

Oaklands Primary School

Oaklands Road, Hanwell, London, W7 2DP

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has made considerable improvements since its last inspection, especially in its provision for the Early Years Foundation Stage. Hence, the quality of education is good and this is evident in the sustained rise in standards of work over the last three years.
- Pupils make good progress in English and mathematics right across the school. Their skills in reading develop particularly strongly.
- Children in the Reception and Nursery classes get a good start to their education. The practical nature of the activities makes sure everyone can join in easily.
- The school promotes a strong sense of community so that pupils from a wide range of backgrounds feel that they belong. A nurturing environment makes pupils feel safe.
- Good behaviour around the school and in lessons contributes to pupils' enjoyment of school and their sense of safety.
- The headteacher is an inspirational leader who provides a supportive environment for staff but also maintains high expectations of their work. Consequently, teaching and learning are good and most lessons are brisk and purposeful.
- Governors provide strong oversight of the work of the school and know how well it is doing.

It is not yet an outstanding school because

- The pace of learning is occasionally slow because introductions are too long and sometimes the work given to pupils is too easy, especially for the more able.
- Pupils' work is usually thoroughly marked but pupils do not always respond to comments teachers write in their books.
- As standards of work have risen, pupils are outgrowing the special literacy programmes and the value of these programmes in raising attainment even further is diminishing.
- There are not always sufficient opportunities for pupils to practise their writing skills and subjects are not always linked together in an exciting and meaningful way.

Information about this inspection

- Inspectors observed 24 lessons and about a third of these were jointly seen with senior leaders. In addition, the inspection team made a number of shorter visits to lessons to focus on specific aspects such as the effectiveness of support for pupils who speak English as an additional language.
- Members of the inspection team held meetings with two groups of pupils. They listened to some pupils read and discussed their reading with them.
- Discussions were held with the headteacher, other senior and middle leaders, the Chair and vice-chair of the Governing Body and other members, and a representative from the local authority.
- Inspectors took account of 65 responses to the on-line questionnaire for parents and carers, Parent View, in informing the inspection findings.
- The inspection team looked closely at a range of documentation, including information on pupils' performance, the school's own analysis of its strengths and weaknesses, improvement plans, safeguarding and behaviour policies, and records and documents relating to the targets set for teachers to improve their work.

Inspection team

Gulshanbir Kayembe, Lead inspector	Additional Inspector
Teresa Davies	Additional Inspector
Martin Marsh	Additional Inspector

Full report

Information about this school

- The school is much larger than other primary schools.
- The large majority of pupils are from a wide range of minority ethnic backgrounds and a high proportion speaks English as an additional language.
- The proportion of pupils supported by the pupil premium, which is extra government funding given to the school on the basis of the numbers known to be eligible for free school meals, in the care of the local authority or from service families, is above average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below the national average. The proportions at school action plus or with a statement of special educational needs are above average.
- The Early Years Foundation Stage includes a nursery which provides morning and afternoon sessions.
- The school meets the government's targets for pupils' progress and attainment in English and mathematics.
- The school does not offer any alternative provision.
- A significant number of new staff took up post at the start of the academic year including most members of the senior leadership team.

What does the school need to do to improve further?

- Improve the quality of teaching so that it secures outstanding progress by:
 - making sure that all lessons are well paced and no learning time is lost in carrying out unnecessary activities or through overlong introductions
 - providing work that challenges all pupils especially the more able
 - involving pupils more in checking their own and others' work and encouraging all to respond to written comments.
- Develop how subjects are taught by:
 - providing more opportunities for pupils to practise their writing skills in English lessons
 - updating and amending the special programmes for literacy so that they better meet the needs of pupils
 - ensuring that all classes provide sufficient opportunities for pupils to write in other subjects
 - establishing links between different subjects in an interesting, exciting and more creative way in order to make learning more meaningful and connected to real life situations.

