

Oaklands Primary School

Inspection report

Unique Reference Number	101905
Local Authority	Ealing
Inspection number	335804
Inspection dates	24–25 June 2010
Reporting inspector	Raminder Arora

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	480
Appropriate authority	The governing body
Chair	Dr Sarah Hayward
Headteacher	Sasha Hamidi
Date of previous school inspection	15 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons during which 16 teachers were observed. Meetings were held with pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work, and looked at its monitoring and assessment records, safeguarding documents and those relating to health, safety and strategic planning. In addition, 263 questionnaire returns by parents and carers were considered, together with those returned by staff.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the effectiveness of leadership and management in the Early Years Foundation Stage, particularly in relation to children's progress
- attainment, learning and progress in writing and mathematics, particularly for the higher attaining pupils
- the extent to which lessons meet the needs of all pupils and how well teachers use assessment information to make sure lessons are challenging
- the systems and processes that leaders use to monitor, develop and improve the quality of teaching and learning to raise the attainment and achievement of all pupils.

Information about the school

This is a large primary school with a nursery. It serves a socially and culturally diverse community. Approximately half of the pupils are of White British heritage and half are drawn from a wide range of minority ethnic heritages. Approximately one third of pupils are bilingual and around one in ten pupils are at the early stages of learning English as an additional language. The percentage of pupils known to be eligible for free school meals is well above average. A lower than average proportion of pupils have special educational needs and/or disabilities. Their needs relate mainly to learning, behaviour, and speech and language difficulties. The school has experienced a turbulent period in the last three years. The current headteacher was appointed in April 2009. The school has a number of awards, including Activemark and ECO Silver award. The school operates a breakfast club and an out-of-school club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Oaklands is a satisfactory and improving school. There has been some turbulence in the last three years in the leadership of the school which deeply affected staff morale and stability, and the school's reputation in the community. During this hectic period of uncertainty, staff and governors were unable to maintain momentum for continuous improvement to move the school forward. Leadership and management have now stabilised and in the words of a parent, 'The appointment of the new headteacher has improved many things almost beyond measure. The atmosphere and the community spirit are now very good.' The new leadership team has worked hard to create a harmonious and positive working environment in which pupils are safe, happy and well behaved.

Attainment is variable in English, mathematics and science, but broadly average by the end of Year 6, with English the strongest of the three. Most pupils make satisfactory progress during their time at the school. Pupils' attainment in Year 2 is broadly average in reading but below average in writing and mathematics. There has been rapid acceleration in the quality of writing by the end of Year 6 because of a good structured approach that encourages pupils to use their literacy skills to write extended accounts. As the school gains momentum in raising attainment, writing in Key Stage 1 and mathematics in Key Stage 2 have been clearly identified as areas of concern. Appropriate measures to improve both are beginning to show some effectiveness.

Provision in the Early Years Foundation Stage is inadequate because the children make limited progress in relation to their starting points and capabilities. This is mainly due to an inconsistency in staffing and issues around the quality of teaching and assessment of children's learning. However, the senior management team recognises this and has acted decisively. A comprehensive plan of carefully measured improvements is being implemented, including the allocation of a properly costed budget and the appointment of an experienced and skilled teacher. While improvement is clearly underway, it is too soon to have raised performance.

Teaching in Years 1 to 6 is satisfactory and includes some good teaching, especially in the older classes. The main reason that it is not better is that a new assessment and tracking system has not been fully embedded across the school, so learning and progress are not as consistent as they might otherwise be. As a result, more able pupils are not always challenged enough and do not fully reach their potential.

A restructured management team has empowered the middle and senior managers to be fully involved in monitoring the provision and pupils' outcomes successfully. As a result, a far more stable school community is already evident and weaknesses are

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starting to improve. The school development plan is an effective document that has correctly identified the priorities which help to drive the school forward. The governing body, too, has successfully increased its capacity to meet the school's needs, holding it to account more effectively and helping to tackle weaknesses. Attainment in literacy is rising, attendance is improving and the school is working rigorously with the local authority to ensure that this continues. The school's partnership with other local schools is good in providing increased learning opportunities for pupils, particularly in sport. These developments indicate that the school's capacity to improve further is satisfactory.

What does the school need to do to improve further?

- Improve provision and outcomes in the Early Years Foundation Stage, through:
 - ensuring greater rigour in monitoring and supporting the work of the early years team to accelerate children's progress
 - ensuring that adults have a thorough understanding of young children's needs, make accurate observations to monitor and record progress, and plan appropriate activities
 - improving links between Nursery, Reception classes and Year 1 and developing greater consistency for all teaching to be at least good.
- Embed the new assessment and tracking system fully in all parts of the school so that:
 - assessments are accurate and inform teachers about the next steps in planning and teaching
 - teachers use a consistent approach to setting and using targets, especially in writing for Years 1 and 2, and mathematics across the school, so that pupils of all abilities, including the most able, have work that is appropriately challenging.

