

East Acton Primary School

Inspection report

Unique Reference Number	101868
Local Authority	Ealing
Inspection number	355083
Inspection dates	9–10 March 2011
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	Nigel Williams
Headteacher	Sharon Bates
Date of previous school inspection	12 February 2008
School address	East Acton Lane Acton, London Acton W3 7HA
Telephone number	02087620540
Fax number	02087620545
Email address	sbates@eastacton.ealing.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 24 lessons taught by 10 teachers. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school policies, including those relating to safeguarding, minutes of governing body meetings, planning documents, pupils' work and questionnaires returned from 115 pupils, 21 staff and 145 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 success of the school's work to accelerate progress and raise attainment in reading and writing.
- The progress made by pupils who have attended the school since Early Years Foundation Stage.
- Whether the quality of teaching and learning and the rigour and accuracy of assessment are good enough to ensure the right level of challenge for pupils, particularly the more able.
- The effectiveness of leaders at all levels in raising achievement and sustaining improvement.

Information about the school

The school is of average size. The pupils come from a wide variety of minority ethnic groups, the largest group being Black African. Three quarters of the pupils are learning to speak English as an additional language. A large majority of these pupils speak Arabic or Somali in addition to learning English. Just under half of the pupils are known to be eligible for free school meals; this is a higher than average proportion. An average proportion of pupils have special educational needs and/or disabilities. Their needs mainly relate to speech and language and social communication difficulties and specific learning difficulties relating to behaviour. There is a high turnover of pupils joining and leaving the school at different times.

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?

3

The school's capacity for sustained improvement

3

Main findings

East Acton Primary School provides a satisfactory education for its pupils. Parents and carers appreciate the good care and guidance their children receive and have overwhelmingly positive views about the school. It is a diverse but cohesive community, which provides a warm, welcoming and stimulating environment. New pupils settle quickly because they feel safe, secure and ready to learn. Many of these pupils have not been in the country for long and some have never previously been to school. Pupils work and play harmoniously. Behaviour is good, pupils are confident and responsible and they have a huge respect for each other's values and beliefs.

Pupils enter the school with low levels of attainment, not only in Early Years Foundation Stage but into every year group. Attainment in English and mathematics at the end of Year 6 has, in recent years, been significantly below average. However, the school's current information shows a significant improvement with Year 6 pupils attaining broadly average levels in English and mathematics, and exceeding their challenging targets. Added to this, the majority of the current Year 6 are also on track to reach broadly average levels in English and mathematics. Although, all pupils make satisfactory progress, and some make good progress from their starting points, few of the more-able pupils reach the higher level. The school is meticulous in the way that it tracks individual pupil progress and highlights any underachievement. However, it does not analyse the performance of different groups sufficiently to give a clear picture of their progress in relation to the national average.

Teaching is satisfactory overall. Although there is some good teaching, it is not enough to ensure that all pupils make good rather than satisfactory progress. While some teachers have high expectations of what pupils can do, this is not always the case and pupils, particularly the more able, are not always suitably challenged. Teachers who talk for too long limit opportunities for pupils to work independently and use their initiative. Pupils' work is marked conscientiously and teachers indicate the next steps in their learning; however, they do not always give pupils time to make those improvements in order to secure good learning. For many pupils, much of their learning is very new. Where teachers provide practical opportunities, pupils quickly become confident learners, but where they do not have these opportunities, pupils' progress slows. Provision in the Early Years Foundation Stage is good, and as a result children make good progress.

The resolve and determination of the headteacher, ably assisted by senior leaders, have enabled the school to make significant strides in improving progress and raising attainment, despite an ever-changing pupil population. Together with staff and members of the governing body, she has undertaken a thorough and accurate process of self-evaluation which has motivated the whole school in a relentless focus on improvement. The successful actions taken to tackle deficiencies, which have halted the decline,

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improved attendance and instilled an enjoyment of learning, confirm the school's satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By January 2012, improve the overall quality of teaching and learning to at least good by ensuring that:
 - teachers' expectations of what pupils can do are raised so that all groups, particularly the more able, are suitably challenged
 - teachers do not talk for too long in lessons and that there are increased opportunities for pupils to work independently and use their initiative
 - pupils are given time to respond to teachers' marking in order to improve and secure their learning ?
 - pupils are given more opportunities for practical investigation.
- By July 2011, improve the school's analysis of pupil assessment so that senior leaders have a clear picture of the progress of different groups of pupils and can benchmark them against national averages.