Inspection judgements

The achievement of pupils is good

- Children begin school with skills and knowledge that are below national expectations for their ages. They make good progress in the Early Years Foundation Stage and achieve well. Their attainment at the end of Reception has been rising rapidly over the last three years and was above average in 2012.
- Pupils make good progress across Key Stages 1 and 2. Their attainment at the end of Year 2 has been on a good rising trend and was above average in reading in 2012 and average in writing and mathematics. While there has been a general upward trend in attainment at the end of Year 6, this has not been as consistent. Nonetheless, results of national tests in 2012 were average and better than at the time of the last inspection and current Year 6 pupils are on track to attain above average standards of work in English and mathematics by the end of the current academic year.
- Different groups of pupils are making equally good progress. Those with special educational needs are given good quality help both in lessons and through extra support in small groups, as are those who are still at the earlier stages of learning English as an additional language. Consequently, both groups are learning at a good rate. Most pupils who are in the first stages of learning English make rapid progress in learning to communicate in a new language.
- The pupil premium funding is used very well to support those for whom the money is intended. For example, the school has appointed a teacher in the Early Years Foundation Stage to give more time to targeted children to help them to develop their early reading skills. Higher up the school, the pupil premium funding has been used to provide tuition to individuals and small groups of pupils to help them to catch up with others in literacy and numeracy. This, together with extra support for reading and homework clubs, is having a good impact so that there is little difference in the progress being made by pupils eligible for extra support through pupil premium funds and others in the school.
- The school's careful checking of progress means that staff react quickly should any group achieve less well than the rest. Consequently, pupils from different ethnic groups are making equally good progress in their learning.
- In lessons, pupils learn well. Interesting and challenging work interests and enthuses them. In a good Year 6 mathematics lesson, pupils were given coordinates in four quadrants to help them solve when, where and how a crime had been committed. This made the lesson interesting but also helped pupils to deepen their understanding. More difficult clues challenged more-able pupils well. However, in some lessons across the school, work is too easy for more-able pupils.
- Special literacy programmes used across the whole school have helped pupils to establish good basic skills, especially in reading. However, as standards of work have risen, many pupils are outgrowing the need for these programmes so that these are becoming less effective in improving pupils' work further, especially their writing. The school has adjusted the programmes to some extent, but not fully, to keep up with pupils' improved learning, and, where no longer necessary, has not stopped using them.

The quality of teaching is good

- Teachers across the school set out clear learning objectives which they share with pupils. They also explain to pupils what they will be looking for in their work to show them that they have achieved the objectives of the lesson and this leads to pupils making good progress.
- Teaching assistants work closely with teachers to support individuals and groups so that most pupils are supported effectively. Both teachers and teaching assistants check how well pupils are getting on with tasks and respond quickly if anyone gets stuck on a piece of work.
- Teachers introduce lessons well, checking back on the previous lessons' work and making sure that it has been well understood. They usually move quickly onto new learning and activities that

involve pupils. Sometimes the pace of learning slows when the introduction is too long or pupils are given tasks that detract from their learning, such as cutting out or drawing diagrams that could have been prepared earlier.

- In outstanding lessons, activities are exceptionally well put together in order to maximise all pupils' learning and achievement and pupils are challenged to produce their very best.
- Good questioning supports learning well and helps to develop pupils' deeper understanding. Teachers' good subject knowledge helps teachers to ask the right questions to make pupils think for themselves. Interesting activities, such as role play, help pupils to stay well focused and interested in their work. While in most lessons teachers set work at the right level for different groups of pupils, sometimes it is too easy for the more-able.
- The practical activities in the Early Years Foundation Stage are pitched at the right level for children and mean that those who start school knowing little or no English can join in and begin learning immediately.
- Use of practical equipment in mathematics helps all pupils. It is particularly useful in supporting those with special educational needs to grasp key mathematical ideas. Practical approaches also work well for pupils learning English as an additional language.
- Marking is very thorough and teachers spend time writing helpful comments, including giving guidance to pupils on how to improve their work. They ask useful questions to extend learning and thinking. However, pupils do not routinely respond to this good quality guidance. In addition, there is limited evidence of pupils checking one another's, or their own, work.

