



# Oakhill Primary School

## Inspection Report

**Unique Reference Number** 103069  
**LEA** Waltham Forest LEA  
**Inspection number** 276829  
**Inspection dates** 10 July 2006 to 11 July 2006  
**Reporting inspector** Andrew Howe AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Alders Avenue
<b>School category</b>	Community		Woodford Green
<b>Age range of pupils</b>	3 to 11		IG8 9PY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02085273309
<b>Number on roll</b>	233	<b>Fax number</b>	02085233854
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Debbie Strowbridge
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mrs Opal Brown

Age group	Inspection dates	Inspection number
3 to 11	10 July 2006 - 11 July 2006	276829

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Oakhill Primary School serves a suburban area of north-east London. It is of average size. The proportion of pupils entitled to free school meals is average. About a third of pupils come from minority ethnic groups which is higher than average and increasing, but no single group predominates. An above average proportion of pupils speak English as an additional language, but very few are at the early stages of learning English. About a fifth of pupils have learning difficulties or disabilities, which is broadly average. The school has Investors in People status and has achieved a Healthy School award. The school has had difficulty recruiting and retaining teachers since the last inspection.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Oakhill Primary School rates its effectiveness as good. However, inspection evidence indicates it is a satisfactory school that is improving and has some important strengths. One parent told inspectors, 'No stone has been left unturned in an effort to improve the school'. The school provides satisfactory value for money.

Children make a good start to school in the Nursery and achieve well in their personal, social and emotional development. Standards and quality in the Foundation Stage are satisfactory overall. Pupils continue to behave well, enjoy school and have positive attitudes to learning throughout the school. The curriculum is good, with recent significant improvements to extra-curricular provision, arrangements for homework and music teaching. Pupils are well cared for, feel safe and secure and are given good guidance through constructive targets. Their progress is carefully tracked. Provision for pupils with learning difficulties has improved, is effective, and helps them to make good progress.

Achievement and standards in English are good. However, pupils do not make enough progress in mathematics and standards are below average. Although teaching is satisfactory overall it varies in quality. Too often, teachers do not ensure they make provision for more able pupils who sometimes get bored and underachieve.

There has been satisfactory improvement since the last inspection. Although standards are lower now, this is due to a legacy of underachievement caused by many disruptions to teaching in the last few years. Staffing is now more stable. The school's leadership has a clear understanding of how to raise standards. There have been many improvements to premises and provision, and standards are rising. The school has a good capacity to improve.

### What the school should do to improve further

- \* Raise standards in mathematics.
- \* Improve the quality of teaching so that it is consistently good and meets the needs of more able pupils.

## Achievement and standards

### Grade: 3

The school rates pupils' achievement and standards as good, but inspection evidence indicates they are satisfactory. Children's attainment on entry is about the level expected for their age. They make a good start in the Nursery and continue to make good progress in their creative, personal, social and emotional development and their knowledge and understanding of the world. However, they make slower progress in some basic skills, such as linking sounds and letters, writing and calculating. Their overall attainment is in line with expectations for their age by the end of the Foundation Stage.

Pupils make satisfactory progress in Years 1 and 2. By the end of Year 6 standards are average overall, above average in English where there have been improvements in both reading and writing, but below average in mathematics. Pupils make good progress in Year 6 and standards are higher this year than in 2005. One boy told inspectors, 'I have learned a lot this year!' However, progress in other classes is more varied, particularly where staffing has been disrupted, so that pupils' achievement is at best satisfactory. The school met its challenging targets for 2006 in English and science, but not in mathematics. A few more able pupils underachieve. Pupils with learning difficulties and disabilities make good progress, often meeting the targets in their individual plans, because they are well supported.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils behave well and they told inspectors there has been an improvement in everyone's conduct. They enjoy school, particularly the very good range of extra-curricular activities, and feel safe and well-cared for. They say there is little bullying or racism and staff are approachable if they have a problem. Pupils' attendance is broadly average. The school takes satisfactory measures to monitor and encourage better attendance, but too many parents take their children on holiday during term time. This slows the learning of some pupils.

Pupils confirm that they know about healthy living. They say, 'We are not allowed chocolate in our lunchboxes!' The school works successfully to provide clear moral guidance, lots of activities that promote co-operation and a good understanding of other cultures and faiths. This is reflected in pupils' polite, tolerant and co-operative attitudes. They reflect on spiritual issues, for example writing and saying their own prayers in assemblies. The school council provides pupils with a good opportunity to have a say in the school community. The pupils feel they are listened to and they have seen improvements to the condition of the toilets, as a result. They enjoy raising funds for good causes and visiting the local community to enhance their learning. They are attaining satisfactory standards in basic skills which support their future economic well-being appropriately.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Teaching in the Foundation Stage is satisfactory. It is consistently good in the Nursery where the quality of assessment is high and the balance of adult-led activities and learning through play ensures children make a good start to school. After considerable staffing disruption, greater stability has been achieved in most classes. In most lessons, teachers' planning is of good quality and they set clear targets and employ a range of strategies to meet individual pupil needs.

