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Mr Jon Hicks  
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Dear Mr Hicks

### **Short inspection of Ealing Primary Centre**

Following my visit to the school on 3 November 2015 with Jeremy Loukes HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You have a very clear vision for how you wish to improve the centre which is supported by other leaders and the management committee. You have developed a highly valued service for primary pupils with social, emotional and mental health needs within the local authority. Some pupils attend on a part-time basis, while others attend every day because they have been permanently excluded and need a full-time placement. You are passionate about ensuring that every pupil gets the help and support they need to do well. This has led to the development of effective systems for identifying and supporting the needs of any pupil referred to the centre, so that they can return to a mainstream setting on a full-time basis as soon as possible. All staff work hard to deliver good standards of teaching and learning, and collaborate closely with other professionals and parents to achieve this. Everyone is committed to making a difference and say they feel valued for their contribution. All staff recognise and appreciate the high quality support they receive from you and your senior team.

Despite experiencing significant social and emotional difficulties prior to attending the centre, pupils quickly respond to the well-structured support systems in place and the high expectations that staff have of them. They settle quickly, are encouraged to succeed and become more confident about their learning. Pupils, parents and staff appreciate the attractive and well-resourced surroundings that have been created. Classrooms and outdoor play areas are maintained to a very high standard and pupils play their part in keeping them this way. This includes tidying up any mess they make

and putting things away once they are finished with them. Pupils like coming to school and attendance rates improve significantly from starting points that are often very low.

The centre has developed efficient systems for measuring the progress made by individuals and groups which take account of the changing pupil numbers and wide variety of needs. Pupils undergo a full assessment of all their needs when they arrive at the centre. This draws on a range of information, including assessments made by the outreach team's specialist teachers, clinical psychologists and speech and language therapists. Teachers use this information to agree accurate starting points and set challenging individual targets for pupils to work towards. Learning activities are tailored carefully to allow pupils to make up any lost ground in their learning very quickly. As a result, most pupils make better than expected progress in reading, writing and mathematics from their different starting points. Most pupils also make at least good progress towards social and emotional targets which are tracked and monitored regularly by leaders. Pupil progress meetings are used effectively to review individual cases and identify any pupil who is making slower progress than they should be.

The previous inspection identified that some pupils were making slower progress in writing than they were in reading and mathematics. You have addressed this successfully by reviewing the curriculum and providing more opportunities for pupils to write about topics that interest them or link to trips or events they have enjoyed. This has led to a considerable improvement in writing standards across the centre. You have recognised correctly that reading standards need to be improved to the same level, particularly for pupils in Key Stage 2. You have therefore provided more guided reading opportunities to allow teachers to check that pupils fully understand the meaning of what they are reading. You have ensured that teachers use assessment information effectively to plan learning activities that are pitched at the correct level. You monitor the impact of this work through regular pupil progress meetings and by making regular checks on the quality of teaching. The senior leadership team has been reorganised to allow more time to offer advice and guidance to teachers and to provide additional support when it is needed. You are doing further work to agree how you will get information on pupils' progress from mainstream schools and how you will use this information. You are working closely with school improvement officers from the local authority to determine the best way to go about this.

You have developed an effective team of staff who work as part of the Primary Behaviour Service's outreach support. They are valued highly by mainstream schools who jointly fund the service. The impact of this service is measured carefully and you provide an annual report to schools and the local authority. This recognises that support is most effective when pupils get help quickly. A carefully tailored programme of support that takes place at both the mainstream school and at the centre has allowed some pupils to avoid being permanently excluded. It is therefore frustrating for you that some schools do not refer pupils to you as quickly as they could. For example, some pupils attending the centre were permanently excluded before being made known to you. This limits the amount of early intervention work you are able to do because you have fewer placements to offer schools. It also means that some

pupils arrive at the centre with limited assessment information and their learning slows while teachers establish how best to meet their needs.

