

# Old Oak Primary School

Mellitus Street, East Acton, London, W12 0AS

**Inspection dates** 14–15 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well from below-average starting points. By the end of Year 6 standards are average.
- Children make good progress in the Early Years Foundation Stage where they benefit from activities that are well matched to their different needs and abilities.
- Many pupils make more-than-expected progress in reading and maths.
- Those who speak English as an additional language receive effective support to develop their speech and language skills.
- Teachers plan interesting lessons and prepare materials that motivate pupils to learn.
- Pupils are polite and courteous and are happy in school. Their behaviour in class and around the school is good. They are keen to learn and enjoy taking responsibility. Pupils' spiritual, moral, social and cultural development is good.
- Leadership and management are skilled at focusing on improvements through effective monitoring and evaluation. Actions to improve the school have been successful and it is well placed to improve even further.
- The governing body provides an appropriate level of support and challenges the school to improve. It makes sure it fulfils all legal requirements.

### It is not yet an outstanding school because

- Work isn't always closely matched to pupils' different ability levels.
- There is still a gap in achievement between those who are eligible for the pupil premium and those who are not.
- Teachers' expectations of what pupils can achieve in writing are not always high enough.
- Marking doesn't always provide pupils with clear advice about how to make their work better.
- Those who are more able do not achieve as well as they could.

## Information about this inspection

- Inspectors observed 24 lessons and part-lessons, including seven joint observations with the senior leadership team. In addition, inspectors heard children reading and scrutinised work in books.
- Meetings were held with two groups of pupils, members of the governing body, including the chair, school staff and a representative from the local authority.
- Inspectors took account of 115 responses to the questionnaire Parent View.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress, planning and monitoring documentation and records relating to behaviour. Safeguarding documents were also scrutinised.
- The views of staff were analysed through the 37 responses to the staff questionnaire.

## Inspection team

Liz Bowes, Lead inspector	Additional Inspector
Clementina Olufunke Aina	Additional Inspector
Derek Watts	Additional Inspector

## Full report

### Information about this school

- Old Oak Primary is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is well above the national average. Pupil premium is additional funding for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services. Currently there are no pupils from forces families on roll.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is also above the national average.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the number of pupils whose first language is not English.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- There is a Nursery and two Reception classes in the Early Years Foundation Stage.
- The number of pupils who leave or join the school at other than the usual times is greater than that found nationally.
- The school has a breakfast and after-school club that are run by the governing body.

### What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently good and more is outstanding by:
  - ensuring work is always closely matched to pupils' different ability levels
  - rigorously tracking the progress of those who are eligible for the pupil premium so that gaps continue to close
  - always having the highest expectations of what pupils can achieve in writing
  - ensuring marking consistently provides pupils with clear advice about how to make their work better.
- Increase the achievement of those who are more able by involving pupils more in their own learning so that they have a clear indication about how to reach the higher levels.

## Inspection judgements

### The achievement of pupils

is good

- Children start the Nursery Year with skills and knowledge levels that are generally well below expectations for their age group, particularly in communication and language. They benefit from good teaching as well as effective support from a speech and language specialist and, as a result, they make good progress. This continues into the Reception Year where the stimulating indoor and outdoor environment enables children to benefit from exciting learning activities.
- Progress has been steadily improving over the years because teaching has been getting better. As a result, many pupils make better-than-expected progress in reading and mathematics. By the end of Year 6 they achieve in line with the national average.
- Although pupils make expected progress in writing, teachers do not always have the highest expectations of what pupils can achieve and, as a result, standards are still slightly below national averages at the end of Year 6.
- Pupils enjoy reading and do so regularly. In Year 1, pupils quickly develop a good understanding of phonics (linking letters to the sounds they make) which they apply in their reading and writing. The Year 2 phonics screening check in 2013 showed that a higher proportion than the national average achieved the expected standard.
- Standards in mathematics in Key Stage 1 are still below the national average. However, by the end of Key Stage 2 they have improved to be slightly above the national average.
- Not enough more-able pupils reach the higher levels in either Key Stage 1 or 2. This is because the work teachers give does not always cater to their abilities. Pupils are also unclear about what they need to do to reach the higher levels.
- Disabled pupils and those who have special educational needs make similar progress to their peers and in several cases make more than expected progress.
- Those who speak English as an additional language make similar progress to their peers.
- Those who are eligible for the pupil premium funding attain less well than their peers. In 2013 the gap was approximately two terms behind their peers and one term behind all pupils nationally. The school is closing the gap; however, teachers do not yet rigorously track the progress of those who are eligible for the pupil premium to ensure that gaps continue to close.

