

North Ealing Primary School

Inspection report

Unique Reference Number	101870
Local Authority	Ealing
Inspection number	376637
Inspection dates	20–21 September 2011
Reporting inspector	Emma Aylesbury

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	610
Appropriate authority	The governing body
Chair	Shirley Kenworthy-Wright
Headteacher	Robert Fletcher
Date of previous school inspection	5 March 2007
School address	Pitshanger Lane Ealing W5 1RP
Telephone number	020 8997 2653
Fax number	020 9991 7609
Email address	admin@northealing.ealing.sch.uk

Age group	3–11
Inspection date(s)	20–21 September 2011
Inspection number	376637

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors. The inspectors visited three assemblies and observed 24 lessons taught by 18 teachers. They had meetings with the headteacher, senior leaders, members of the governing body, staff and groups of pupils. They observed the school's work, and looked at its self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 63 pupils, 43 staff and 229 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of leaders at all levels, including governors, in monitoring and improving the progress of all pupils.
- The effectiveness of teachers' assessment methods to improve the quality of teaching and to accelerate pupils' progress.
- The impact of the school's actions to raise attainment, particularly for more able pupils.

Information about the school

North Ealing Primary School is a larger than average sized school. The largest group of pupils are of White British heritage. The proportion of pupils who are from minority-ethnic groups is well above average. An above average proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. An above average proportion of pupils have special educational needs and/or disabilities. The school has gained the travel plan silver award.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The strong senior leaders are well supported by a committed staff and governors who make an exceptional contribution to the work of the school and provide outstanding challenge. As one parent commented, 'The headteacher is very approachable and visible around the school.' Lessons successfully capture pupils' interests through rich and inspiring topics. In this caring, friendly environment pupils are keen to come to school which is demonstrated by their high levels of attendance. As one pupil typically commented, 'Older children look after me at lunchtime.' This contributes to pupils feeling safe. They want to do well and this is demonstrated by their good attitudes to learning and behaviour. They are rightly proud of their school. As a result, they make a good contribution to the school community and have an excellent understanding of what constitutes a healthy lifestyle as the school's success in achieving the silver travel plan award reflects. The good pastoral guidance ensures that all learners including those with special educational needs and/or disabilities benefit from the school's strong caring family ethos. The curriculum is well planned and pupils appreciate the wide range of extra-curricular opportunities that are available to them. These include a running club, drama and chess.

The good induction procedures into the Nursery and Reception classes ensure that children get off to a positive start. Pupils achieve well, because of the good teaching they receive. By the end of Year 6 pupils attain levels that are above average. Pupils are motivated by the engaging curriculum and they are given relevant and interesting work to do. However, pupils, especially those more able, are not always sufficiently challenged and stretched by being given ways to improve their work in order to reach the next level. Teachers are beginning to be more confident in their use of assessment data to ensure that the work they set in lessons matches pupils' personal learning needs. However, this practice is not consistent across the school. Likewise, marking does not always guide pupils well enough on how to improve their work.

Senior and phase leaders systematically monitor lessons and have an accurate view of the quality of teaching with most lessons being good. Nevertheless, not all feedback from lesson observations refers systemically to pupils' progress and learning. Through clear and accurate self-evaluation procedures, the school has a perceptive understanding of its strengths and areas for development. Resourcing has been evaluated effectively, and as a result a complex staffing restructure has been successfully implemented. This together with improved pupil attendance

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

demonstrates the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the quality of assessment to ensure that work set in lessons matches the needs of individual pupils consistently well.
- Improve marking and strengthen systems to ensure that pupils are aware of how they are doing in their work and precisely what they need to do in order to improve it.
- Fully develop the roles of leaders in monitoring and evaluating outcomes for pupils and the school's performance by:
 - being much more rigorous in reporting pupils' learning and progress when observing lessons.

