

Inspection of Oaklands Primary School

Oaklands Road, Hanwell, London W7 2DP

Inspection dates: 4 and 5 May 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils are safe in this close and welcoming school community. Every pupil has the opportunity to thrive here. Leaders have high expectations that all staff and pupils know and which reflect the school's values: 'respect, pride and love learning'. Pupils achieve highly, have fun and gain new experiences here. They are very well prepared for the next stages of their education.

Pupils conduct themselves sensibly. They are polite and considerate towards each other and adults in lessons and around the school. Pupils are enthusiastic about learning. From the early years onwards, children swiftly develop behaviours and attitudes that help them to learn successfully. The school's 'learning heroes' inspire pupils to listen carefully, work respectfully with others and keep trying. In weekly assemblies, children celebrated their learning together, describing how they used the 'learning heroes' to overcome challenges and succeed. The ethos of the school celebrates each child's learning journey so they can all be proud.

Pupils willingly take on positions of responsibility which have a positive impact on the life of the school and wider community. For example, planet ambassadors encourage sustainability. The diversity council help leaders to ensure the curriculum reflects and values the diverse school community.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that reflects and exceeds the content and ambition of the primary national curriculum and is well established in all subjects. In every subject, the content to be taught is very well organised. Leaders have identified the key facts and skills that pupils need to learn each year. Leaders have organised the curriculum so that pupils regularly review and reinforce what they have learned previously and then move on to new and more demanding content. Leaders review the curriculum thoughtfully and make minor adjustments appropriately each year. They ensure subject content is current and relevant to pupils and that pupils have access to high-quality resources. Pupils' learning is enriched through frequent educational visits.

Leaders have a well-thought-through approach to checking how well pupils learn. They adapt how the curriculum is taught to ensure any gaps in pupils' knowledge and understanding are filled. Staff are vigilant to any pupils who need support with special educational needs and/or disabilities (SEND). Leaders make sure that staff have specific information and training so that they know and use the right strategies to meet each pupil's needs and enable them to access the whole curriculum. Pupils are highly attentive to their teachers and respond immediately to requests from staff.

Leaders ensure that all staff have received training in the school's chosen scheme for the teaching of reading so that staff gain expertise in the expected approaches. Pupils rapidly develop their phonics skills and reading fluency. Leaders oversee a

comprehensive programme of interventions so that any pupils who need extra help with reading soon catch up with others. Across all subjects, teachers promote pupils' use of subject-specific vocabulary which boosts pupils' comprehension skills. Leaders provide extensive opportunities for pupils to practise reading, including access to class and school libraries stocked with high-quality texts.

Leaders, including the governing body, make sure that all benefit from high-quality opportunities to gain new experiences and develop their interests. Staff enable all pupils to participate in clubs and special events. They boost pupils' confidence in sports and promote physical fitness. Pupils are proud to represent the school in external sporting competitions. Increasing numbers of pupils take part over time.

The school's personal, social and health education and relationships and sex education are purposeful and thoughtfully designed to support pupils' personal development. Leaders and staff encourage pupils to recognise risky situations, understand and manage their feelings and keep themselves safe. Leaders emphasise key messages such as 'keep your body safe' in the child-friendly version of the safeguarding policy. Leaders make sure that pupils' mental health and well-being are supported by a range of professionals.

Staff are highly appreciative of training and professional development opportunities that they receive to help them fulfil their roles. Leaders' coaching programme is especially successful in enabling every teacher to develop strong subject knowledge across the primary curriculum and their work with pupils with SEND. Leaders work closely with staff before making changes and respond to feedback, including about staff's workload.

The governing body fully understands and carries out its responsibilities. Recent restructuring of the governing body has been thoughtfully organised to enhance its communications with staff and leaders and their knowledge of the school.

Leaders, including the governing body, maintain strong and positive communications with parents and carers. Leaders promote a very strong and cohesive school community.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular training about the most recent safeguarding requirements. Leaders ensure that staff know and understand their safeguarding responsibilities, are watchful for any sign that a child might be at risk from harm and follow correct procedures if they have any concerns. Leaders are vigilant and persistent in their work, including with external agencies, to help pupils and their families receive the support they need. Staff make strong and positive links with parents to promote the safeguarding of pupils.

Aspects of the curriculum help pupils identify risks to their safety. For example, key

messages about e-safety are threaded through the curriculum, reinforced in newsletters and assemblies and promoted by the pupil 'e-cadets'.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101905
Local authority	Ealing
Inspection number	10268719
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair of governing body	Andrew Liles
Headteacher	Tessa Hodgson
Website	www.oaklands-primary.co.uk
Date of previous inspection	5 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, the chair of the governing body and four other members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in several

other subjects.

- The inspection of safeguarding included meetings with leaders with responsibility for safeguarding, review of the school's documentation relating to safeguarding, speaking to staff and pupils and consideration of the curriculum relevant to safeguarding.
- Inspectors looked at the responses to surveys completed by pupils and staff. Inspectors considered the views of parents in responses to the online survey and by speaking to parents at the school gate.

Inspection team

Amanda Carter-Fraser, lead inspector	His Majesty's Inspector
Meena Walia	Ofsted Inspector
Karen Kent	His Majesty's Inspector

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