

# Oakington Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	101552
<b>Local Authority</b>	Brent
<b>Inspection number</b>	335746
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Madeleine Gerard

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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>	730
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tina Mehta
<b>Headteacher</b>	Sylvia Libson
<b>Date of previous school inspection</b>	11 June 2007
<b>School address</b>	Oakington Manor Drive Wembley HA9 6NF
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<b>Age group</b>	3–11
<b>Inspection dates</b>	7–8 July 2010
<b>Inspection number</b>	335746

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<b>Registered childcare provision</b>	Acorn Nursery
<b>Number of children on roll in the registered childcare provision</b>	33
<b>Date of last inspection of registered childcare provision</b>	Not previously inspected

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 40 lessons and parts of lessons, saw 28 teachers and held meetings with pupils, governors and staff. They observed the school's work, looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's development plans, monitoring records and the 122 responses to the questionnaire received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively pupils' progress is tracked and assessment information used to set targets and match work to the needs of all groups of pupils, particularly more-able pupils
- how successfully the school monitors the quality of its work, identifies and tackles key priorities and secures improvements.

## Information about the school

This primary school is much larger than average and has a Language and Communication Centre that provides for 27 pupils with speech and language difficulties. The proportion of pupils with special educational needs and/or disabilities at the school is much higher than average. Most of these pupils have moderate learning difficulties or speech, language and communication difficulties. The very large majority of pupils are from minority ethnic backgrounds. The proportion of pupils speaking English as an additional language is much higher than average and many of these pupils are at an early stage of learning English. The school has achieved a number of nationally recognised awards including the Artsmark Silver and Healthy School Status. The school also manages childcare in the Early Years Foundation Stage for children aged four months to three years. It provides a breakfast club and after-school care during term time, and day care during most school holidays. The headteacher is a National Leader in Education.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Oakington Manor Primary provides an outstanding quality of education and serves its school and local community exceptionally well. Working together as a very strong team, the staff ensure that all the pupils are valued and each individual is known extremely well. Pupils thrive in the school's outstandingly safe and caring environment. One pupil typically commented, 'I feel really safe at school because, if there's a problem, everybody cares.' This contributes enormously to pupils' very positive attitudes to learning and their exemplary behaviour in class and around the school. Pupils are friendly and very polite. They take on responsibility enthusiastically. For example, pupils apply for posts as school councillors, lunchtime officers and playground buddies. They have an outstanding awareness of how to keep themselves fit and healthy, as the school's success in achieving Healthy School Status reflects. Pupils appreciate the very wide range of sporting opportunities that are organised for them each day. These include skipping, hockey, street dance, cricket, table tennis and girls' football clubs that take place before school, at lunchtime and after school. Pupils are rightly proud of their successes in competitions with other local schools. Although the school works successfully to harness the support of the parents and carers in many aspects of its work, attendance remains broadly average.

Children get off to an excellent start in the Acorn Nursery and in the Nursery and Reception classes. Teaching through the rest of the school is good. As a result, pupils achieve well and their attainment is above average by the time they leave. Pupils are motivated to do well because the outstanding curriculum ensures they have interesting work to do. Spanish for pupils in Reception to Year 6, rich musical experiences, opportunities to learn musical instruments, themed weeks and residential visits for pupils in Years 5 and 6 are some of the highlights of the curriculum. Through close links with other schools, more-able pupils have valuable opportunities to develop their interests and skills. However, in some classes a few pupils are given tasks that are not always suitably challenging, particularly more-able pupils. The school has good systems to check how well pupils are making progress. Even so, some assessment information is not analysed as sharply as it could be to support planning fully so that tasks are consistently well matched to all pupils' needs. As the school is aware, pupils are not always clear about what they need to do in order to progress to the next level in their work.

Through perceptive self-evaluation, the school has a very clear understanding of its strengths and is consistently striving to enhance its provision and outcomes for pupils. Initiatives explored this year to bring about further improvement in English by the end of Year 6 have been well selected. Increased opportunities for pupils to write at length

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in a variety of styles and greater focus on using language skills to enhance their writing are very successfully securing significantly increased attainment in English. Attainment in mathematics is also rising. This shows the school's outstanding capacity for sustained improvement. Resources and facilities at the school are of a very high standard and are extremely well managed and maintained to ensure they serve the school and local community fully.