Outcomes for individuals and groups of pupils

3

All groups of pupils make satisfactory progress from low starting points. Early morning sessions boost the basic skills of all pupils and small, tailor-made group work helps to close specific learning gaps of underachievers. Inconsistencies in the level of challenge for more-able pupils mean that they make satisfactory rather than good progress and consequently too few reach the levels of which they are capable by the end of Year 6.

Pupils who are learning to speak English as an additional language have 'buddies' who speak the same language. The progress of these pupils is tracked and good support in lessons helps them to understand subject specific language. Progress has improved in reading and writing as a result of the school's focus on tracking and support. However, improvement in writing has been slower because there are many pupils with low levels of language skills who find writing more difficult. Pupils who have been at the school longest make the most progress. Pupils with special education needs and/or disabilities make satisfactory progress as a result of the support that they receive from their teachers and teaching assistants.

Pupils enjoy their learning, particularly when it is practical and relates to their own experience. For example, pupils in Year 1 took great delight in constructing a bar chart from the results of the traffic survey they had carried out. With the teacher's help, they were able to analyse their findings and talk about what they had done. More-able pupils enjoyed using laptop computers to create their graphs and progressed to representing their findings as part of a pie chart. A few of the pupils who were spoken with agree that if there was one thing they could change in the school, it would be 'having to sit on the carpet, listening to the teacher for too long'.

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A positive ethos results from the good care that pupils receive. This contributes effectively to the development of the pupils' personal qualities. Pupils work and play harmoniously, come to school regularly and their behaviour is good. They say there is very little bullying and know that there will always be someone who will listen to them. Pupils have a good knowledge of how to stay safe and know what they must do to lead healthy lifestyles. They enjoy a healthy choice at lunchtime and fruit for their break. They are proud to be members of the school council and of the survey they designed and conducted, which led to an improvement in school meals.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers have good relationships with their pupils and support them well so that pupils want to learn and do their best. Where teaching is good, the learning is accurately matched to pupils' ability and teachers use their own good subject knowledge and understanding effectively to deepen and extend pupils' learning. For example, in a Year 5 lesson to find simple percentages, the teacher's clear explanation meant that pupils could change a fraction into a percentage. The teacher carefully checked their understanding, asking them to explain their work and supporting them when they needed help. Pupils' learning becomes more independent and secure when they have opportunities to use resources and carry out their work in a practical way; for example, Year 2 pupils used a number line to successfully add 117 and 24. In lessons where pupils have more limited

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resources and support strategies, rates of progress slow. Marking helps pupils to improve their work, but opportunities are not always given to allow them to make those improvements. A few lessons offer pupils a challenging level of their work, but there are also lessons where the work is not specifically matched to demand more from more-able pupils.

The curriculum provides pupils with a strong emphasis on literacy and numeracy through daily lessons and the morning basic skills sessions. However, although there are links with other subjects, these are not always as strong as they could be in reinforcing the use of these basic skills across the curriculum. Improvements made in information and communication technology have increased the opportunities that pupils have to develop and use their skills across the curriculum. Interesting topics motivate pupils and make learning meaningful, and themed events, visits and visitors enrich the curriculum.

Pupils feel happy and secure because they know that there is a good level of care, guidance and support and that there is always someone there to listen, help or advise. Vulnerable pupils, including recent arrivals from other countries, benefit from this nurturing environment. Good arrangements ensure that new pupils are quickly and smoothly inducted into the school. Similarly there are good arrangements for pupil transfer between key stages and on into their secondary education. As a result, pupils are happy and confident learners.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is successfully emerging from a downward trend in its performance because of the successful hard work and determination of the headteacher and senior leaders to embed ambition and drive improvement. They share a commitment to raising attainment and improving progress and are motivated to seek further improvement and tackle this area for development. Teaching is regularly monitored and staff are given helpful feedback. However, there is not always enough of a focus on the learning that takes place in lessons. Good relationships with parents and carers support pupils' learning in a positive way. The school's wide range of partnerships with other agencies makes a strong contribution to the school's good care, guidance and support, particularly for pupils whose circumstances make them vulnerable. As a result, the school can quickly assess the needs of its many new arrivals and give good support to those who have come from war-torn countries and suffered trauma. Provision to secure equal opportunities and tackle discrimination is satisfactory. The school's accurate tracking system highlights the

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underperformance of individuals. Consequently, the school recognises that progress is not consistently good across the school.