Outcomes for individuals and groups of pupils

2

Pupils say they enjoy school and their learning. From Years 1 to 6 learning and progress are consistently good. Pupils enter Key Stage 1 with levels of attainment that are broadly average. A very large majority make at least good progress and some make outstanding progress so that by the end of Year 6 their attainment is above average. Pupils with special educational needs and/or disabilities make good progress, because of the targeted support they receive. Pupils who speak English as an additional language make as much progress as their peers, because of the effective specialist support they receive. This was seen in a literacy lesson, where pupils learned well when the teacher checked their prior knowledge and explained new learning in small-stepped stages. This gave them thinking time and confidence to tackle new words such as 'fury'. Pupils display high levels of concentration, as seen in a religious education lesson using omens to explore moral development. All were able to complete this task, because the teacher used the additional adults in the classroom well. However, occasionally, the pace of learning slows when pupils do not know the steps they are to take to improve their work.

Pupils' behaviour is positive. Regular fund raising and participation at local events, such as singing at a senior citizens concert, make a good contribution to the local community. Pupils' good spiritual, moral, social and cultural development is demonstrated in their clear understanding of the care and respect for others. Pupils enjoy the healthy meals cooked by the school and those who have packed lunches are very clear what constitutes a healthy diet. As a result, many pupils enjoy fresh fruit every day in 'fruit time'. Pupils enjoy celebrating the success of others. This was seen during the inspection when the infant and the junior schools celebrated singing together in assembly. Pupils' good social skills, high attendance and good learning and progress prepare them well for the next stage of their education.

These are the grades for pupils' outcomes

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

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use a wide range of strategies to engage pupils and develop their interest in different topics. The relationships in lessons are positive and make a strong contribution to their learning. Pupils who need extra help are supported by well-trained additional adults and teachers who ensure that they are actively involved in their learning. For example, in a Year 1 lesson about the use of full stops, resources were targeted well at pupils with different abilities and they were given good opportunities to discuss their learning with the whole class. As a result, pupils progressed quickly and were interested in their work. Teachers used question-and-answer techniques well to make regular checks on learning and understanding. However, in a few lessons, opportunities were missed for pupils to develop their learning by not having opportunities to move to the next level.

The well-planned curriculum enhances pupils’ wider experience and provides exciting extra-curricular activities to broaden their learning. For example, the residential trip to the Isle of Wight promotes pupils’ team-building, social and learning skills. Pupils are provided with good opportunities to apply their writing, numeracy and information and communication technology (ICT) skills in all subjects. Around school pupils’ work is celebrated through attractive displays. Specialist teachers are used well. For example, pupils enjoy many musical opportunities including guitar lessons. Curriculum planning ensures the needs and interests of all pupils are met including those who speak English as an additional language.

Pupils receive good pastoral care and guidance. This is seen in all areas of the

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

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

school’s work. Through the effective partnerships, the school provides personalised support for all pupils, including those whose circumstances make them the most vulnerable. The before-school extra-curricular activities are very popular and ensure a smooth start to the day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The newly formed leadership team has a clear vision to ensure the best outcomes for learners. All staff work extremely well together ensuring that the drive and ambition for improvement are shared and embedded. However, some aspects of tracking pupils’ progress and feedback on the quality of teaching observed are not yet sharp and consistent enough to secure the best progress in pupils’ learning. Members of the governing body offer excellent support and high levels of challenge to the school through drawing on its members’ relevant expertise. They promote diversity and safety well by ensuring that there is a rigorous emphasis on child protection and safeguarding training. Safeguarding procedures are effective. Risk assessments and statutory requirements are met. Policies, such as disability discrimination, are in place.

The school has evaluated the impact of community cohesion which is good. This in turn has promoted effective partnerships with other institutions to support learning. Through links with schools in the United Kingdom, France and Africa, pupils have a mature appreciation of the traditions of those from different cultures. The school promotes equality of opportunity and tackles discrimination well by enabling pupils to value each other’s differences and takes steps to ensure that no individual or group of pupils underperform. For example, the school has been effective in narrowing the gap between the achievement of boys and girls.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1

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

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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the school with a broad range of skills and capabilities that are generally below those expected for their age. However, children’s starting points on entry are not systematically recorded and this means that the school does not have an accurate benchmark on which to sharply measure progress. All areas of learning are well promoted, especially personal, social and emotional development. Children progress well in all areas of learning and reach expected levels when they enter Year 1. This is seen through children doing particularly well in their personal and social development, and early writing and mathematical skills.

