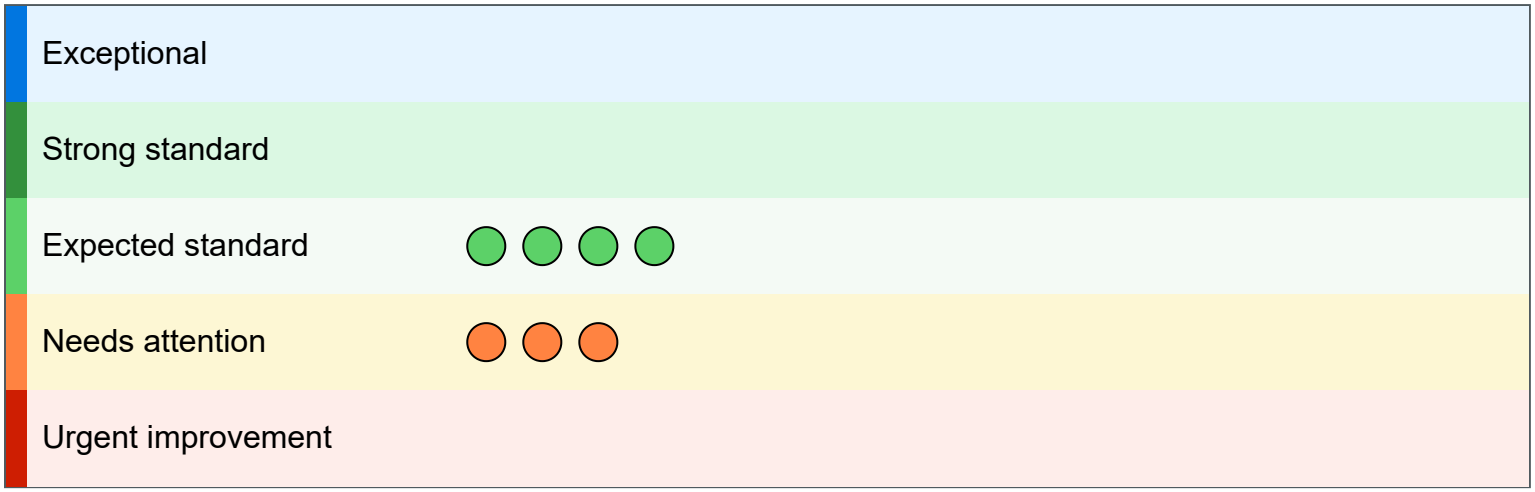
Oldfield Primary School

Address: Oldfield Lane North, Greenford, Middlesex, UB6 8PR

Unique reference number (URN): 101869

Inspection report: 14 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Attendance has been a high priority for leaders. Although attendance figures over time have been below the national average, leaders' work has ensured that absence has decreased and attendance is now in line with national figures. Many pupils' individual circumstances mean that they often face complex barriers to attending school regularly. A significant proportion of pupils join the school at varying points in their education, often without having established positive attendance patterns. Leaders have developed a range of thoughtful measures to improve attendance. They know families well and use effective strategies to provide help. For example, pupils value how positive attendance is celebrated with prizes and rewards. As a result of this work, attendance is improving quickly and rates of persistent absence from school are reducing.

Pupils are rightly positive about behaviour across the school and say this makes them feel safe. They are polite and well mannered. Classrooms are calm and orderly with clear expectations and routines in place. As a result, pupils are motivated to learn and demonstrate high levels of engagement with their learning. Behaviour approaches are consistently applied, but adapted sensitively where necessary; relationships are positive. Effective support is in place to guide pupils that may need additional help to manage their behaviour and regulate their emotions.

Early years

Expected standard

Children get off to a positive start in early years. Leaders work effectively with parents and carers to help their children to settle quickly into life at school. Recent improvements to phonics across the school are embedded in early years. There is a sharp focus on making sure children acquire a wide vocabulary, communicate effectively and learn to read and count. Interactions between staff and children are positive and focused on building language and communication to ensure effective progress through the curriculum.

The environment is calm, well organised and supports children to practise and apply their learning with increasing independence. Routines are taught carefully and consistently by staff, for example children in the nursery independently enter school each morning, find their names, hang their coats up and put their bookbags away. This helps the youngest children to access learning without disruption. This, alongside trusting, caring relationships with adults means children show high levels of engagement in their learning.

