

# Earlsmead Primary School

Arundel Drive, Harrow HA2 8PW

<b>Inspection dates</b>	12–13 July 2016
<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	<b>Requires improvement</b>

## Summary of key findings for parents and pupils

### This is an inadequate school

- Since the last inspection, leaders and governors have failed to ensure that all the statutory safeguarding requirements are met.
- The record of recruitment checks on staff (single central record) does not reflect the most recent guidance from the Secretary of State.
- Governance is ineffective. The governing body has failed to fulfil its statutory responsibility where safeguarding is concerned.
- Some pupils reported that they do not feel safe. They said that staff are not always successful in dealing with unkind behaviour when it occurs. The rate of exclusions has increased since the last inspection.
- Leaders and governors have not improved standards since the last inspection. The quality of teaching, learning and assessment remains too variable, and requires improvement, as do the outcomes for pupils.
- The proportion of pupils who achieved the expected standard in reading, writing and mathematics combined, in the 2016 provisional key stage 2 national test results, was below average.
- The attendance of pupils has not improved since the last inspection. It is below average and remains persistently low for disadvantaged pupils.

### The school has the following strengths

- The school has strong links with parents, families and the community.
- Children in the early years make good progress from their low starting points. A higher than average proportion achieve a good level of development.
- The use of the pupil premium is effective. Therefore, disadvantaged pupils make good progress in their learning. Their performance catches up with that of their peers over time.
- Pupils in the additional resource provision make similar progress to their peers in the main school. Their needs are sufficiently met so they do not fall behind in their learning.
- The curriculum includes a broad and balanced range of activities and supports pupils' cultural diversity.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- As a priority, ensure that all aspects of safeguarding are effective by:
  - updating the single central record so that it reflects the most recent guidance from the Secretary of State
  - ensuring that all statutory recruitment checks are undertaken and recorded prior to the appointment of staff
  - reviewing the school's safeguarding policy, so that it includes clear action regarding the 'Prevent' duty
  - ensuring that governors fulfil and understand their statutory duties for safeguarding.
- Improve the effectiveness of leadership and management by ensuring that:
  - leaders and governors protect pupils from the risks of radicalisation and extremism
  - staff clearly understand who the responsible persons are for safeguarding
  - procedures across the school reflect policy and are regularly checked by leaders
  - leaders and governors have a full understanding of the work of the school
  - governors are more challenging in their holding of leaders to account.
- Improve the school's provision for pupils' personal development, behaviour and welfare by ensuring that:
  - all pupils feel safe and have confidence in their teachers to tackle any unkind behaviour
  - the attendance of all pupils improves, but especially that of those who are disadvantaged
  - the number of exclusions attributable to pupils' challenging behaviour reduces significantly.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers apply the assessment policy consistently and check pupils' work according to leaders' expectations
  - a greater proportion of pupils make progress beyond their age-related expectations
  - pupils' performance in all subjects improves, so that outcomes at the end of key stage 2 in reading, writing and mathematics are at least good.
- An external review of governance should be undertaken in order to assess the impact of this aspect of leadership and management and how it may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and governors have failed to ensure that all the statutory safeguarding requirements are met. Staff responsible for administering the single central record were unaware of the need to check that staff have not been prohibited from teaching. Furthermore, the school's safeguarding policy does not refer to this required check.
- Leaders have not ensured that all staff are aware of the governor responsible for safeguarding and that policies reflect the most recent guidance from the Secretary of State. For example, action to be taken in relation to the 'Prevent' duty is not described in sufficient depth to explain the process in place to identify risk, or to make referrals to the appropriate professionals.
- Since the last inspection, leaders have not set high enough expectations to improve the quality of teaching, learning and assessment, and outcomes for pupils. Teachers do not all follow leaders' expectations for checking pupils' work. Therefore, while pupils' age-related progress in reading, writing and mathematics has improved, variation in the standard of teaching remains.
- The headteacher and her senior leaders work together to establish strong links with parents and the community. A significant number of pupils join the school having recently entered the country or moved into the area. The school works closely to support families and help pupils become part of the community. However, not all pupils attend school regularly enough. A few said that they do not trust their teachers to help them stay safe.
- The curriculum includes a broad and balanced range of activities, and cultural diversity. Pupils experience learning in reading, writing and mathematics, supported by wider themes which include all national curriculum subjects. Pupils regularly perform music in assemblies and participate in a range of sports. As a result, their spiritual and cultural development is promoted effectively. The school council has a voice. It has helped develop a scooter parking area to encourage pupils to ride to school independently. The work of the school council is valued by other pupils. Extra-curricular activities are popular and pupils attend regular sport, music and after-school clubs.
- Leaders make appropriate use of the pupil premium. The school operates a breakfast club and provides help for pupils in their learning and wider social needs. This includes developing pupils' literacy and numeracy skills and supporting them with their homework.
- The primary sports premium is used to support a range of activities. Pupils are provided with sporting opportunities including dance and athletics. Leaders have trained pupils as 'play makers' so they can involve their peers in sports at lunchtimes. This encourages pupils to develop healthy lifestyles.
- Middle leaders have been supported in developing their professional skills through working with local authority advisers and staff from a nearby secondary school. As a result, they are able to lead their areas of responsibility and check the work of colleagues. Weaknesses are identified so that teachers' professional skills can be developed. However, teaching, learning and assessment vary across the school.