### **Safeguarding is effective.**

Parents and staff consider that the centre's safeguarding arrangements are very effective. Leaders have taken account of the latest statutory guidance and all staff have undergone the required checks before their employment is confirmed. Appropriate systems are in place for entering and moving around the building and teachers assess any risks carefully before arranging trips or visits to events outside the centre. Leaders are trained in safer recruitment practices and child protection roles and responsibilities are known and understood by everyone. All staff receive regular training on how to avoid the use of restraint and how to apply it correctly if it needs to be used. Further training about extremism is planned for next term. All adults are knowledgeable about any potential risks that pupils and their families may face and are alert to any changes in behaviour that may indicate a pupil is worried or unhappy. Staff at the centre work closely with other professionals to support more vulnerable families and ensure that pupils are safe at all times. Teachers and support staff know what to do if they have any concerns and keep careful records and notes of any action taken. You are persistent in following up referrals if you remain concerned. A comprehensive personal, social and health education programme is in place. This ensures that pupils know how to recognise and respond to cyber bullying and how to keep themselves safe when they are not at school.

### **Inspection findings**

- Teachers plan carefully to ensure that all subjects are taught at the correct level and pupils do not miss out on any learning activities. Transitions back to mainstream schools are well managed so that pupils can return successfully when they are ready.
- All pupils benefit from a wide range of learning activities that take account of their different starting points and individual targets. Reading, writing, speaking and listening and mathematical skills are constantly reinforced because teachers provide opportunities for pupils to apply and improve these skills whenever they can. Learning time is used very creatively to deliver the National Curriculum whilst also focusing on improving literacy and numeracy skills and the social and emotional aspects of learning. As a result, most pupils make rapid progress and any gaps in their understanding start to close.
- All staff feel very well supported by senior leaders who provide them with strong support and encouragement. They appreciate opportunities to participate in regular training and to complete nationally accredited courses to continually improve their practice. Support staff receive regular supervision sessions which help them reflect and discuss what has gone well and what could be done differently.

- Teachers monitor the progress made by every pupil regularly and skilfully adapt learning activities to close any gaps in understanding that may exist. They work closely with the centre's clinical psychologists and speech and language therapists to ensure that any additional needs are understood and supported.
- Your work to improve pupils' writing skills has been successful. Pupils now write for extended periods more frequently and for different purposes. Pupils are proud of their writing skills and take pains to present their work neatly because it is displayed frequently for others to share.
- New initiatives to improve reading skills to an equally high level are at an early stage. Key Stage 2 pupils benefit from carefully planned guided reading sessions that require them to understand and use more challenging vocabulary.
- All adults are skilled in modelling the social and personal skills they wish pupils to copy. They apply the behaviour policy consistently so that pupils know what is required of them. Systems for rewards and consequences are transparent and fully understood. This helps pupils to behave well and reach their targets.
- Parents appreciate the support and advice provided by staff at the centre. This includes providing daily feedback about the progress their child has made. A new weekly parent and carer workshop, facilitated by clinical psychologists, has been very well attended. You have recognised that the information provided to parents on the centre's website is not as comprehensive as it could be and plan to address this.
- The management committee has been restructured since the last inspection and now includes a headteacher from every part of the local authority area. Other members represent the local authority and professionals who work closely with the centre. This has provided you with access to strong support and challenge from those who know about the work you do and are as committed as you to your vision for the future. For example, committee members support you to evaluate the quality of teaching and learning, implement safeguarding arrangements and agree placements for new referrals.

### **Next steps for the school**

Leaders and governors should ensure that:

- information provided to parents on the centre's website is regularly updated and includes all of the required policies and reports
- the thresholds for agreeing referrals are fully understood by all primary school leaders so that pupils can be supported earlier and permanent exclusions avoided.

Yours sincerely

Lesley Cox  
**Her Majesty's Inspector**

## **Information about the inspection**

During the inspection, meetings were held with you, a group of teachers and a group of support staff. I met with the Chair and three members of the management committee and a call was made to a representative of the local authority. Inspectors spoke to a number of parents during the inspection and considered responses to the parent surveys carried out by the centre and the two responses to the online Parent View questionnaire. You joined inspectors to make a number of short visits to both classes and looked at examples of pupils' work. The 14 responses to the staff questionnaire were considered. Pupils were spoken to throughout the inspection, including during lessons and over lunchtime. A range of documentation was reviewed, which related to safeguarding and the work of the centre, including the centre's self-evaluation.