

Ealing Primary Centre

Inspection report

Unique Reference Number	134597
Local Authority	Ealing
Inspection number	381695
Inspection dates	19–20 October 2011
Reporting inspector	Melvyn Blackband

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

Type of school	Pupil referral unit
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	8
Appropriate authority	The local authority
Headteacher	Jon Hicks
Date of previous school inspection	28 January 2009
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Introduction

This inspection was carried out by one additional inspector. The inspector observed five lessons and three teachers. The inspector held meetings with pupils and staff, and representatives of the local authority. The centre's work was observed and the inspector looked at a range of documentation including details relating to the safeguarding of pupils, data on their performance, behaviour records, the centre's planning and the minutes of management committee meetings. The five questionnaires returned from parents and carers were analysed, as well as five pupil questionnaires and seven staff questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The progress of each pupil, to ascertain whether pupils at all levels of ability are making the progress of which they are capable.
- The success of the centre in monitoring the pupils' progress in order to intervene where pupils are not making the progress that they should.
- Standards of behaviour both in and out of classrooms, to evaluate how far the attitudes of pupils to school have an impact on their progress.
- The effectiveness of assessment procedures, and how well the resulting information is used to adapt learning activities for the needs of each pupil.
- The effectiveness of managers at all levels in monitoring, evaluating and driving improvement to the centre's provision and the progress of pupils.

Information about the school

The centre is a small pupil referral unit for pupils who have been excluded, or are at risk of exclusion, from mainstream schools. Most of the pupils have a statement of special educational needs because of their behavioural, social and emotional difficulties. The centre is in the grounds of a primary school and is also the base for the local authority outreach team. The headteacher has responsibility for the centre and the outreach service. Pupils are from a range of ethnic backgrounds but none speak English as an additional language. The proportion known to be eligible for free school meals is substantially above average. The headteacher has been in post for just over one year and both full-time teachers are relatively new to the centre.

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

The centre provides a good education for the pupils. They enjoy coming to the centre, as confirmed by their above average attendance and good behaviour. They feel extremely safe and secure in a happy and harmonious family atmosphere. A key feature of the centre is the very high quality of care and support pupils receive. Adults are always available to support pupils and to listen to their concerns. Parents and carers overwhelmingly feel satisfied with their child's placement and they like the way they receive daily written and verbal feedback on their child's learning and behaviour. The pupils quickly settle into the routines at the centre, so their attitudes to learning improve substantially and they start to make good progress.

By the time they leave after about one year, most have caught up with mainstream pupils and their performance is broadly in line with national expectations. This represents good progress. The pupils achieve well in reading and numeracy. Pupils are, however, less successful in writing. They often enter the centre as very reluctant writers and teachers have prioritised this area of work.

Good teaching and good teamwork between adults ensure that pupils enjoy their lessons and concentrate and work hard. The curriculum has been successfully adjusted to take account of the need to reinforce their basic skills and to develop their personal skills. There are as yet insufficient opportunities for pupils to develop their writing in a variety of different contexts. The calm atmosphere in classrooms is underpinned by clear systems to monitor pupils' behaviour and help them improve it. The pupils are encouraged to contribute to their learning by helping to judge their own efforts. Assessment procedures are generally good. Teachers keep clear lesson-by-lesson records of the pupils' progress. They do not always make the best use of this information, however, to create focused short-term targets for each individual pupil. As a result, sometimes work is set which does not precisely build on previous learning. This slows down the pace of progress.

The headteacher and management committee have a clear grasp of the centre's strengths and areas for development. The headteacher provides expertise and a strong commitment to develop the provision further. The standard of teaching continues to improve because of good systems to monitor performance and its impact on the pupils' learning. Since the previous inspection, despite changes of leadership and staff, there has been an upward trend in the achievement of pupils and in their behaviour and attendance. The centre evaluates its own work accurately and has developed specific, detailed plans to improve provision further. As a result, it

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has a good capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure that pupils always make the best possible progress by using detailed assessment information to create sharply focused learning targets, which the pupils understand and which help them improve their work.
- Improve attainment in writing by giving pupils regular opportunities to write in a variety of contexts, so they develop the confidence and motivation to improve their attainment.