### The quality of teaching

is good

- Pupils and parents agree that teaching is good. Teaching is typically lively and enthusiastic and appeals to pupils' interests. For example, the exciting texts that are being used in English are effective in developing pupils' imaginations and their language skills. Teachers ask challenging questions and the promotion of speaking and listening is a strong feature in many classes. There are many occasions where pupils can turn to their 'talk partners' to share their thinking and develop their confidence.
- Teachers in Nursery and Reception develop exciting learning opportunities for children. They plan an appropriate balance of adult-led and child-chosen activities that cover all areas of learning. Staff make good use of regular assessments of each child's skills to plan challenging next steps.
- A high number of children join the school at times other than at the beginning of the Early Years Foundation Stage. Teachers ensure that these pupils are well supported by their classmates, who often speak to those who are at an early stage of learning English in both their native tongue and English. A pupil who joined the school recently said, 'If you are new everyone is very kind and friendly.' Learning support assistants are very aware of these pupils' needs and ensure that they quickly learn English. New pupils benefit from a full assessment very shortly after joining.
- Teaching throughout the school provides many opportunities to develop pupils' spiritual, moral,

social and cultural awareness. There are high levels of collaboration and respect for the opinions of others.

- Although there is some very good marking in school, in some classes it doesn't provide clear enough advice to pupils about how to improve their work.
- Outstanding teaching was characterised by very high expectations of all pupils and a clear awareness of where each pupil was in their learning. Work was planned to enable them to make maximum progress. Where teaching was less effective, work was not closely matched to pupils' different ability levels.

### **The behaviour and safety of pupils are good**

- Typically pupils have positive attitudes to learning. They work well in lessons independently and need little or no supervision when working in a small group. For example, in a Year 6 mathematics class a group of pupils worked unsupervised and found solutions to the problems by talking amongst themselves. This develops pupils' ability to develop independence in their learning as well as confidence in their abilities.
- Relationships between pupils and their teachers are strong. There is a commitment to equality of opportunity. As a pupil said, 'everyone is very kind to each other and teachers help us to understand.' Pupils feel safe and secure in school.
- Behaviour around the school and in class is respectful. Pupils are all aware of the school rules and understand that the school's reward systems promote good behaviour.
- The school provides regular opportunities to raise pupils' awareness of the different types of bullying, such as cyber-bullying, and these are effective. Pupils advise that bullying is not an issue and they are confident that staff would effectively resolve any incidents.
- Attendance has been average over recent years; at the time of the inspection it was above average. In most classes punctuality is good, and parents are encouraged to come into the classroom to settle their child and have conversations with the teacher before the start of school. However, in a few classes parents come into the classroom well after school has started and consequently they disrupt the lesson.

### **The leadership and management are good**

- The senior leadership team has high aspirations to continue to improve the school. The school has robust self-evaluation and can accurately assess what it is doing well and what still needs to be improved.
- The local authority has provided effective support, the focus being on raising achievement in English and mathematics. The year-by-year improvement demonstrates the positive impact of this support. This, together with improvements in teaching and closer tracking of progress, shows that the school is well placed to improve even further.
- Performance management for teachers is robust and identifies the skills they need to improve. Teachers' targets are linked closely to the teachers' standards and staff at all levels are held to account for the progress that pupils make.
- Pupil premium funding is used effectively to provide academic and personal support for eligible pupils through, for example, additional staff and resources.
- The curriculum promotes achievement well. It focuses on developing creativity and makes a strong contribution to pupils' spiritual, moral, social and cultural development. It has recently been reviewed in English, where there now are many exciting opportunities for pupils to learn in an imaginative way.
- Pupils' participation rate in a wide range of sports is high; for example, all pupils enjoy swimming lessons. Additional financial resources from the primary sports funding have had a

positive effect on pupils' healthy lifestyles and well-being. The provision is enhanced by additional dance, tennis and football training from professional coaches.

■ The school fulfils all safeguarding statutory requirements.

■ **The governance of the school:**

– Governors have a clear understanding of the strengths and weaknesses of the school. They know how its results compare with other schools nationally as they have a clear understanding of the school's data. Governors hold leaders to account for school performance and often come into school to visit classes. They are challenging about the quality of teaching and check that the management of teachers' performance is rigorous. They take care to see that the school's finances are well managed, including the additional funding for the pupil premium. They are well trained and keen to ensure that they are able to fulfil all requirements that ensure pupils' safety.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100335
<b>Local authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	427277

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Welch
<b>Headteacher</b>	Madeleine Parker
<b>Date of previous school inspection</b>	November 2010
<b>Telephone number</b>	020 8743 7629
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