

# Fielding Primary School

Inspection report

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<b>Unique reference number</b>	101897
<b>Local authority</b>	Ealing
<b>Inspection number</b>	395385
<b>Inspection dates</b>	11–12 July 2012
<b>Lead inspector</b>	Michelle Winter HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	819
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Wilkins
<b>Headteacher</b>	Annette Reeves
<b>Date of previous school inspection</b>	20 May 2008
<b>School address</b>	Wyndham Road Ealing London W13 9TE
<b>Telephone number</b>	020 8567 9524
<b>Fax number</b>	020 8567 0518
<b>Email address</b>	admin@fielding.ealing.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	11–12 July 2012
<b>Inspection number</b>	395385



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## **Introduction**

Inspection team

Michelle Winter

Her Majesty's Inspector

Alistair McMeckan

Additional inspector

Juliet Ward

Additional inspector

Olson Davis

Additional inspector

This inspection was carried out with two days' notice. Teaching and learning were seen in 27 lessons and 24 teachers were observed including six joint observations with school leaders. Inspectors listened to some pupils read and looked at a sample of their books. Meetings were held with pupils, staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's self-evaluation, improvement plans, assessments and monitoring evidence. They considered responses to questionnaires returned by 276 parents and carers and those from pupils and staff.

## **Information about the school**

Fielding Primary School is much larger than average and is expanding in size to four classes in each year group. Children in the Early Years Foundation Stage attend part time in the Nursery and full-time in the Reception classes. The proportion of pupils known to be eligible for free school meals is much lower than average. Just over half the pupils are of White British heritage and the remainder are from a range of other ethnic groups, comprising a higher proportion than in most primary schools. The proportion of pupils who speak English as an additional language is higher than usually found. The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs is lower than average.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not yet outstanding because in a minority of Key Stage 2 mathematics' lessons the more-able pupils are not challenged well enough so that some of them do not make the good or better progress that most other pupils make.
- Attainment is above average. The overwhelming majority of parents and carers agree that pupils make good progress in developing their basic skills so that they leave the school well prepared for the next stage in their education. The presentation of work in Key Stage 2 does not always match the high standard achieved in Key Stage 1.
- Good or better teaching and a stimulating curriculum mean that pupils are engaged, enthusiastic and have positive attitudes to work. Pupils almost always behave well in lessons and around the school. The rich curriculum and positive relationships in classrooms support effectively pupils' spiritual, moral, social and cultural development.
- Teachers' marking is supportive and shows pupils what they have done well. It does not consistently provide feedback on how to improve. Most pupils know their individual learning targets but these are not routinely referred to in lessons or in teachers' marking.
- Parents and carers receive regular information about how well their children are doing at school. A significant minority of parents and carers feel that the school does not respond to their views or concerns promptly or well enough.
- Leaders and managers communicate high expectations to the whole-school community. The regular and rigorous monitoring of teaching and learning, and the management of performance by the wider leadership team, linked to appropriate professional development opportunities, is effective in improving the quality of teaching.

## What does the school need to do to improve further?

- Improve the quality of teaching by:
  - ensuring all teaching, particularly in Key Stage 2 mathematics lessons,

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- provides appropriate challenge for the more-able pupils
  - ensuring that marking consistently provides helpful feedback to pupils about how to improve their work
  - ensuring that pupils' targets are consistently helpful in supporting pupils to make good progress.
- Improve the presentation of pupils' work in Key Stage 2.
  - Improve engagement with parents and carers by ensuring that the school establishes systems to respond promptly and effectively to their views and concerns.

## Main report

### Achievement of pupils

The large majority of parents and carers feel that their children make good progress. Children get off to a good start in the Early Years Foundations Stage, particularly in communication, language and literacy, and problem solving, reasoning and numeracy. Provision gives good opportunities for children to develop independent learning skills in a safe, secure and stimulating environment. Consequently, children enter Year 1 with skills above the levels expected for their age, having made good progress from broadly age-appropriate starting points. The systematic teaching of the sounds letters make (phonics) is effective and supports children's developing reading and writing skills well. Activities are well matched to children's needs and interests ensuring that all are challenged well, including the more able.