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

- Ensure detailed assessment analysis is used to match work even more consistently to the needs of the more-able pupils, and to make clear to pupils how to improve their work.
- Improve attendance by working in close partnership with outside agencies to raise parents' and carers' awareness of the importance of regular attendance.

**Outcomes for individuals and groups of pupils****1**

Throughout the school, pupils enjoy their learning and achieve well. For example, in a mathematics lesson, pupils learned well when the teacher checked their prior knowledge of fractions and explained new learning in logical steps. This gave them confidence to tackle their tasks. In a literacy lesson, pupils were swiftly developing skills in writing persuasively because the teacher made very clear what was required to be successful. Pupils were encouraged to check for themselves how well they were doing against these criteria. In another mathematics lesson in the language and communication unit, pupils made good progress using coins to calculate the answers to money problems. All were able to complete the task because the teacher used a wide variety of strategies, including signs and visual prompts, to ensure they understood what was expected. Attainment at the end of Year 6 is consistently above average for pupils learning English as an additional language, pupils from minority ethnic groups and pupils with special educational needs and/or disabilities.

Visitors from the local emergency services and clear guidance about walking to school and using the internet ensure pupils develop an extremely good awareness of how to keep themselves safe from harm. Pupils in a computing lesson made outstanding gains in their knowledge of how to avoid risks when using email. The teacher used a well-selected video, reviewed pupils' understanding during the lesson and checked what they had learned at the end. Regular fundraising, participation in local festivals and singing in the locality help pupils to make an outstanding contribution to the local community. Pupils enjoy the healthy meals cooked at the school and those who have packed lunches are very clear what to include to maintain a healthy diet. As a result of pupils' suggestions, fresh fruits were on sale recently at sports day. Pupils generously celebrate the successes of others. For example, during the inspection the whole school enjoyed seeing and hearing about the work children in Reception have been doing based on a popular storybook. Pupils' extremely good social skills, average attendance and good learning and progress prepare them well for the next stage in their education.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Relationships in lessons are very positive and supportive. Pupils who need extra help are well supported by skilled additional adults so that they make good progress. Teachers ensure pupils are actively involved in their learning and plan opportunities for them to discuss their ideas in pairs. In a few lessons, there are missed opportunities for independent tasks to reinforce new learning for the more-able pupils. Occasionally, pupils are expected to do fairly similar tasks despite the range of abilities in the class. Teachers make good use of computers to explain new learning clearly. The curriculum provides rich opportunities to develop pupils' creative, practical and personal talents exceptionally well. Exciting cross-curricular themes capture pupils' interest in their work. For example, pupils in Year 5 have made a film of their local area as part of a geography project. Around the school, photographs of recent events and displays showing pupils' work record the many memorable experiences pupils have enjoyed. These include the July carnival, book week, drama, dance and safety workshops, many visitors to the school and visits to a very wide range of local places of interest. Specialist teachers are used well. For example, pupils enjoy a variety of musical opportunities

<sup>1</sup> 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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including steel pan and gospel choir. The curriculum for pupils in the language and communication centre is very well managed. It ensures that pupils receive the support they need for high-quality learning in literacy and numeracy and benefit from joining mainstream classes for other subjects. Curriculum planning ensures that they make consistently good progress because work is well matched to their needs and interests. Pupils receive the care and guidance they need so that their personal skills develop extremely well. Pastoral care is excellent. School staff support pupils who need additional guidance very well. Through very effective partnerships, the school provides individualised support for pupils, including those who are most vulnerable and their parents. Workshops for parents and carers on a range of topics, including internet safety, support them in helping their children with their learning at home. The breakfast and after-school clubs are extremely popular and ensure a healthy and enjoyable start and finish to the school day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and senior leaders work very closely together. Strong leadership and a clearly shared vision for the school ensure that the pupils are at the heart of all the school's work. Expectations of provision and outcomes for pupils are consistently high so that ambitious targets are met. Priorities for development and determined action lead to effective and sustained improvement. Leaders and managers work consistently to enhance the quality of provision. Consequently, ambition is embedded and improvement driven exceptionally well. Some aspects of the procedures for tracking pupils' progress are not sophisticated enough to secure the swiftest gains in pupils' learning. The school's work to tackle discrimination and promote equality is good overall.