## ■ Governance of the school

- The governing body has failed to fulfil its statutory responsibility where safeguarding is concerned. Therefore, governance is ineffective. Governors have not ensured that all the necessary recruitment checks are undertaken and recorded in the single central record.
  - The allocation of responsibilities among governors for safeguarding lacks clarity. Governors who spoke with inspectors were unaware of their roles and responsibilities for safeguarding or whether they had completed training on the 'Prevent' duty.
  - Governors informed inspectors that they had not overseen the work of leaders closely enough since the last inspection. Procedures and practices to promote safeguarding are unclear. The governing body has not ensured that the school has undertaken a risk assessment to inform its work to protect its pupils from radicalisation and extremism.
  - The governing body undertakes the performance management of the headteacher although governors who spoke with inspectors shared a view that they had not been challenging enough when holding leaders to account. This is particularly true of ensuring that leaders complete the required staff recruitment checks. Governors have developed a strategic plan to focus on improving the school.
- The arrangements for safeguarding are not effective. Staff have been trained so that they can identify the signs of pupils at risk of abuse, including neglect. They are aware of the duties relating to female genital mutilation and the 'Prevent' duty. However, staff who spoke with inspectors were unclear of the procedures for referring details to the designated safeguarding lead, particularly those relating to potential radicalisation. For example, the safeguarding policy suggests that parents are contacted rather than referring all issues to the appropriate professional agencies. Therefore, the safety of pupils could be at risk.

## Quality of teaching, learning and assessment

### Requires improvement

- The quality of teaching, learning and assessment is too varied across the school and requires improvement. Leaders have not ensured that all teachers apply the school's assessment policy when checking pupils' work. Therefore, not all pupils make consistently good progress.
- Where teachers' expectations are too low they do not move pupils' learning on quickly enough. This is because too often their feedback does not focus sufficiently on the steps pupils need to take to improve. As a result, not all pupils understand how to develop their work.
- In mathematics, standards have improved since the last inspection. A higher proportion of pupils make the progress expected of them. Pupils apply their mathematical skills, and knowledge of number and shape, when solving problems and during work involving investigation. However, the appropriateness of challenge varies between classes.

- In some mathematics lessons visited, pupils were confident in using partitioning, the bar method and mental arithmetic when undertaking calculations involving fractions. However, this was inconsistent with other classes visited in which pupils were not able to explore their mathematics understanding or develop their problem solving. Pupils who were confident in numeracy described to inspectors how they selected the most appropriate method to arrive at answers. However, those pupils less secure in applying their numeracy skills were infrequently challenged to discuss the method they used or to explain how they arrived at answers.
- Pupils are not sufficiently challenged when learning computing skills. They are not expected to use the skills they have learned in previous lessons. As a result, although pupils make progress over time they are capable of being challenged even further. For example, pupils in Year 6 were competent in developing spreadsheets and using formulae. However, the information entered into tables and the calculations they undertook were too simple to deepen their learning. This led to pupils, in some computing lessons, becoming restless because of a lack of interest.
- The deployment of teaching assistants and other adults is too variable. For example, pupils in the 'saplings class' resource provision receive individualised targeted support to develop their skills and understanding. In this area of the school, teaching assistants interact well with those pupils who have special education needs and/or disabilities, so that their needs are met and they progress in their communication, social and learning skills. However, in some lessons visited, teaching assistants were not working as effectively to support pupils' progress.
- Leaders have ensured that developing pupils' writing skills remains a focus. Pupils enjoy fantasy writing and take pride in their written work. Furthermore, teachers' assessment of writing ensures that pupils develop their use of vocabulary and expression. Work in pupils' books shows their development of writing skills in a range of subjects including science and topic work. However, some most able pupils are not challenged to extend their writing.
- Pupils read regularly in school through guided reading opportunities. They enjoy a range of books and often visit the library to read with their class. Pupils can apply their phonics skills to read unfamiliar words and help them read text. The most able readers are able to read fluently with expression. Furthermore, they are able to talk about the books they read and describe story characters.
- Disadvantaged pupils and those pupils who speak English as an additional language are effectively supported with their learning. Additional help ensures that these pupils make clear progress from their starting points when they join the school. As a result, the gaps in performance between disadvantaged pupils, those who speak English as an additional language and their peers in school close over time.
- Children in the early years are well supported by adults. The standard of teaching enables children to make progress from typically low starting points when they join the school. Children experience learning through an appropriately resourced environment, both indoors and outside.