Outcomes for individuals and groups of pupils**3**

Most pupils, including those with special educational needs and/or disabilities, and pupils learning English as a new language, achieve satisfactorily during their time at the school. Children in the Early Years Foundation Stage make insufficient progress because of the inadequate quality of teaching. On entering Year 1, their attainment is generally below that expected of five-year-olds. A massive 'catch up' takes place to tackle the gaps in children's skills and understanding, which results in pupils making satisfactory progress in Years 1 and 2. The rate of progress improves in Years 3 to 6, particularly in English. Writing is a continuous focus and skills are improving in the upper school because most teachers model writing well and regularly check pupils' written work. In the lessons seen, pupils worked well, especially where the additional support was effectively deployed. Many pupils are articulate, discussing the key ideas with insight and enthusiasm. They respond well to questioning by giving well thought out responses. A few pupils whose circumstances make them potentially vulnerable make satisfactory

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progress.

Pupils behave well in and around the school. Relationships between adults and pupils are strong and pupils are keen to please their teachers. They listen carefully in class and work well together. Pupils have good opportunities to do enough exercise. They are fully aware of the importance of eating healthily and have secured Activemark and Healthy Schools awards for the school. Most pupils say that they enjoy school. Attendance is average and much improved over the past year. The majority of pupils say that they feel safe and secure at school, and that there is always someone to talk to if they have concerns. Pupils are responsive and helpful, for example as Eco leaders, and actively engage in recycling. The school council actively promotes improvements to the play areas and pupils regularly raise funds for charities such as the Haiti appeal. Pupils' good behaviour and attitudes, along with their improving literacy and numeracy skills and developing confidence in the use of information and communication technology, ensure that they are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils say that they really like their teachers and a few parents and carers commented on how supportive teachers have been during the recent leadership changes. Teachers know pupils well and manage their classes effectively, which contributes strongly to pupils' good behaviour and the calm and harmonious atmosphere in most lessons. In the best lessons, careful thought goes into the preparation and support for pupils with specific learning needs, including those learning English as a new language, so that they are fully involved and make similar progress to their peers. Good questioning is a key feature of the most successful lessons, helping to extend pupils' understanding and skills. This was evident in one Year 5 lesson, where pupils developed a good understanding of healthy food from the different parts of the world, which helped them to think for themselves. For some pupils, including the more able, tasks are not always challenging enough. Marking helps most pupils to improve but the school lacks a consistent approach, resulting in its variable quality across all classes. Information gathered through assessment is not used well enough to plan the next steps of learning or to challenge the more able pupils.

The curriculum is enjoyable as a result of the range of enrichment opportunities, for example, the well attended after-school clubs and subject weeks such as Art Week. Changes to the curriculum have resulted in some meaningful links between subjects, which are beginning to make tasks more creative and interesting. Further improvements include promoting the good use of information and communication technology skills across the curriculum.

Appropriate arrangements for pupils' health, safety and welfare ensure that they are safe and happy at school. The school's breakfast club and out-of-school club are well managed and provide excellent quality care. Pupils' pastoral care is strong and good support is provided through regular mentoring and counselling, as well as the effective use of different agencies. Assemblies and most lessons contribute well to pupils' personal development, particularly their spiritual, social, moral and cultural awareness, through a well-planned programme that encourages them to work together in harmony. Procedures to improve attendance are working well, as shown by the recent rise in the number coming to school every day this term. Provision for vulnerable pupils is sound and there are appropriate systems to support pupils' personal needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

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Despite the school's challenging circumstances, the headteacher's vision and strong sense of purpose, and that of his senior colleagues, have been central to bringing about stability and strengthening the school as a community. Parents and carers, staff and pupils are very supportive of the school and share the headteacher's determination to move the school forward. One parent commented, 'The headteacher is a consummate communicator, a great asset, the change is palatable.' Senior leaders work closely with less experienced staff to ensure consistent practice to further pupils' progress. This cooperative working, which is effective, ensures a consistent approach, for example, to behaviour management. Some new initiatives for development are working well, but not enough time has elapsed for their impact to show. School leaders have begun to evaluate pupils' progress rigorously and teachers are held accountable for this. As a result, the school is improving quickly and securely across several aspects of its work. Potential discrimination is tackled seriously and the school ensures equal access to provision for all pupils. Governors understand the school's strengths and have extended their involvement in shaping its future. They are aware of issues relating to the Early Years Foundation Stage and have allocated appropriate funds, based on a well-considered plan, to bring about swift improvement. Governors ensure that legal requirements are met, including the good procedures for safeguarding pupils.