The home visits and the induction procedures into Nursery and Reception classes allow children to develop good relationships with adults and other children in their first weeks of school. They enjoy the good quality outside play area, which is well equipped, and children have the opportunity to read quietly or play freely. This enables children to develop in confidence and quickly gain skills, promoting their physical development. During the inspection, children were playing happily on the apparatus, which included climbing frames. They were exploring numbers in an indoor classroom. Children know classroom routines well. For example, when it was snack time, all children knew where to sit. Reception children have good transition arrangements into Year 1.

The Early Years Foundation Stage is well led and managed. Lesson planning is well developed and the leader has a clear vision of how to further develop the provision. All staff work together as a cohesive team and relationships are good. The arrangements for safeguarding are good so children at all times are safe and secure. The leaders ensure a good quality of pastoral care is in place. As one parent commented, ‘This is a happy and vibrant school that cares deeply about the children.’

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2

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

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The responses from parents and carers to the inspection questionnaire show that the majority of them are satisfied with the school’s provision. A very large majority of responses were positive with very supportive comments. A very small number of parents and carers commented that the school did not deal effectively with some aspects of children’s safety. Inspectors considered the way that the school dealt with safety issues through discussions, including with pupils, observations in and around the school and by examining records. During the inspection, no evidence suggested that the school did not deal effectively with any such issues.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Ealing 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 229 completed questionnaires by the end of the on-site inspection. In total, there are 610 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	159	69	66	29	4	2	0	0
The school keeps my child safe	129	56	97	42	3	1	0	0
The school informs me about my child’s progress	86	38	134	59	8	3	0	0
My child is making enough progress at this school	88	38	123	54	13	6	2	1
The teaching is good at this school	112	49	109	48	7	3	0	0
The school helps me to support my child’s learning	86	38	125	55	16	7	0	0
The school helps my child to have a healthy lifestyle	119	52	105	46	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)	94	41	120	52	4	2	2	1
The school meets my child’s particular needs	79	34	132	58	10	4	0	0
The school deals effectively with unacceptable behaviour	70	31	138	60	8	3	2	1
The school takes account of my suggestions and concerns	76	33	127	55	10	4	2	1
The school is led and managed effectively	124	54	96	42	2	1	2	1
Overall, I am happy with my child’s experience at this school	121	53	101	44	6	3	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



22 September 2011

Dear Pupils

Inspection of North Ealing Primary School, Ealing W5 1RP

We really enjoyed visiting your school recently. Thank you for the warm welcome you gave us. We really enjoyed talking and listening to you. We were particularly impressed by how you all get on very well together and you have mature attitudes to learning and high attendance at school. You, your parents and carers stated that you feel safe and enjoy attending school. I am writing to tell you what we found.

North Ealing Primary is a good school. The teachers make your lessons interesting and fun and you especially enjoy the well-run extra-curricular activities and clubs organised for you. Your attainment is above average and you make good progress. You are keen to take on responsibilities such as being a class monitor and you have an excellent understanding of how to keep yourself fit and healthy. Your attendance is high at school. The headteacher and the staff work well together as a team to ensure your lessons are fun and enjoyable. You like your school and your parents and carers who responded to our questionnaire told us they like the school too.

To make the school even better we have asked your teachers to:

- check that the work set is always at the right level, especially for those of you who find learning easy, and give you more detailed, individual feedback on what steps to take next to improve your work
- track your levels more closely so that you make even better progress
- make sure that feedback on the quality of teaching in lessons is always clearly focused on how well you are learning.

You can help by keeping up your high levels of attendance, working hard and always being punctual. Again, thank you for such an interesting visit.

Yours sincerely

Emma Aylesbury
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**