The headteacher makes sure that members of the governing body are well informed. They work hard for the school and are well organised. They have a good knowledge and understanding of the school and are involved in setting appropriate priorities for improvement. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. The site is secure, entry is restricted and visitors monitored. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. Risk assessments are undertaken regularly and records are kept meticulously.

The school's strategy to promote community cohesion is good and it has ensured that pupils work well together as a cohesive community. Links with a school in Cornwall help pupils to appreciate how different life is in a small rural school. There are also good plans to link with a school in Kent. The school's link with a school in South Africa gives pupils a deeper understanding of their own community in a global context.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
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	3

Early Years Foundation Stage

Children settle quickly into the routines of school life because they are well cared for, safe and secure. Their days are filled with exciting activities and this means that they make good progress in building skills and knowledge in all areas of learning. Although they achieve well in all areas of learning, they begin at a low starting point and few reach the levels expected for their age by the end of the Reception Year.

The classrooms and outside areas are well resourced and provide stimulating opportunities for children to explore and investigate. They enjoy the welcoming, secure environment

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and immerse themselves happily in the exciting, well-planned activities both inside and out of doors. For example, a group of children were involved in a variety of activities that explored how things moved and they observed that a tennis ball would not move as fast as a plastic ball 'because it is not as slippery'. Adults interact well with children's play and use questioning skills well. They encourage children to answer in sentences, providing good models for the language required. Children who are at the early stages of learning to speak English as an additional language benefit from the good bilingual support that is available. Teaching assistants provide focused support for children with special educational needs and/or disabilities.

Partnerships with parents and carers are good, children are well cared for, and all safeguarding procedures are securely in place. The good leadership of the Early Years Foundation Stage has effectively ensured that what the children do in school is related to their individual needs. Consequently, the children benefit from good provision for their welfare, learning and development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

In the above average return, the overwhelming majority of parents and carers who responded to the questionnaire were positive about all aspects of school life. Evidence from the inspection supports their views that children enjoy school, and that care for their health and safety is good. Parents and carers are very happy with the teaching that their children receive and the way that the school is led and managed. A very large majority say they are happy with their children's experience at the school. A few indicated that they did not think that their children were making enough progress. Evidence from the inspection shows that all groups of pupils make satisfactory progress from low starting points. However, inconsistencies in the level of challenge for more-able pupils mean that they also make satisfactory progress and consequently too few reach the higher levels by the end of Year 6.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Acton 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	68	42	29	3	2	0	0
The school keeps my child safe	93	64	48	33	2	1	0	0
My school informs me about my child's progress	74	51	64	44	2	1	3	2
My child is making enough progress at this school	55	38	77	53	8	6	2	1
The teaching is good at this school	74	51	67	46	1	1	0	0
The school helps me to support my child's learning	73	50	63	43	5	3	3	2
The school helps my child to have a healthy lifestyle	68	47	72	50	1	1	3	2
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)	59	41	75	52	4	3	3	2
The school meets my child's particular needs	44	30	89	61	3	2	3	2
The school deals effectively with unacceptable behaviour	56	39	78	54	5	3	4	3
The school takes account of my suggestions and concerns	51	35	82	57	5	3	3	2
The school is led and managed effectively	65	45	69	48	2	1	3	2
Overall, I am happy with my child's experience at this school	73	50	66	46	2	1	2	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



11 March 2011

Dear Pupils

Inspection of East Acton Primary School, London W3 7HA.

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us with our work. Your school gives you a satisfactory standard of education and there are a lot of things your school does well. You told us that you enjoy school but you do not enjoy sitting on the carpet for too long! We found that everybody in school looks after you very well, especially those of you who have difficulties from time to time. We were impressed with your understanding and knowledge of how to keep safe. We could see that you behave very well, get on well with each other and help the school to run smoothly.

Your headteacher and other staff know that there is still work to be done to make the school even better. We have asked the school to do two things.

- It should make sure that all of your lessons are good by ensuring you have more time to do your work in a practical way and to work out how to do things for yourself. We also think that you should be given more time to do the improvements that the teachers suggest so that your work gets even better. It is very important that teachers give you the right level of work to help you to do the very best you can.
- It should ensure that senior leaders look carefully at the progress that groups of similar pupils make and check this against other schools so that they can test how well you are all doing.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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