The school is a cohesive community. It promotes community cohesion at the local and national level satisfactorily, exemplified by its effective links with inter-faith communities. It is successful in extending its global links, and there are plans to extend the national links and to evaluate the impact of these on school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Provision in the Early Years Foundation Stage is inadequate. While children make a good start in the Nursery and progress well, this slows down in the Reception Year. Children join with skills, knowledge and understanding that are below those of typical three-year-olds, particularly in their language skills. A reasonable range of tasks is provided to support language development, but staff do not provide sufficient activities to encourage children to speak and extend their vocabulary. The progress children make in the Reception classes is inadequate. Adults provide a broad range of activities, but many resources are old and the environment is not stimulating. The balance between activities directed by the teacher and those the children choose for themselves is insufficiently planned. There is no systematic approach to monitoring what children choose to do, so there is too much potential for children to engage in an unbalanced range of experiences. The planning for focused activities is not rigorous enough and the quality of interventions by adults is too variable. As a result, while adults manage activities satisfactorily, they do not extend children's learning sufficiently. Observations of children's learning are not recorded accurately or regularly enough to provide a coherent picture of each child's development over time. The frequency of assessing what children do is better in the Nursery, but is inconsistent in identifying the next steps that children need to make.

Presently, the Early Years Foundation Stage leader is receiving ongoing management support to ensure the smooth organisation of the day. The team is suitably supported to make sure that the quality of care reflects the whole-school approach and all welfare requirements are met. Plans are underway for better integration of Nursery and Reception and to improve the transition arrangements to Year 1, as well as to strengthen the accuracy of children's assessments to maximise their progress. Children show a trust in the staff and leave their parents and carers calmly. Parents and carers feel they have easy access to staff should they have any queries or concerns.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The school has a positive relationship with all parents and carers. Communication between parents and carers, and the school, is effective. Many parents and carers

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comment on the warm and friendly atmosphere and the approachable headteacher and staff. A few parents and carers raise concerns about the behaviour of children. Inspectors found children behaving well in and around the school. A small minority show concerns regarding the inconsistency of progress for the more able children. The inspection team agrees that more able pupils should sometimes do better.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oaklands Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 263 completed questionnaires by the end of the on-site inspection. In total, there are 480 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	165	63	89	34	5	2	2	1
The school keeps my child safe	165	63	93	35	1	0	2	1
The school informs me about my child's progress	116	44	420	46	19	8	2	1
My child is making enough progress at this school	104	40	131	50	22	9	3	2
The teaching is good at this school	118	45	131	50	7	3	3	2
The school helps me to support my child's learning	122	46	119	45	16	7	2	1
The school helps my child to have a healthy lifestyle	110	42	142	54	4	2	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	99	38	133	51	10	4	2	1
The school meets my child's particular needs	94	36	144	55	13	5	4	3
The school deals effectively with unacceptable behaviour	101	38	165	51	14	6	4	3
The school takes account of my suggestions and concerns	102	39	139	53	10	4	3	2
The school is led and managed effectively	161	61	95	36	1	0	2	1
Overall, I am happy with my child's experience at this school	154	59	94	36	6	3	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

Inspection of Oaklands Primary School, London, W7 2DP

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were all very impressed by your friendliness and how clearly you expressed your opinions. The valuable information you gave us was a great help. You go to a satisfactory and improving school. The curriculum and teaching in your lessons are satisfactory. The adults in the school care for you well. We were impressed by the very positive attitudes that nearly all of you have to learning. You behave well in lessons and around the school, and attend school regularly.

Here are some of the other things we found:

- You have a good understanding of how to keep yourselves safe and you are learning to lead healthy lives well.
- You make satisfactory progress in your lessons and enjoy the interesting activities your teachers plan for you.
- You are keen to learn and get on well with each other.
- The school gives good support to those of you who need more help with learning.
- You support the school and local community well.
- You are developing a good understanding of those who live in communities that are different from your own.
- All the staff and governors are working together with your headteacher to make the school as good as possible.

Currently, the children in the Early Years Foundation Stage are not doing as well as they should, so we have asked the school to make sure that these children make good progress in all areas of learning. Also, to make you perform even better, we have asked your teachers to make sure that all of you, and especially those of you who find learning easy, are set challenging work. We have asked your teachers to make better use of your learning targets in planning lessons. You can help by always working as hard as you can.

We wish you well for the future.

Yours sincerely

Raminder Arora

Lead inspector

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