Inspection of a good school: Uxendon Manor Primary School

Vista Way, Kenton, Harrow, HA3 0UX

Inspection dates: 7 and 8 March 2023

Outcome

Uxendon Manor Primary School continues to be a good school.

What is it like to attend this school?

Pupils, leaders, staff and families are very proud of their school. Pupils are safe and happy here. They work hard and achieve strong outcomes that help to prepare them for the next steps in their education. Leaders have developed a rich curriculum that is accessed by all pupils, including those with special educational needs and/or disabilities (SEND). A strong sense of community runs through the school. This is exemplified in the enthusiastic way that pupils sing the school song and the excitement and pride generated among parents, carers and pupils for the annual dance competition.

Pupils have strong attitudes to their learning. They behave very well in lessons, and they are courteous and respectful around the school. Bullying is very rare and is dealt with quickly if it does happen. Learning continues beyond the classroom. Pupils join the wide range of clubs on offer, and they go on regular trips to places of cultural and historical significance, such as the Royal Albert Hall and the RAF museum.

Parents appreciate the high levels of engagement from leaders and staff. This starts in the early years and continues through to Year 6. Staff know pupils and families well. As such, any concerns, no matter how small, are addressed quickly.

What does the school do well and what does it need to do better?

Leaders have put together a broad and balanced curriculum. They have thought carefully about what they want pupils to learn from the early years upwards. In mathematics, for example, the curriculum has been ordered to ensure that concepts are built on year by year. This starts in the early years, where the learning environment supports the understanding of numbers and shapes. As pupils get older, important content is revisited, and more complex problem-solving is introduced. This helps pupils to grow in confidence and to grasp important concepts.

Leaders have made the teaching of reading a priority. They are passionate about promoting reading widely around the school. This includes organising visits by authors, taking pupils to the local library and organising special celebration assemblies. Leaders have invested time and resources into a new early reading curriculum. From the early years, the teaching of early reading has been carefully thought through. Teachers make sure that pupils have a strong start in reading. Pupils who need additional help are swiftly identified and receive targeted support from well-trained staff.

Teachers have strong subject knowledge and know their pupils well. This means they can ensure that pupils with SEND access the same rich curriculum as their peers. Regular communication between leaders, teachers and parents helps these pupils to receive any additional support they need. This starts very early on in Nursery, where timely identification is followed by high-quality intervention.

The broad curriculum has been designed to allow pupils to keep building on their previous learning. However, occasionally, some content is not given the emphasis that is needed. This is because teachers are not always clear on what it is that leaders intend pupils to learn.

Pupils' behaviour is exemplary, both in lessons and around the school. They are respectful towards adults and to each other. They know that unkind or discriminatory language is not tolerated. The very clear expectations of leaders, combined with strong relationships between pupils and staff, mean that this is a harmonious and purposeful learning environment. High levels of attendance exemplify pupils' positive attitudes to learning.

Leaders have ensured that pupils' development beyond the academic curriculum is prioritised. A carefully considered programme of personal, social and health education teaches pupils how to stay safe. Pupils learn about respectful relationships and the importance of looking after their mental well-being. A wide range of clubs and activities broadens pupils' interests and nurtures talent, such as in music and sports. There are many opportunities for pupils to take on additional responsibility. Prefects and school council representatives meet with leaders regularly. A team of dedicated 'eco-warriors' has worked with the local community to create and curate a wild garden on reclaimed land. Leaders make sure that these opportunities are open to all pupils.

Leaders' engagement with parents is impressive. Many parents told inspectors that they have benefited from the support that has been put in place for them, including language classes and parenting workshops. Governors know the school well, and they share leaders' vision and ambition. Staff feel very well supported by leaders. This includes support staff and those teachers who are new to the profession. High-quality training and timely information sharing helps staff in their roles. Staff are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding. Staff are trained to look out for signs of abuse and know to report concerns promptly. The most vulnerable pupils are well supported by a dedicated and knowledgeable safeguarding team.

Leaders know their community well. They recognise the local issues and the increased risk since the COVID-19 pandemic. Strong engagement with parents helps leaders to work in partnership with vulnerable families.

Pupils know they can report any concerns to staff. They have been taught how to keep themselves safe, including how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not implement some elements of the curriculum as intended by leaders. This means that in some subject areas some content is not clearly delivered, and some key knowledge is not taught in the most appropriate sequence. Leaders should take steps to ensure that teachers know precisely what key content they need to teach so that pupils do not have gaps in their knowledge and can build up their understanding over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2013.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101502
Local authority	Brent
Inspection number	10255453
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	678
Appropriate authority	The governing body
Chair	Shekira Malcolm
Headteacher	Jonathan Parry
Website	http://www.uxendonmanor.com
Date of previous inspection	11 July 2017, under section 8 of the Education Act 2005

Information about this school

- Uxendon Manor Primary School is a larger-than-average primary school. Since the last inspection, the school roll has increased significantly, and a new building project has been completed.
- The school does not currently use any alternative education providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, science and history. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspectors also visited lessons in other subjects, including design technology and religious education. They

looked at pupils' work and curriculum information. The lead inspector listened to some pupils reading.

- Inspectors held meetings with the headteacher and members of the senior leadership team, including those responsible for SEND, early years, pupils' wider development and behaviour and attendance. They also met with members of staff, as well as a range of pupils.
- Inspectors looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.
- The lead inspector met with governors, including the chair of the governing body. He also met with a representative of the local authority.

Inspection team

Bob Hamlyn, lead inspector	His Majesty's Inspector
Alison Martin	Ofsted Inspector

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