The key knowledge and skills that children need to be ready for Year 1 have been identified and are taught effectively in small steps. Children's starting points are well considered with play provision and activities carefully adapted to meet individual needs and any gaps in development. As a result, children in early years are well supported to know and remember more, they make progress through the curriculum and are typically well prepared for their next steps.

Inclusion

Expected standard

Leaders and staff know pupils well. This helps to ensure that pupils' needs are accurately identified and assessed. Those with special educational needs and/or disabilities have a tailored suite of interventions and support, to help remove any barriers they may have to learning and wellbeing. Leaders work effectively with external specialists to secure helpful advice and guidance. This contributes to the help pupils receive. Leaders regularly check the impact of additional support and make any necessary changes swiftly to ensure pupils' ongoing access to the curriculum.

Staff use agreed strategies and adaptations to help pupils to access learning. Training in this area has supported the knowledge and expertise of staff. As a result, pupils with additional needs access learning in the classroom effectively.

Additional funding, including the pupil premium grant, is used effectively. Leaders and governors have made sure this funding is aligned to the school's current priorities, including the development of phonics, funding for educational visits and clubs and securing bespoke support for those who need it.

Personal development and wellbeing

Expected standard

Leaders have designed an effective personal development offer that makes a positive difference to pupils and prepares them well for life in modern Britain.

There is a well-sequenced personal, social, health and economic education curriculum that helps pupils to understand important ideas. Pupils are knowledgeable about different ways to keep themselves healthy and safe, including when online. For example, pupils describe what makes a healthy diet and demonstrate a clear understanding around securing strong mental health.

The inclusive ethos of the school supports pupils' awareness of other faiths and cultures. For example, educational visits in the local area develop pupils' understanding and respect for cultural and religious diversity. Pupils typically understand the concepts linked to the fundamental British values, for example fairness linked to democracy.

The school provides a range of experiences to broaden pupils' talents, including in music, art and sport, through a range of clubs and visits. This offer is carefully tracked by leaders to ensure all pupils can access and benefit from the different opportunities available. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND).

Pastoral support is extensive and carefully targeted to those who need it. For example, a range of opportunities are available for pupils with SEND to develop their social skills in different contexts, as well as more individualised programmes to support pupils' wellbeing and/or attendance.

Needs attention

Achievement

Needs attention

Pupils do not achieve as well as they should and are not as well prepared as they could be for the next stages of their learning. This is reflected in some of the school's nationally published outcomes, including phonics in Year 1 and the multiplication check in Year 4. Pupils' achievement by the end of key stage 2 is, however, improving over time and now broadly in line with national outcomes, including for pupils who are disadvantaged.

However, important knowledge in speaking, writing and number facts are not consistently embedded. This is because teaching is inconsistent and does not provide sufficient opportunity in some classes for pupils to develop these skills. Gaps in pupils' knowledge and understanding across different subjects mean they have not secured what they need to tackle the more complex learning that comes next. The work that pupils produce does not consistently demonstrate that they have a secure understanding of their learning.

Curriculum and teaching

Needs attention

The curriculum is broad and ambitious and meets the requirements expected nationally. Leaders have recently started to further develop the quality of the curriculum, as well as training for staff about the teaching of reading, writing and mathematics. These changes are having a positive impact on pupils' learning, especially in reading and phonics.

Leaders are rightly prioritising the consistent implementation of the curriculum. This work has been slowed due to recent staffing changes; a significant number of staff are new to the school or new to teaching. Currently, there are inconsistencies in teaching, including with some teachers’ subject knowledge, the use of assessment to identify and address misconceptions and how resources are used to support teaching. As a result, pupils do not build the body of knowledge they need to progress through the curriculum and to achieve well.

Although training for staff in some aspects of the school's work, including phonics and supporting pupils with additional needs, has had a positive impact, further guidance is needed to increase staff expertise and confidence. This will better support them to implement the full curriculum with greater consistency and precision.

Leadership and governance

Needs attention

Governors understand their statutory duties and are providing appropriate support and challenge to leaders in school. Leaders and governors understand the school's strengths and areas they need to improve. They have pupils’ best interests at heart and their actions to bring about improvement are focused on the right things. However, recent staffing changes have significantly impacted their ability to move forward at pace. Leaders and governors have needed to stabilise staffing before they can continue their work to improve the delivery of the curriculum.

