldfield Primary is a good school with many excellent features. You receive excellent care and this ensures your outstanding personal development in areas like keeping healthy and understanding safety issues. Good teaching means that you learn well and make good progress. The levels of attainment reached by Year 6 are similar to those of other pupils of the same age across the country.

All these qualities stem from good leadership and management and the commitment of all staff to help you grow and learn. However, there are still some improvements to be made. These are:

- Raise attainment by improving teaching, especially giving you more opportunities to work independently.
- Leaders and managers in the Early Years Foundation Stage should check up more carefully how children are getting on and use this to make improvements.
- The governing body should check up on the school more thoroughly to help it ask the right questions of leaders and managers.

You can help by maintaining your very positive attitudes. Once again, many thanks for all your help.

Yours sincerely

John Carnaghan
Lead inspector

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