Outcomes for individuals and groups of pupils

2

The centre has effective procedures to determine the pupils' attainment on entry, including not only their below-average academic performance but also a range of personal and emotional skills. This enables staff to help the pupils get off to a good start. In their time at the centre, most pupils increase their reading and spelling ability substantially and make good progress in numeracy. Most of the pupils have significant behavioural, social and emotional difficulties, reflected in their statements of special educational needs. These pupils, and others whose circumstances make them particularly vulnerable, for example pupils in local authority care, make equally good progress. They make broadly expected progress in writing, but less successfully than in other aspects of literacy. The pupils look forward to lessons. They enjoy the high proportion of individual support they receive and as a result, they usually try their best. This was seen in a Year 2/3 literacy lesson where pupils worked on using a range of connectives to expand sentences. Due to well-prepared resources and a very high degree of support where this was necessary, the pupils concentrated for long periods and succeeded in using a range of connectives which were relatively new to them. At the end of the lesson the pupils were enthusiastic to show their learning by answering questions and reading out some of their sentences. The pupils buzzed with enjoyment and pride in their achievements and made good progress.

A major factor in the pupils' progress is their growing ability to control their own behaviour and to work successfully with other pupils. The pupils quickly understand the clear behaviour code of the centre and generally behave well. This has a significant impact on their learning. Where pupils become distressed or unable to cope, they are supported very well to deal with their problems and they usually rejoin the class and continue their work after a brief 'time-out'. The pupils feel very safe within the centre. There are always adults present to whom they can relate and express concerns, and the high quality of care means that pupils are relaxed and feel secure and gain a very good perspective on how to keep themselves safe.

All the pupils take part in daily physical education sessions led by sports coaches. Their enjoyment of these sessions, coupled with the healthy choices at lunchtime, means they have a good awareness of the benefits of a healthy lifestyle. The family

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atmosphere at the centre supports the pupils’ appreciation of their small community. They tolerate other pupils and make friends easily. Where possible they do jobs such as bringing registers, and they were fully consulted on recent playground improvements. As a result, the development of their spiritual, moral, social and cultural understanding is good and this contributes effectively to the cohesiveness of the centre’s community. Good progress in basic skills, above-average attendance and a very effective reintegration programme mean that they are well placed to rejoin mainstream schools.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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	1
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	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The strong partnerships between adults enable consistency in teaching and good management of behaviour. Staff provide a very high degree of individual tuition, which gives pupils the confidence to try new things and make mistakes and greatly increases their self-esteem. Lessons proceed at a good pace and teachers are enthusiastic and well prepared. As a result, pupils respond with interest and they behave well. Assessment is strongest in the half-termly tracking of pupils’ progress. This is built on the quality of the daily assessments made by teachers at the end of lessons, often involving the pupils in their own evaluations. On some occasions, however, the resulting information is not used well enough to set precise learning targets for each pupil.

The curriculum has been well designed to meet the needs of the pupils. There is a suitable emphasis on English and mathematics, and on lessons to develop the pupils’

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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personal skills. A strength of the curriculum lies in the effective development of the pupils’ personal, social and emotional skills. Pupils have many opportunities to practise these skills in a secure classroom and playground with trusted adults. Teachers are developing links between subjects, for instance between English and history, but there are not yet enough planned opportunities to give pupils the experience of writing for different audiences and in different styles, and thus to increase their motivation to write. There are good opportunities to visit places of historical interest such as Hampton Court Palace. This teaches the pupils that new things can be learned everywhere.

