

# West Acton Primary School

Noel Road, Acton, London, W3 0JL

## Inspection dates

11-12 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Some pupils, especially the most able, are not achieving as well as their peers nationally. This is because their teachers are not setting them sufficiently challenging tasks.
- Pupils are not reaching high enough standards at the end of Year 2, especially in reading, and this has been the case for the past three years. Despite recent improvements, this trend has yet to be reversed.
- Teaching is not yet consistently good and too little is outstanding.
- Teachers' marking does not do enough to help pupils to improve their work.
- Pupils do not have enough opportunities to combine and apply their mathematical skills to solve real problems.
- School leaders have yet to ensure that teaching is good enough to enable all groups of pupils to make good progress, or to make sure pupils are given sufficient encouragement to read widely and often in school and at home.

### The school has the following strengths

- Pupils, many of whom speak English as an additional language, make a good start to their schooling, because teachers provide for them well.
- By the time they leave the school, most pupils are achieving at levels that are close to national averages. This represents good progress in Key Stage 2, as many pupils enter Year 3 with skills that are below average.
- The school is a very welcoming community, in which pupils feel secure and well cared for. Parents are very supportive of the school.
- Pupils behave well around the school and work hard in lessons. Pupils from different communities work and play together harmoniously.

## Information about this inspection

- Inspectors observed 22 lessons, nine of which were observed jointly with the headteacher or one of the deputy headteachers.
- Inspectors questioned two groups of pupils, spoke to individual teachers and support staff and interviewed senior leaders, members of the governing body and a representative of the local authority. They also met with the leader responsible for special educational needs and those responsible for leading English and mathematics.
- Inspectors observed the school's work and analysed a range of documents and policies, including the school's improvement plan, information about pupils' progress, attendance records, a report from the local authority and safeguarding policies and procedures.
- Inspectors considered 33 responses to the online Parent View survey and one letter received and spoke to parents at the start of the school day. They also analysed the 48 responses to the staff questionnaire. The inspection team looked at samples of pupils' work, listened to some pupils read and discussed their reading with them.

## Inspection team

Robert Eyre-Brook, Lead inspector	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Carl McCarthy	Additional Inspector

## Full report

### Information about this school

- West Acton Primary School is a larger-than-average sized primary school which is expanding further. Major building works are currently underway to provide for a third class in each year from Year 3 to Year 6 and a special needs unit for pupils on the autistic spectrum. A number of classes are currently temporarily housed while the works are carried out.
- The proportion of pupils supported by the pupil premium (additional funding provided by the government for pupils who are known to be eligible for free school meals or who are looked after by the local authority) is considerably higher than the national average.
- The proportion of pupils from minority ethnic groups is very high.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school provides a breakfast club.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Since the previous inspection, the deputy headteacher has been promoted to become the headteacher and two new deputy headteachers have been appointed. Three assistant headteacher posts have been created and these will be filled by September 2014.

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

- Improve teaching and raise achievement, especially of the most able, by making sure that:
  - teachers consistently make sure that all pupils are stretched and challenged
  - teachers' marking shows how pupils can improve their work and teachers check that pupils have acted upon the guidance they have been given.
- Accelerate the progress of pupils in reading and mathematics by making sure that:
  - pupils are encouraged to read widely and often in school and at home and teachers check that they do so
  - pupils are given more opportunities to apply and combine their skills in mathematics to solve real-life problems
  - teaching assistants all know the levels pupils have reached, so that they can support them in accelerating progress.
- Improve leadership and management by making sure that:
  - pupils are provided with an exciting and inspiring range of topics to study any groups of pupils that are failing to make good progress, such as the most able, are quickly identified and swift action taken to remedy this.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils typically enter the school with skills below those expected for their age. Many join with low levels of spoken English, as this is not their first language.
- Pupils make good progress when they first join the school due to provision that is well matched to their needs. Attainment at the end of the Reception year was low in 2013, but improved teaching means that this is higher in 2014.
- Pupils acquire skills in phonics rapidly and, by the end of Year 1, the great majority of pupils are able to apply these skills in their reading and early writing.
- The most able pupils do not make as much progress as they should, because work is not well enough matched to their needs. Consequently few pupils, especially at the end of Year 2, achieve the higher levels of which they are capable.
- Pupils' attainment at the end of Year 2 has been low in reading, writing and mathematics over two of the past three years. While attainment in 2013 showed improvement, particularly in writing, it was still below average, especially in reading.
- Too many pupils do not read widely and often and this limits their progress.
- By the time pupils leave the school at the end of Year 6, most pupils have made good progress in Key Stage 2 and, with some exceptions, reach average standards.
- Pupils known to be eligible for additional funding have made good progress this year as they are well supported. However the progress is not rapid enough to close the gaps with their peers and, in 2013, about a third of these pupils left the school without having reached expected standards in reading, writing and mathematics. Test results for 2013 showed that the attainment of these pupils was about two school terms behind that of other pupils.
- Pupils who speak English as an additional language and those from ethnic minority groups make progress similar to that of their peers, due to appropriate provision and the promotion of equality of opportunity.
- The progress of disabled pupils and those who have special educational needs varies. At times, teaching assistants skilfully support the learning. However, in some cases, they are not sufficiently aware of the levels pupils they are supporting have reached, which means they are less effective in helping them to progress.