Leaders started their journey of improvement with a focus on improving pupils' attendance and their work here has had significant impact. They are fully aware of the weaknesses that affect teaching and achievement and have recently moved the focus of their work to this area. Leaders have recognised that teachers who are new to the school need additional support and guidance to be able to deliver the curriculum consistently and effectively. To support this, the school is working with the local authority and another local school to strengthen subject leadership and provide additional training.

Leaders gather a range of information about the impact of their work and the quality of provision. However, this information is not analysed as systematically, or used strategically as it needs to be, to bring about rapid improvements in some areas.

Staff are typically positive about the support they receive to manage their workload and wellbeing. They feel listened to and appreciate the recent training on phonics, mathematics and adaptions to support pupils with additional needs. This is helping the school's journey of improvement, including securing consistently high expectations of what pupils can achieve.

What it's like to be a pupil at this school

Across the school, pupils are kept safe. They appreciate the number of adults in school and are confident to talk with them. Pupils are not worried about bullying because they know that adults listen and take any concerns seriously. Incidents of bullying are uncommon and dealt with promptly when they do occur.

Pupils are respectful and courteous. In classrooms and corridors, pupils typically conduct themselves in a considerate manner. This leads to a calm and purposeful learning environment. Pupils are focused and engaged in lessons, showing a keenness to learn. Low-level disruption is uncommon. Pupils with special educational needs and/or disabilities are supported effectively by additional adults to enable them to access the curriculum with increasing independence.

Leaders are ambitious that all pupils will learn effectively and be well prepared for their next steps. However, some weaknesses in the implementation of the curriculum mean that these ambitions are not fully realised. This means some pupils are not achieving as well as they should; leaders recognise this. They are prioritising stabilising staffing and ensuring the curriculum is being taught effectively.

Pupils enjoy participating in extra-curricular activities, for example sports and art. A well chosen programme of visits supports the curriculum. Leaders make sure that all pupils are fully included in the wider opportunities that are on offer.

Next steps

- Leaders and those responsible for governance should strengthen their oversight, especially of the consistent implementation of the curriculum and pupils' achievement.

They should ensure that the information they collect is used strategically and systematically to drive rapid improvement where needed.

- Leaders should provide staff with the necessary professional learning to ensure that they have the skills and subject knowledge required to implement the full curriculum consistently and effectively.
- Leaders should ensure that assessment is used effectively to identify and address gaps and misconceptions in pupils' learning. This will better support pupils to progress through the curriculum and achieve well.
- Leaders and those responsible for governance should maintain and build upon the school's work to promote high rates of attendance, including intervening swiftly to support and challenge parents and carers with children whose attendance needs to improve.

About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The chair of the board of governors in this school is Ann O'Reilly.

Inspectors spoke with the headteacher and assistant headteacher during the inspection. The lead inspector met with 4 governors, including the chair of governors and spoke with a representative from the local authority.

The school has undergone a significant change in staffing since the last inspection.

The school currently makes use of one registered alternative provision.

Headteacher: James McCormack

Lead inspector:
Samantha Ingram, His Majesty's Inspector

Team inspectors:
Karen Jaeggi, Ofsted Inspector
Phil Garnham, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 14 April 2026

School and pupil context

Total pupils

311
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

440
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

41.70%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.25%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.40%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	55%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	68%	75%	Below
2023/24 (final)	86%	74%	Above
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	86%	72%	Above
2022/23 (final)	68%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (revised)	66%	74%	Below
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	59%	46%	Above
2022/23 (final)	26%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	55%	63%	Close to average
2023/24 (final)	82%	62%	Above
2022/23 (final)	47%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	59%	Close to average
2024/25 (revised)	55%	59%	Close to average
2023/24 (final)	82%	58%	Above
2022/23 (final)	47%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	71%	59%	Close to average
2022/23 (final)	37%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-23 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	59%	67%	-9 pp
2022/23 (final)	26%	66%	-40 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-19 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	82%	80%	3 pp
2022/23 (final)	47%	78%	-31 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	78%	-17 pp
2024/25 (revised)	55%	78%	-23 pp
2023/24 (final)	82%	78%	5 pp
2022/23 (final)	47%	77%	-30 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	71%	79%	-9 pp
2022/23 (final)	37%	79%	-42 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.4%	5.2%	Above
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	7.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	26.2%	13.3%	Above
2023/24 (3 term)	17.7%	14.6%	Close to average
2022/23 (3 term)	23.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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