However, in some lessons tasks are not pitched at the right level for all pupils and do not provide the more able pupils with sufficient challenge.

Pupils' behaviour is generally well managed and relationships in lessons are good. However, in some lessons teachers talk for too long so that the pace of learning is slow. In a few cases, teachers lack confidence in mathematics and their explanations are not sufficiently clear and pupils do not make enough progress. Teachers make accurate assessments and are beginning to use this information in their planning. Support staff are generally deployed effectively and the pupils they work with make good progress.

## **Curriculum and other activities**

### **Grade: 2**

There have been significant improvements to the curriculum and it is now good. A new scheme for mathematics has been introduced but has not yet had a positive impact on standards. There is a very good range of extra-curricular activities available, which pupils greatly appreciate. The school has been particularly successful in developing pupils' musical skills through a music charity. One parent wrote, 'The music project has been a huge success and really gives the children confidence to participate'. Information and communication technology (ICT) is beginning to support learning in other subjects.

The curriculum is extended and enhanced through activity days, workshops and school visits. The good identification and support for pupils with learning difficulties and disabilities and for those for whom English is an additional language enables them to make good progress. The school has introduced pupil improvement portfolios for homework and these are helping pupils and parents to understand how improvements can be made. One parent commented, 'I think the PIP folders are a very good idea.....which will help our children improve where they have weaknesses'.

## **Care, guidance and support**

### **Grade: 2**

The care of pupils is good and contributes to their enjoyment and positive attitudes towards school. Pupils are well known as individuals and looked after so that they feel safe and well supported. Child protection and health and safety procedures are clear, well managed and understood by all staff. Arrangements for the induction of children into the Nursery are effective in promoting children's confidence when they start school. There are also good procedures for transition to secondary school. Pupils' progress is now very carefully tracked and monitored so that underachievement can be identified and dealt with. This works particularly well for pupils with learning difficulties. However, this system is not yet fully effective in ensuring better progress in mathematics and for some more able pupils. Teachers set constructive targets which are shared with parents as part of the homework arrangements and in most classes this system provides pupils with good guidance.

## Leadership and management

### Grade: 3

The school's leadership and management are satisfactory overall. The headteacher has had to confront many challenges, particularly difficulties in recruiting and retaining staff. She has been purposeful, principled and effective in making significant improvements, and her aim is clearly to raise standards. Senior staff have worked hard to improve behaviour, make the curriculum more stimulating and ensure pupils are well looked after. However, the high turnover of staff has meant disrupted teaching which has had a detrimental impact on standards, particularly in mathematics. The situation is now more stable and there is an effective leadership team. The majority of parents have positive views of the school's work, noting recent improvements. One says, 'The culture in the school has totally changed.....the atmosphere is very positive...'. However, a few parents rightly express concerns about the impact on their children's learning of a lack of continuity in teaching.

The school's leadership has introduced some effective systems for monitoring pupils' performance and the quality of teaching. These are accurate and inform the school's priorities for development. However, they have not yet been fully successful in producing consistently good teaching. School self-evaluation is satisfactory. The school improvement plan is a comprehensive document which is underpinned by a focus on raising standards. All members of the school community have an opportunity to contribute to its priorities. The governing body is increasingly effective. Governors are active, well-informed, and visit the school to discuss and monitor its performance. They are able to question and challenge the school's leadership and are very committed to raising standards.

During the six years since the last inspection the school has faced many challenges which resulted in standards dipping and behaviour deteriorating. These issues have been addressed and there have been recent improvements in pupils' personal development, the curriculum and the progress made in English and science. The issues identified at the last inspection, and many more besides, have been addressed. The school is moving towards stronger and better founded performance and is well-placed to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you for helping us when we visited your school recently. We enjoyed our time with you, and we promised to let you know what we decided after our visit. Yours is a satisfactory school with some real strengths. These are some of the best things about it.

\* The school looks after you well. Teachers keep a good check on how well you are learning.\* You make good progress in English. \* You enjoy school and behave well. \* Your teaching assistants give you lots of help, especially those of you who find learning hard or who do not speak English at home.\* The headteacher and the other staff work hard together to make the school better and so it is improving. The governors are good; they know exactly what goes on in school and work hard to make sure everyone does their best.

There are some things that could be better.\* Standards in mathematics are not high enough.\* Some teachers know exactly how to help you learn and they all plan their lessons carefully. However, they don't always make sure there are the right activities for the most able pupils. Oakhill Primary School is a satisfactory and improving school. If you work really hard, it could become even better.

Good wishes for the future

Andrew Howe

Lead Inspector