### The quality of teaching

### requires improvement

- Teaching has yet to be good enough to ensure pupils make consistently good progress. Teachers mark the pupils' work conscientiously and often suggest ways they could improve. However, too often teachers do not ensure that pupils act upon the advice given and consequently improvement does not result.
- Children in the Early Years show great interest in their learning. One group of Nursery children were absorbed in exploring how water flowed down a tube, while Reception children were fascinated by the life cycle of a butterfly and by how the beans were growing on the plant in their classroom.
- A thorough programme of support for pupils at the early stages of learning English ensures they are well supported, master English quickly and make progress that is similar to other pupils.
- While the teachers focus on the teaching of reading, they do not all ensure that pupils read regularly outside school. Some pupils feel there are not enough books from which to choose. Pupils are motivated by an online reading program, but only some children have been introduced to it.
- In one outstanding English lesson, the teacher's excellent questioning had a striking impact on the pupils' learning. Meanwhile, the teacher used the pupils' own, spontaneous questions as an opportunity to involve all the children in exploring the answers.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils display positive attitudes to learning and are keen to do well.
- Pupils are keen to take responsibility for their learning and for that of their classmates. They are thoughtful and considered in making judgements about their work and keen to find ways to improve.
- Pupils' behaviour around the school is good. They are caring and considerate towards one another and are very welcoming to pupils who are new to the school.
- School records show that bullying is rare and instances have decreased still further. When it has occurred, school leaders have dealt with it robustly. Pupils understand different types of bullying and are adamant that it does not take place. They speak enthusiastically about the FAB (Friends Against Bullying) initiative.
- Pupils are very positive about their school. Those who joined the school from other schools and from abroad, including those who had little English, reported that they were made very welcome and settled in quickly.
- Pupils speak highly of their teachers. One commented 'The teachers show you how to improve your work'. They describe how staff encourage a feeling of community with the phrase, 'We're all in it together'.
- When teaching is weaker, pupils become distracted, but even in these circumstances they do not disrupt the learning of others.
- The school's work to keep pupils safe and secure is good. Pupils report that they feel safe and that there are no areas of the school where this is not the case. Pupils are able to describe how to keep safe on the internet. The school's leaders have managed the safety implications of the major building works extremely well and it has not been allowed to disrupt the running of the school.
- Attendance is close to national averages and has been improving, due to the rigorous approach taken by the school and the wide range of incentives. The proportion of pupils who are persistently absent is lower than the national average. It is clear that pupils want to come to school.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are thoughtful and considerate towards one another and pupils from a very wide range of backgrounds and cultures work and play together very well.

**The leadership and management requires improvement**

- Many of the senior leaders are relatively new to the school or to their current role and have not had enough time, despite a positive start, to make teaching and achievement consistently good. Some of the staff responsible for leading subjects have also taken on their roles quite recently.
- Checks on the quality of teaching have been thorough and good quality training and support has brought about improvement for many staff. However practice in some areas, such as the promotion of reading at home, has not received enough attention.
- Senior leaders have an accurate view of the strengths of the school and the areas requiring development. They have used information well to target their work. However, there has been too little focus on the evidence of the poor progress of some of the most able pupils.
- The headteacher and other school leaders are ambitious for the school's success and have high aspirations. They have rightly focused on improving the quality of teaching and learning across the school. Improvements have yet to be consistent or to make a considerable impact on the progress of pupils.
- Leaders check the progress of pupils at regular intervals and hold their teachers to account. Teachers have performance targets that are linked to pay progression. Consequently, the quality

of teaching is improving.

- Leaders have yet to make sure the range of subjects and topics is fully effective in encouraging a thirst for knowledge and a love of learning. Furthermore, leaders have not yet ensured that there are sufficient opportunities for pupils to apply their mathematical skills.
- The additional sports funding is well used. Pupils benefit from a wide range of sporting activities and this contributes to high levels of activity, to health and well-being and to ensuring pupils fulfil their potential.
- The school is well supported by the local authority. Support provided has been well targeted, has contributed to the improvements made and helped to ensure the school is in a position to improve further.
- Leaders successfully ensure that pupils form a very wide range of cultures settle quickly into the school. Pupils are helped to understand the importance of helping others through raising funds for a range of charities.

■ **The governance of the school:**

- The governing body has been reconstituted since the previous inspection. It now has a clear vision for the school and is effective in making strategic decisions. Governors have been highly effective in making senior appointments to ensure the school is in a strong position to improve.
- Governors have a good understanding of the school's strengths and weaknesses and the quality of teaching. They support and hold to account the school's leaders for making further improvements. They manage the performance of the headteacher effectively and ensure good teaching is rewarded and effective action is taken when teaching is weak. Governors bring a wide range of skills to their roles. They are not as confident in interpreting data about pupils' attainment.
- Governors ensure additional funding is spent effectively. They make sure the school meets statutory safeguarding requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101876
<b>Local authority</b>	Ealing
<b>Inspection number</b>	439385

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

<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>	557
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Virginia Jordan
<b>Headteacher</b>	Mrs Emma Appelby
<b>Date of previous school inspection</b>	13 March 2009
<b>Telephone number</b>	020 8992 3144
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