Procedures to promote pupils' health, welfare and safety are outstanding. The governing body and staff receive regular training on safeguarding and have a comprehensive awareness of safeguarding issues. Procedures are constantly updated and quality assurance and risk assessment systems are extremely rigorous. The promotion of community cohesion is outstandingly effective. For example, through links with a very wide range of schools locally, as well as a school in a contrasting village community in the United Kingdom and with schools abroad, pupils have an extremely good understanding of their school, local communities, and of those who live in communities other than their own in this country and globally.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children join the school with a range of skills and capabilities that are generally well below those expected for their age. Optional home visits, conducted by staff before children start, and opportunities to visit the Early Years Foundation Stage before they join the school help children to settle quickly. In the Acorn Nursery, and the Nursery and Reception classes, relationships are very warm and friendly and provision is outstanding. Staff work very successfully to establish positive relationships and create an environment where children grow in confidence and develop excellent personal and social skills. Very high levels of discussion and questioning ensure that adults continuously extend children's learning.

Children enjoy contributing to the community and help to tidy up. They take turns, share resources, and work and play well together. For example, during the inspection, children in the Acorn Nursery thoroughly enjoyed competing with one another to see who could keep a hula-hoop spinning the longest. Many groups of pupils were observed sharing equipment and toys sensibly. Very good use is made of the outside areas to promote children's physical development as well as their knowledge and understanding of the world. For instance, children in Reception have been learning about snails through studying living specimens. Detailed records of observations are kept which are used as a tool to plan children's learning. Rigorous monitoring in the Acorn Nursery, and Nursery and Reception classes ensures consistently high-quality provision, for example in the use of the outside areas and in the teaching of literacy skills. Provision in the Acorn Nursery complies with the requirements for registration.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

### **Views of parents and carers**

The overwhelming majority of parents and carers who responded to the questionnaire are happy with their children's experience of school and judged the overall management of the school to be effective. The vast majority are confident that the school keeps their children safe. Almost all confirm that they are kept informed of the progress their children are making. In the survey, most parents and carers feel that their children are making enough progress and that teaching at the school is good. Inspectors endorse the parents' and carers' positive views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oakington Manor Primary 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 730 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	114	77	32	22	2	1	0	0
The school keeps my child safe	112	76	36	24	0	0	0	0
The school informs me about my child's progress	96	65	48	32	2	1	0	0
My child is making enough progress at this school	101	68	38	26	7	5	1	1
The teaching is good at this school	110	74	34	23	3	2	0	0
The school helps me to support my child's learning	98	66	41	28	4	3	1	1
The school helps my child to have a healthy lifestyle	104	70	40	27	2	1	0	0
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)	89	60	50	34	1	1	1	1
The school meets my child's particular needs	88	59	52	35	3	2	1	1
The school deals effectively with unacceptable behaviour	100	68	42	28	3	2	0	0
The school takes account of my suggestions and concerns	76	51	60	41	5	3	1	1
The school is led and managed effectively	110	74	38	26	0	0	0	0
Overall, I am happy with my child's experience at this school	108	73	37	25	2	1	0	0

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



9 July 2010

Dear Pupils

Inspection of Oakington Manor Primary School, London HA9 6NF

Thank you for your very friendly welcome and for helping us when we visited your school recently. We really enjoyed talking to you and listening to all that you had to say. We were pleased to see how very well you all get on together and how extremely well behaved you are in lessons and around the school. This helps to make Oakington Manor Primary such a happy place to be. I am writing to tell you about the judgements that we reached.

Oakington Manor Primary is an outstanding school. The youngest children get off to an excellent start in the Acorn Nursery, and the Nursery and Reception classes. You enjoy all the interesting things that you get to learn about and particularly like all the clubs and other activities that are organised for you. The standards you reach are above average and you make good progress in your learning. Those of you who need additional help are very well supported so that you make good progress. You enthusiastically take on responsibilities within the school and have an extremely good awareness of how to keep yourselves fit and healthy. All the staff work together as a team to look after you all very well. You like school very much and your parents and carers who responded to our questionnaire told us they like the school very much too. We can see that the adults who run your school are working very hard to help it to improve. To make the school even better, we have asked the school to track the progress that you are making in even greater detail. We have also asked that teachers use the information the school collects about your progress to plan work that is always the right level of difficulty for those of you who find learning easy. We would also like them to make very clear what you need to do to make your work even better. Your attendance is average but we would like it to be better. We have asked the school to work with your parents and carers to ensure each of you comes to school every day so that you don't miss valuable learning.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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