

Uxendon Manor Primary School

Inspection report

Unique Reference Number	101502
Local Authority	Brent
Inspection number	307712
Inspection dates	9–10 July 2008
Reporting inspector	John Horwood

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 on roll	
School	468
Appropriate authority	The governing body
Chair	Mr Kirit Jani
Headteacher	Ms Kathy Hooper
Date of previous school inspection	9 February 2004
School address	Vista Way Kenton Harrow HA3 0UX
Telephone number	020 8907 5019
Fax number	020 8907 2367

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. The vast majority of pupils come from minority ethnic groups, the largest groups being from Indian and other Asian backgrounds. Most pupils do not speak English as their first language and about one in five are at the early stages of learning English. The proportion of pupils entitled to free school meals is above the national average. A few pupils come from refugee or asylum seeking families and there are a very few looked after children. The number of pupils who have learning difficulties and/or disabilities is lower than average and the majority of these have moderate learning difficulties or behavioural, emotional and social difficulties. Almost a quarter of pupils join or leave the school during the academic year in Years 2 to 5. The figure is particularly high for the current Year 5. The school has an Active Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This popular school provides a satisfactory education for its pupils. Pupils all make satisfactory progress as a result of satisfactory, but improving, teaching. Published performance data indicates lower standards of attainment than might be expected for pupils who make satisfactory progress having left the Reception class with expected skills. This is because a significant number of pupils are included who have joined the school during the course of the year unable to speak English. This has an impact notably in Year 2, where results are well below average standards overall. However, pupils who have been at the school for the whole key stage have attained broadly average standards. Leadership and management are satisfactory and lead to satisfactory progress by pupils. The personal development of pupils is good because caring staff provide good support and guidance. The vast majority of parents are very pleased with the school. One parent described it as, 'A lovely school with a wonderful atmosphere.' and another said, 'It is a brilliant school, warm and welcoming for both children and parents'.

Teaching and learning are satisfactory. Teaching is strongest in the upper year groups where assessment data is used most effectively to plan lessons, and pupils are involved in self-assessment. Occasionally, in weaker lessons, behaviour management is not good enough to ensure all pupils pay full attention. Nevertheless, in most lessons, very good relationships and the good behaviour of pupils ensure learning is effective. Marking of pupils' work is generally good but some does not give sufficient guidance on how to improve. Whilst assessment systems are embedded into classroom practice, the recently identified needs of gifted and talented pupils are not always fully met.

Pupils enjoy coming to school and most attend regularly. However, a few pupils have very poor records and have not responded sufficiently to all the school's efforts to improve their attendance and the standards they attain. Pupils eat healthily and join in sporting activities, including swimming in the school pool, with enthusiasm. Around the school, they demonstrate that they know how to stay safe. They know what to do if bullying should occur although they say this is very rare. Behaviour is good and pupils say that any poor behaviour is dealt with quickly. The pupils' contribution to the school and local communities is good. Pupils are satisfactorily prepared for the next stage of their education because they acquire sound basic skills and develop good personal qualities.

Leaders and managers have established a secure base from which to move forward. The restructured leadership team is clearly focused on raising standards and the impact of their actions can be seen in the better teaching in the upper year groups, which has been the focus this year. Senior leaders have built a staff team who work and plan together effectively. The major improvements made to assessment, and resultant improvements in progress, most notably in the upper year groups, demonstrate a good capacity to improve. The school is well-supported by the good governing body.

Effectiveness of the Foundation Stage

Grade: 2

Children entering the Nursery have below expected skills and understanding for their age, and make good progress in all areas of learning. The majority achieve the goals set for children by the end of the Reception year. All children enjoy coming to school and their personal, social and emotional development is a strength. They play well together. They show increasing maturity

in their awareness of the needs of others and develop good relationships with adults and other children. Children show increasing independence when choosing their own activities. The curriculum meets children's needs very well. Adults work well to develop children's natural curiosity and encourage exploration. Teaching focuses well on the needs of every child and individual assessment and record-keeping are first class. Children are encouraged to be involved in being responsible for little jobs in their community such as acting as monitors. Leadership and management are good. The Foundation Stage has outstanding links with parents.

What the school should do to improve further

- Raise achievement through more consistency in teaching, particularly in behaviour management, in marking and the use of assessment, and in involving pupils in assessing their own work.
- Improve attendance.
- Improve provision for gifted and talented pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In Key Stage 1, pupils are making satisfactory progress. Attainment in Key Stage 1 has been falling for a number of years and, in Year 2, standards are similar to last year's, which were well below average. However, pupils who have been in the school for the whole key stage attain standards which are broadly average, having made satisfactory progress. At Key Stage 2, standards are average by Year 6 and pupils make satisfactory progress. They make more progress in the higher year groups, where teaching is better. Pupils who have been at the school throughout the key stage attain higher standards than those who have joined later on. Pupils who have English as an additional language make similar progress once they have sufficient language skills to learn. Pupils with learning difficulties and/or disabilities make satisfactory progress from their lower starting points.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development are good overall. Pupils respect and care for each other and interpersonal relationships are strong. The majority are well behaved, enthusiastic and attentive learners. Pupils feel safe and protected in school and are confident that there are adults to turn to if they have problems. They understand that a healthy lifestyle, encouraged through appropriate food choices and physical exercise, will help them be more successful in their learning. Pupils' progress in basic skills and their positive attitudes equip them satisfactorily for their economic well-being. The school council makes positive contributions to the life of the school, for instance by fund raising to purchase playground equipment. Many of the older children conscientiously take on responsibilities such as being part of the 'Playground Friendship Squad' which supports the youngest children in school during break and lunch times.