The behaviour and safety of pupils are good

- Pupils behave well around the school and in lessons, and in some classes behaviour is outstanding. Almost all parents and carers agree that behaviour is good. Pupils are keen to learn and try their best in lessons. Only occasionally do they begin to lose concentration and that is usually when introductions are overlong.
- Relationships between pupils and adults are good and this helps to secure good cooperation from pupils. Pupils from a wide range of different social, cultural and ethnic backgrounds get on well with one another and happily work in pairs and small groups. They are taught to respect one another and the meaning of friendship. Consequently, pupils are proud to receive awards in assembly, such as Star of the Week for being kind and helpful to others.
- Pupils are well looked after and cared for. Issues of bullying and harassment, including racism, are rare. Pupils and their parents and carers agree that the school deals effectively with bullying should it occur. This confidence in staff helps pupils to feel safe at school and parents and carers unanimously agree that their children are safe and happy at school.
- The good programme for personal and social education provides ample opportunities for pupils to learn how to keep themselves safe at school, outside school and at home, for example when using the internet. Even the younger pupils know not to give away personal details on the internet. The personal and social education pupils receive also successfully promotes their spiritual, moral, social and cultural development.
- Children in the Early Years Foundation Stage also behave well and enjoy school. They learn to get on well with one another and play and work together happily. They make good progress in their personal and social development.
- Most pupils are learning to manage their own behaviour and to be self-disciplined. Those with emotional and behavioural difficulties are well supported. For example, a counsellor visits weekly and pupils can refer themselves to see her.
- A proportion of the pupil premium funding has been used to provide some of the counselling sessions for targeted pupils to help them to develop a better understanding of their own emotional development and developing successful relationships with others. This additional support also enables some pupils with emotional and behavioural difficulties to work better in

lessons and make good progress.

- The school keeps a close check on behaviour and attendance and the latter has improved to above average. Any slippages in either are picked up quickly and tackled. The vibrant breakfast club also helps to encourage good attendance and punctuality.

The leadership and management are good

- Staff and parents and carers comment very positively about the inspirational leadership of the headteacher. He manages the work of the school in a systematic and rigorous way while remaining approachable and open. Parents and carers say how pleased they are to see the headteacher and other senior leaders at the gate at the start and end of each day.
- High expectations and the ambition to make the school the best that it can be have enabled the school to make significant improvement since its last inspection. Staff work as a team and understand their individual roles in promoting the success of the school. These factors, coupled with the school's good understanding of how well it is doing, give the school good capacity for further improvement.
- New senior leaders have been very well supported by the headteacher and governors and have settled in quickly. As a result, they are already having a positive impact on the school's work. For example, they are effectively involved in checking the quality of teaching and learning and contributing well to the school's information about its own effectiveness. Senior leaders are helping middle leaders effectively to develop the leadership and management of their areas of responsibility.
- The performance of teachers is checked with rigour and they are provided with good quality, constructive feedback on how well they are doing and what they can do to make their teaching even better. This is backed up by well-planned training and coaching to enable improvements to be secured quickly.
- Pupils' progress is checked thoroughly, including how well different groups are doing compared to similar groups nationally as well as others in the school. This is helping the school to rapidly narrow any gaps in the progress and attainment of different groups. Hence, the school is paying good attention to securing equality of opportunity for all pupils and tackling discrimination.
- The literacy programmes used by the school are becoming less helpful in extending pupils' writing further in English lessons. In some classes there are fewer writing opportunities in subjects such as science and history than in other classes. The school has also identified these issues. It is also aware that links between different subjects are not as well developed or as creatively used as they could be, despite the use of themes or topics to teach different subjects.
- Nonetheless, the way that subjects have been put together and the way in which special programmes have been used have, to date, helped the school to lay good foundations for the future and ensure that pupils have the right literacy and numeracy skills to prepare them for their next steps in education.
- The local authority has provided good support to the school. The findings from reviews it has conducted have been used well by the school to improve its work. For example, the recent review of mathematics identified the need to provide practical resources to help pupils see mathematics in action.
- **The governance of the school:**
 - Governors have worked in close partnership with the school since its last inspection. They ask searching questions of the school and check how well it is doing through regular visits and discussions with senior and middle leaders. The governing body has a good grasp of the school's data on pupil progress and attainment. Governors check the progress of different groups of pupils rigorously and know how good the teaching in the school is. They, in conjunction with the headteacher, make sure that there is a good link between teachers' performance and subsequent pay awards. Governors pay equal attention to the use of funds, such as the pupil premium to augment teaching assistant hours, to ensure that they are used

wisely and having a positive impact. The wide range of expertise, such as on child protection, within the governing body is used well to support and challenge the school. Governors ensure that statutory requirements are met effectively including safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101905
Local authority	Ealing
Inspection number	400513

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	515
Appropriate authority	The governing body
Chair	Luke Stephens
Headteacher	Sascha Hamidi
Date of previous school inspection	24 June 2010
Telephone number	020 8567 5243
Fax number	020 8840 8036
Email address	admin@oaklands.ealing.sch.uk

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