Staff know the pupils very well and work closely with parents and carers to make sure the pupils’ needs are addressed. This is the basis for the good links with families, supported by the very effective team of clinical psychologists attached to the centre. This team provides valuable professional support to individual pupils and their families. The lead clinical psychologist is also a member of the centre’s management team and this ensures the care for pupils remains a high priority. Centre staff provide support for pupils and their families in many different ways, for example helping with family relationships and health problems and using consistent strategies to control their children’s behaviour. When parents and carers collect their child from the centre each evening they receive a full written and verbal account of their child’s behaviour and progress during the day. This level of communication is valued by parents and carers and has a significant positive impact on the pupils’ attendance and standards of behaviour.

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	1

How effective are leadership and management?

The headteacher, since his arrival, has succeeded in driving improvements to teaching and the pupils’ progress. He is supported by an effective management committee which provides a good level of challenge and support. His policy of regular supportive monitoring of teaching, complemented by daily visits to classrooms to talk to pupils about their progress, enables him to maintain a close eye on standards. Partnerships with other schools, provided through the outreach service, benefit centre staff in bringing a wider understanding of curricular and teaching issues and provide a good bridge for the pupils, both as they leave mainstream education for the centre and when they return. The management committee robustly monitors all safeguarding arrangements, and ensures that provision, including relevant staff training, goes beyond recommended good practice

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and far exceeds statutory requirements. The centre’s rigorous monitoring of pupils’ performance ensures that all the pupils get a ‘good deal’ and that the equal opportunities of all pupils to succeed are given a high priority. The effective work of the centre and the outreach service in supporting families promotes community cohesion particularly well. The centre has carried out an audit and prepared appropriate action plans to develop this work. The centre celebrates the nature of its multicultural population through the curriculum in aspects such as African drumming lessons. Pupils have a good understanding of the centre and local communities, and a developing awareness of the diversity of cultures further afield.

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	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents and carers are supportive of the centre and its work. They are confident that their children have settled at the centre, and that their attitudes to education and their enjoyment have greatly increased. They appreciate the regular information they receive about their child’s well-being and progress. A very small minority expressed concerns about their child’s safety and the standards of behaviour, but the inspector judged safeguarding practices and procedures to be outstanding and pupils’ behaviour to be generally good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ealing Primary Centre 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 inspector received five completed questionnaires by the end of the on-site inspection. In total, there are eight pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	40	3	60	0	0	0	0
The school keeps my child safe	2	40	2	40	1	20	0	0
The school informs me about my child’s progress	2	40	3	60	0	0	0	0
My child is making enough progress at this school	2	40	3	60	0	0	0	0
The teaching is good at this school	2	40	3	60	0	0	0	0
The school helps me to support my child’s learning	2	40	3	60	0	0	0	0
The school helps my child to have a healthy lifestyle	1	20	4	80	0	0	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)	1	20	4	80	0	0	0	0
The school meets my child’s particular needs	2	40	3	60	0	0	0	0
The school deals effectively with unacceptable behaviour	2	40	2	40	1	20	0	0
The school takes account of my suggestions and concerns	1	20	4	80	0	0	0	0
The school is led and managed effectively	2	40	3	60	0	0	0	0
Overall, I am happy with my child’s experience at this school	2	40	3	60	0	0	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 8 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.



21 October 2011

Dear Pupils

Inspection of Ealing Primary Centre, Greenford UB6 8QJ

Thank you for making me welcome in your centre recently. I enjoyed meeting you and looking at your work, and hearing your views. I particularly liked the fact that you are behaving as well as you can and that you concentrate hard on your work. I can see that you enjoy coming to the centre, and you come as often as you can. You like and trust your teachers and other adults to help and support you.

The centre is providing you with a good education. You are making good progress in your work because of good teaching. I have asked your teachers, however, to make sure that they always use the information they write down about your progress to give you work which is just right to help you improve even faster. You make good progress in reading and numeracy but not as much in writing. I have asked the teachers to make sure they work with those of you who find writing especially difficult, and to give you all a chance to write about all sorts of things that interest you and help you to improve your writing skills.

You can help of course by always working hard and showing all the adults your best behaviour.

Yours sincerely

Mel Blackband
Lead inspector

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