In Key Stage 1, pupils make good progress. Pupils' reading and writing skills are well developed. Almost all pupils in Year 1, for example, write simple sentences. More-able pupils write longer pieces and are beginning to use connectives, such as 'because' accurately in their writing. The school's recent work on improving the teaching of phonics is paying dividends and ensures that pupils have a range of strategies to read unfamiliar words. Attainment in reading is above average at the end of Key Stage 1. Recent efforts to improve presentation and handwriting are evident in the work of these younger pupils. Pupils in Years 1 and 2 have a good understanding of the methods used to solve basic calculations and are often working at above age-related expectations across all areas of mathematics.

In Key Stage 2, pupils make good or better progress in reading and writing so that their attainment at the end of Year 6 is usually well above average. Pupils read well and for enjoyment. There is a thriving culture of reading in the school. Texts to stimulate writing are chosen carefully for their quality and to successfully stimulate the interest of boys in particular. Older pupils write successfully for a range of audiences. They understand the rules of grammar and apply them well to their work. They have opportunities to write across other areas of the curriculum, for example in history and science. Pupils have well-developed numeracy skills and consequently,

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they tackle increasingly complex mathematical problems accurately. Some more-able pupils in Key Stage 2 are not making the quick progress evident across the school in mathematics because some tasks lack challenge. The presentation of work is not consistently good in Key Stage 2 because pupils have not benefited in the past from the systematic teaching of handwriting, which is now in place.

Disabled pupils and those with special educational needs make good progress as result of a range of effective support in lessons and well-targeted small group activities which are quickly assessed to ensure they have a positive impact in closing the gaps in attainment. Pupils' needs are assessed well and all possible barriers to learning are considered when providing support, including behaviour and attendance.

Minority ethnic pupils and those who speak English as an additional language make good progress because teaching strategies have been developed to address their needs, including practical tasks and visual prompts. Most are not new to the English language but there are effective procedures and programmes of support for those who join the school with little English. Boys' attainment and progress are broadly in line with girls'. Boys are keen to write for example, and apply themselves with equal enthusiasm to their work.

### **Quality of teaching**

Almost all teaching is good or better and almost all parents and carers agree that their children are well taught. Adults in the Early Years Foundation Stage assess children's progress accurately and plan stimulating activities which build on previous learning. Children's social skills are well developed and they have regular opportunities to discuss their ideas with a friend. There is an appropriate balance between activities that adults lead and those initiated by children themselves. Teachers and other adults use questioning well to check understanding and extend speech and language. They have consistently high expectations, for example, in not accepting one-word answers from children.

In Key Stages 1 and 2, teachers provide stimulating starting points for lessons and blocks of work. They look for links in learning across subjects and some subjects are taught within a theme. This is helpful for pupils in understanding the purpose of learning. Lesson aims show pupils what they are going to learn and teachers share success criteria so that pupils know if they have succeeded in lessons. Accurate assessments are used to plan a range of activities which meet the needs of all learners. However, occasionally, there is a lack of challenge for the most-able pupils in mathematics in Key Stage 2. In the best lessons, teachers' questioning successfully probes understanding. Pupils respond well to this. They happily and maturely share their thoughts and ideas with the whole class. Information and communication technology is used effectively to support teaching when, for example, teachers use a visualiser to display pupils' work so that others can learn from it. Teaching promotes pupils' social development well, including when they have opportunities to work with a partner to complete tasks or discuss their learning. Pupils are developing their ability to assess their own work so that they can take

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greater control of their learning.

Marking is usually helpful in showing pupils what they have done well. It does not consistently show pupils what they need to do to improve or the next steps in learning. Equally, pupils' individual learning targets are not used consistently well to guide learning in lessons and are seldom referred to in teachers' marking. During lessons, teachers regularly stop to check understanding, share children's good examples and refocus the learning. This is effective in maintaining the pace of learning. Teachers have secure subject knowledge and reading is taught particularly well because it is appropriately linked to pupils' good phonic knowledge. Pupils are taught and guided to become independent and, consequently, they are not reliant on adults to complete tasks; as one pupil commented, 'Teachers encourage us and help us to be more confident.' Topics are chosen for their interest and used to develop cultural awareness. During the inspection, for example, older pupils were considering the contribution of women in sport. Through religious education, pupils have a good understanding of the diversity of cultures and religions in this country and beyond.