Quality of provision

Teaching and learning

Grade: 3

Whilst lessons are satisfactory, there are clear signs of improvement as subject leaders develop good practice in their own classes. Some good and outstanding lessons now happen throughout the school. Teaching is particularly good in the Foundation Stage and Year 6. Most lessons run at a brisk pace with constant challenge for the vast majority of pupils. However, pupils who are gifted and talented have only just been identified, and their needs are not always fully met in all lessons. In a small minority of lessons, pupils are not well motivated and become restless which affects progress of all. This is partly because guidance for teachers in behaviour management is not entirely consistent. Teachers mark work conscientiously, but do not always give enough guidance on how to improve. In some classes, pupils are learning how to assess their own progress and this helps them to know if they have achieved their goals. It also helps the teacher to plan the next steps in their learning.

Curriculum and other activities

Grade: 2

There is a strong creative curriculum, exemplified by a successful tradition in performing arts. Attractive displays highlight a recent 'International Evening', which included food tasting, dancing, design and music. Pupils' enjoyment and understanding of the curriculum are enhanced by visits to local places of interest. Good links are maintained with local religious communities, significantly contributing to the pupils' awareness of cultural and religious diversity. Imaginative and varied enrichment activities develop pupils' interests and aspirations. The school has a tradition of encouraging sporting activities and pupils have the advantage of a swimming pool on site. There is a high take up of the numerous opportunities for pupils in after school clubs. There is good provision for information and communication technology (ICT) across the school. The curriculum is broad and balanced and meets the needs of the vast majority of pupils. However, there are not enough opportunities to meet all the needs of those pupils identified as being 'gifted and talented'. Children with English as an additional language and those with learning difficulties and disabilities receive effective support to meet their needs.

Care, guidance and support

Grade: 2

Good procedures for child protection and health and safety ensure that pupils are kept safe and secure. They are actively encouraged to lead a healthy and active lifestyle. The school's actions to reduce the absence of a small group of pupils have had only limited impact on improving their attendance. Pupils with specific learning difficulties and disabilities are given good guidance with their work. Those with English as an additional language have strong support systems. Support offered by teaching assistants is generally good. There has been much effort put in to improving assessment in the last year resulting in better progress and improving standards. Pupils' work is regularly assessed through tests and projects and clear records are kept. These show when pupils are underachieving, and in the last year, many strategies have been put in place to help them to catch up. All pupils know their targets and many are now clear on how to improve, though this is still not entirely consistent. Pupils are now better able to decide for themselves when work is not good enough to meet their teachers' increasingly high expectations.

Leadership and management

Grade: 3

The headteacher and governors have built a team of leaders focused on raising standards. There are some emerging strengths within the leadership team. The self-evaluation process is satisfactory. Although the school knows that standards need to rise they have not yet done so across the whole school. Progress is increasing but, at present, the school is 'playing catch up'. There is a common direction set by leaders and there is a good mix of experience and enthusiasm amongst the leadership team. Subject leaders are becoming increasingly involved in setting challenging targets. Equality of opportunity is promoted and resources deployed satisfactorily. However, the increasing number of pupils at the early stages of learning English is placing a strain on the good level of support available. Governance is good. Governors are well led and have been particularly proactive in improving staffing. They carry out their duties well and have contributed well to school improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

02 September 2008

Dear Pupils

Inspection of Uxendon Manor Primary School, Harrow, HA3 0UX

Thank you for making us so welcome at your school. We enjoyed being there, meeting with you and your teachers as well as talking to you during the day. Yours is a satisfactory school. You and the school have many strengths.

- The youngest children do well in the Foundation Stage.
- You enjoy coming to school.
- The vast majority of you behave well and all pupils are able to learn in lessons.
- You get on well with your teachers and relationships are good throughout the school.
- Your headteacher and her colleagues are well-supported by the governors.
- The school ensures that you get the help you need and that you all make satisfactory progress.
- There is mutual respect and trust between you and the adults.
- You enjoy the opportunities for extra-curricular activities and the clubs.
- You understand the importance of healthy lifestyles and how to stay safe.
- You are proud of your school and enjoy your learning.

In order to help the school improve and become even better, we have asked the school to:

- make sure that all teachers mark your work showing you how to improve, make the best use of assessment strategies and that they all make sure you behave well in lessons
- improve the rates of attendance
- review the help given to those of you who are gifted and talented.

We wish each one of you every success and happiness in your future education. You can help by making sure you are always well behaved in class.

Yours sincerely,

John Horwood

Lead Inspector