## Personal development, behaviour and welfare

### Inadequate

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not undertaken all the statutory checks on teaching staff or ensured that safeguarding procedures reflect statutory guidance. Therefore, the welfare and safety of children could be at risk.
- A small number of pupils who spoke with inspectors reported that they do not feel safe because staff are not always successful in dealing with unkind behaviour. Pupils do not have full confidence in their teachers to deal with issues that may affect their welfare.
- Staff who spoke with inspectors did not have a clear knowledge and understanding of the 'Prevent' duty procedures in school. As a result, there is a lack of clarity about the school's approach to managing the risks of radicalisation which lead to inconsistent expectations and practice.
- Pupils show positive attitudes to their learning. They say that homework is useful in helping them to learn. Pupils reported to inspectors that their teachers regularly meet with parents to discuss their learning. Pupils say that these meetings help them to know if they are on track. However, a few pupils and parents were of the view that sometimes work set by their teachers is not difficult enough.
- Pupils understand about different types of bullying. They say that while unkind behaviour sometimes happens there is no homophobic bullying in school. However, some pupils are aware of incidents of bullying involving social media. Furthermore, a few pupils gave examples of name-calling that have taken place which, although dealt with, were not recorded by leaders as peer-to-peer abuse.
- Pupils consider the school council to be popular and were able to talk about improvements that it had made including requesting new football goals for the playground. Members of the council are proud of their role and have introduced the role of 'travel ambassadors' so that pupils' physical well-being and healthy lifestyles are promoted by walking to school.

#### Behaviour

- The behaviour of pupils is inadequate.
- A significant number of racist incidents and exclusions have taken place this year. Leaders acknowledged that the behaviour of some pupils has become more challenging since the last inspection. This is particularly true of some pupils who are late joining the school. However, while the school usually takes effective action to resolve unkind behaviour, the rate of exclusions has increased. Pupils do not all feel that unkind behaviour is resolved quickly enough by their teachers when incidents occur.
- The attendance of pupils has not improved since the last inspection. It is below average compared with other schools nationally. The school tracks attendance carefully and works with families to support those pupils who attend less frequently. Despite the school's work, attendance remains persistently low for disadvantaged pupils.

- Most pupils respect the school environment. The library is clean and tidy and there are attractive displays of pupils' work around the school. These include work about the Olympics and 'living in modern Britain'. Very little litter was seen during the inspection, although some damage to the environment such as a cracked window on a door and a broken goal was noticed. The damage had not been repaired, despite governors being aware of the issue.
- More than seven in 10 parents who completed Ofsted's online questionnaire, Parent View, shared a view that they would recommend the school. However, a small proportion of parents feel that behaviour could be better. Inspectors agree because during the inspection too many pupils reported feeling unsafe.
- Pupils moved calmly around the school and were punctual to their lessons during the inspection. The majority listen to their teachers and are happy to respond to their questions. Pupils respect their peers when they are performing or sharing their work. For example, pupils sat and watched with interest as their peers performed a dance during an assembly attended by parents.

### Outcomes for pupils

### Requires improvement

- Since the last inspection, improvements in the outcomes for pupils have not been sustained. Pupils' attainment showed improvement in 2014 and 2015. However, progress remains variable. This is particularly true for disadvantaged pupils.
- In 2016, provisional results suggest that the proportion of pupils who achieved the expected standard in reading, writing and mathematics combined in the key stage 2 national tests was below average when compared with the provisional national data published by the Department for Education.
- Some most able pupils are not challenged to make better than expected progress or to deepen their knowledge and understanding. However, work in pupils' books shows that in some mathematics lessons, and topic learning, work is not demanding enough. For example, Year 6 pupils, when studying computing, do not explore deeper concepts when learning about coding or spreadsheets. Some parents shared a view that teachers do not always challenge their children through the work set.
- The school's own assessment information suggests that pupils make stronger progress in developing their mathematics than their writing skills. However, the end of key stage 2 national tests for the current Year 6 show that a higher proportion of pupils reached the expected standard in their writing when compared with that for mathematics.
- Pupils' reading skills develop over time. A significant proportion of pupils join the school at points other than in the Reception Year and a number speak English as an additional language. These pupils quickly develop their reading and are able to use phonics skills to help them successfully read words that are more complex. The most able pupils who read to inspectors could read expressively. They successfully described characters and read text with fluency. Despite pupils developing adequate reading skills, the number of pupils in the current Year 6 who reached the expected standard in the key stage 2 reading tests was below that for writing and mathematics.