### **Behaviour and safety of pupils**

Almost all parents and carers who expressed a view agree that behaviour is good. Pupils are polite and friendly. They believe the school takes good care of them and the vast majority of parents and carers agree that their children are safe at school. Pupils generally behave well in classrooms and around the school as a result of clear and consistent expectations. Teachers manage behaviour well. Pupils usually have good attitudes to learning and rarely waste time in lessons. Occasionally, when children are taught by an unfamiliar teacher or teaching is not as engaging as it could be, there is some off-task behaviour which slows the pace of learning.

Pupils say they enjoy school and, consequently, attendance is above average. Pupils work well together and cooperate well because they have good opportunities to do so, beginning in the Early Years Foundation Stage when children are encouraged to work in pairs and groups.

Pupils have a good understanding of various forms of bullying, including prejudice-based bullying. They are aware of strategies to keep themselves safe, including when using the internet. Pupils say that bullying is rare. They say that when it does occur it is mainly in the form of name-calling. Most are confident that any incidents will be dealt with appropriately and they understand the school's anti-bullying procedures.

### **Leadership and management**

Senior leaders communicate high expectations to the whole-school community. The wider leadership team, including phase and subject leaders, makes a good contribution to improving teaching through systematic monitoring and appropriate professional development opportunities. There is effective support through coaching and mentoring for less experienced teachers. Teachers value the support they

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receive from their leaders and colleagues in improving particular aspects of their teaching, for example in planning to meet the needs of all learners. A number of 'lead teachers' act as role models of good practice that is shared with others. Leaders are aware of pupils who are vulnerable to underachievement and check the progress of these groups systematically. The school promotes equality and tackles discrimination well and is successfully closing the gaps in achievement for groups of pupils, including those known to be eligible for free school meals and pupils from minority ethnic backgrounds. Leaders rigorously hold teachers to account for the progress of pupils and challenge any underachievement in regular review meetings. Teaching assistants receive regular training and clear guidance in their roles. Their performance is managed well.

Leaders, including members of the governing body, are aware of the school's strengths and areas for development. School development plans identify appropriate priorities and have been successful in improving aspects of the school. The school's success in improving the teaching of reading and its impact on improving standards demonstrate its capacity to improve further. Governors ask challenging questions of the school, appropriately related to the progress and attainment of pupils. They compare the school's achievement with other schools locally and nationally. Safeguarding arrangements are secure.

The curriculum is well planned. It is rich and diverse. Specialist teaching in music and physical education is appreciated by pupils and raising standards in these subjects. Pupils equally appreciate the popular extra-curricular activities on offer. The new leadership of information and communication technology is beginning to have an impact and provision is improving further. Pupils' attainment currently meets national expectations in this subject. The curriculum supports pupils' spiritual, moral, social and cultural development well. Pupils have regular opportunities for prayer and reflection on moral issues through activities which encourage empathy. Spiritual development is promoted well, including through artistic aspects of the curriculum. The whole-school topic of the Olympics and Paralympics gave pupils the opportunity to celebrate the contribution and achievements of disabled athletes. Visits and visitors enrich the curriculum, and the community is used as a cultural resource, for example when older residents shared their experiences with pupils. The school was recognised for its international links with Uganda when it recently achieved the intermediate International School Award.

The school provides regular assessment and progress information to parents and carers via the virtual learning environment and holds regular workshops and information events to help parents and carers support learning at home. Despite these strengths, a significant minority of parents and carers feel that the school does not respond to their comments and concerns quickly or well enough. The governing body is aware of this and has established a parent and carer forum which will begin to meet in the new school year.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



13 July 2012

Dear Pupils

### **Inspection of Fielding Primary School, Ealing W13 9TE**

Thank you for making us so welcome when I visited your school recently with my colleagues. Thank you for talking to us about your work and the things you enjoy. We know that adults take good care of you. Many of you told us that you enjoy school and we know that attendance is above average. Your behaviour in lessons and around the school is good. Most of the teaching at the school enables you to make good progress, particularly in reading, writing and mathematics. You told us that you enjoy your learning and we were pleased to see you taking part in sports during the mornings of our visit.

We have asked your school to improve even further by:

- making sure that all of you are given challenging work in mathematics, particularly in Key Stage 2 lessons
- helping older pupils to improve the presentation of their work
- improving marking and the use of your targets so that they help you to know how to improve your work
- making sure that your school shows your parents and carers that it listens and responds to their views and concerns.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter  
Her Majesty's Inspector

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