- Pupils who have special educational needs and/or disabilities who attend the 'saplings class' make steady progress from their individual starting points. During the inspection, these pupils demonstrated effective social skills and they improve their reading and writing over time. They progress at a similar rate to their peers across the school who have special educational needs and/or disabilities. Furthermore, adults support them appropriately so that they do not fall behind in their learning.
- Disadvantaged pupils often make good progress from their starting points. Work in key stage 1 pupils' books shows that disadvantaged pupils are able to use problem-solving and operational tasks to develop their use of number. In key stage 2, disadvantaged pupils successfully apply paragraph writing skills, use tenses correctly and include the use of complex sentences in their literacy and topic work. As a result, the gaps in performance between disadvantaged pupils and their peers in school close over time.
- In 2016, seven in 10 pupils reached the expected standard in reading, writing and mathematics by the end of Year 2. These pupils are successfully prepared for their next stage in their education. The proportion of pupils who achieve the expected standard in the Year 1 phonics screening check is above average with more than eight in 10 pupils achieving it in 2016.

### Early years provision

### Inadequate

- The quality of the provision in the early years is affected by the safeguarding systems across the school. Therefore, the early years provision is inadequate because leaders and governors have failed to ensure that all the statutory safeguarding requirements are met.
- Children join the school in the Reception Year with skills below those typical for their age. A high number speak English as an additional language. The majority of children in the early years make good progress from their starting points. Seven in 10 children join Year 1 having reached a good level of development.
- The early years curriculum is theme based so that children experience learning which interests and excites them. Adults are carefully deployed and planning enables the needs of children to be met. However, the most able children are not always stretched to reach standards above those expected for their age. Children who have special educational needs and/or disabilities and disadvantaged children make similar progress to their peers.
- The school ensures that parents are actively involved in the learning of their child. Parents regularly review the work in their child's learning journal and they attend parent afternoons to talk with teachers and other adults. Parents who spoke with inspectors are positive about their children's learning experience. Inspectors agree that children make good progress from their typically low starting points in the Reception Year and are successfully prepared for their learning in Year 1.
- During the inspection, children were exploring the theme of 'a teddy bears' picnic' with interest. They successfully developed writing skills through mark making and letter forming, and applied number through role-play activities. Children's behaviour is calm in both the indoor and outdoor environments because adults ensure that they remain focused on learning.



- Transition into the early years is well managed. Staff visit providers and children's homes so they understand the needs of the children who will join the Reception Year. As a result, strong links are established between parents, families and the community. These develop over time as the children progress onto the next stages of their education.

## School details

Unique reference number	102219
Local authority	Harrow
Inspection number	10009165
This inspection was carried out under section 5 of the Education Act 2005.	
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair	Trudie Frith
Headteacher	Emma Billington
Telephone number	020 8864 5546
Website	<a href="http://www.earlsmeadprimaryschool.co.uk">www.earlsmeadprimaryschool.co.uk</a>
Email address	<a href="mailto:office@earlsmead.harrow.sch.uk">office@earlsmead.harrow.sch.uk</a>
Date of previous inspection	6–7 March 2014

## Information about this school

- Earlsmead is larger than the average-sized primary school.
- A significant proportion of pupils join and leave the school at times other than at the start of Reception and the end of Year 6.
- The proportion of pupils eligible for support from the pupil premium is below the national average.
- The school has a high proportion of pupils who speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average, although a higher than average number of pupils are supported by a statement of special educational need or an education, health and care plan.
- The school runs breakfast and after-school clubs for its pupils.
- The school has an additional resource provision called the 'saplings class'. It opened in September 2015 and caters for a maximum of 12 pupils with moderate learning difficulties.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school meets requirements on the publication of specified information on its website.
- Newly qualified teachers may not be appointed.

## Information about this inspection

- Inspectors visited 32 part-lessons, many jointly with senior leaders. Inspectors also attended assemblies, the breakfast club and the school summer picnic and fete.
- Inspectors held meetings with the headteacher, senior and middle leaders, and a range of staff including newly qualified teachers, and listened to pupils read. Discussions also took place with the chair of the governing body and three other governors, the school council, groups of pupils and representatives from the local authority.
- Inspectors scrutinised a wide range of documentation including the work of pupils and records relating to their behaviour and attendance, minutes of meetings, information on the progress made by pupils, the school's self-evaluation, records relating to the quality of teaching, learning and assessment, and the anonymised details of teachers' performance. Inspectors also reviewed safeguarding records, policies and procedures, including the single central record of recruitment checks made on staff.
- Inspectors took into account 18 parents' responses to Parent View and questionnaires completed by five members of staff. They also reviewed the school's own survey of parental opinion.

## Inspection team

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Her Majesty's Inspector

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