

# North Primary School

Meadow Road, Southall UB1 2JE

## Inspection dates

1–2 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The clarity of vision and the strategies of the headteacher, supported by the senior leadership team and governors, have been instrumental in bringing about improvements in the quality of teaching and learning.
- Pupils are making good progress in reading, writing and mathematics. The information the school holds shows pupils make better progress than they did in the past.
- Children achieve well in the early years, with a high proportion of children achieving a good level of development.
- Staffing is now more stable, and teaching is good. Assessment of pupils' progress has improved and every pupil is monitored regularly. Teachers use this assessment information to plan pupils' next steps in their learning.
- The excellent behaviour of pupils has a significant impact on how well they learn. Pupils say they feel safe and are well looked after in school.
- Higher than average attendance has contributed strongly to the strengthening achievement of pupils. The quality of care for pupils whose circumstances may make them vulnerable is of a high standard.
- The provision for pupils' spiritual, moral, social and cultural development is excellent, and is a major contributory factor in pupils' very positive attitudes to learning.
- Leaders spend additional funding well, including additional government funding for disadvantaged pupils and special educational needs funding.
- Leaders and governors have ensured that the curriculum is fit for purpose; however, skills acquired in the foundation subjects need to be deepened.
- Some elements of weaker teaching remain. Where this is the case, teachers do not consistently challenge all ability groups in the class, especially the most able; teachers' expectations regarding the presentation of work are low; and pupils' comprehension skills are not well developed.

## Full report

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

- Improve teaching by:
  - ensuring that teachers make more effective use of information about pupils' learning to match work to pupils' abilities, and to decide when to move pupils on to more challenging work, particularly the most able
  - ensuring that expectations of the quality of pupils' work and presentation are consistently high in all subjects
  - further developing pupils' comprehension skills in reading, to enable them to achieve the highest possible standards.
- Ensure that the curriculum in the foundation subjects enables pupils to master a wider range of subject-specific knowledge and skills.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher has made significant improvements to the school since her appointment in September 2015. She has insisted on staff having higher expectations of how well pupils should achieve. All staff are committed to the goals of further improving the school and continuing to raise standards.
- A series of good appointments has strengthened the senior and middle leadership teams. Subject leaders have a clear understanding of the aspects of the school that require further work. They have played an active role in the development of plans to secure required improvements. Well-focused training and professional support have helped to improve the skills of staff.
- Teachers communicate frequently with leaders to prioritise the achievement of individual pupils. These formal discussions have recently been enhanced with more systematic arrangements for monitoring pupils' progress.
- The school's self-evaluation is broadly accurate, and effective school development priorities are having a positive impact on the quality of teaching. For example, middle leaders have recently shared their expertise in the teaching of mathematics. Pupils have made accelerated progress in using problem-solving techniques as a result.
- Pupils' commitment to sporting competitions and local music events supports their cultural development well. While the curriculum is broad and balanced, standards have dipped in many foundation subjects. Leaders understand what needs to be done for pupils to reach high standards and enhance their skills.
- The school uses the additional funds from the primary physical education and sport premium well. The school has improved the equipment available for pupils and increased the number of sports clubs and activities open to them. Pupils have more opportunities to take part in sporting activities through lunchtime fitness sessions and the 'run a mile' sessions each day. The school has invested in externally trained physical education leaders who contribute to raising the profile of sport in the school.
- The school has good links with parents and carers. Regular newsletters inform parents of school activities, and the website provides them with detailed information on learning programmes and school policies.
- Staff are complimentary about professional development opportunities to improve their teaching, and staff at the early stages of their careers feel well supported.

### Governance of the school

- The governing body is effective in reviewing the work of the school, and governors have a clear understanding of their role.
- Governors hold the school to account, for example by reviewing how effectively additional resources are being used to accelerate the progress of particular groups of pupils. They know how well different groups of pupils within the school achieve, compared with national averages. Through visits to the school and reports from the headteacher and subject leaders, governors understand how the school is working.

This enables governors to challenge leaders on their work to improve the quality of teaching, and know how underachievement is being tackled.

- Governors check the financial position of the school carefully to ensure the effective use of additional government funding, such as the primary sport premium funding and pupil premium funding.
- There has been some turnover in membership of the governing body recently. When recruiting new governors, existing governors are careful to identify members with identified skills. In this way, governors are confident that they will continue to be strong in their role.
- Governors place a high priority on keeping pupils safe. The chair of the governing body makes regular visits to check that all safeguarding procedures and records are in place, and that all training is up to date.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school, and that they are well looked after.
- Pupils' attendance is above the national average. Leaders work hard to maintain this level of attendance.
- Staff are vigilant in spotting and reporting concerns. The leadership team has ensured that everyone is very clear about their safeguarding roles in the school. Pupils say that they know who to go to if they have any worries.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching, especially in key stage 2, meets the differing learning needs of pupils, which contributes to the good progress that pupils make. Pupils are challenged to use and apply their previous learning in their work. Some teachers have established effective systems that enable pupils to assess their own learning.
- Pupils who have special educational needs (SEN) and/or disabilities are well supported. A team of 'teacher partners' (teaching assistants) receives regular training and is involved in discussions about pupils' progress. The regular monitoring of teaching to ensure that these pupils' needs are met is having a good impact on the progress they make.
- Pupils are provided with clear guidance in their lessons about what they are learning and what they have to achieve. This gives pupils a clear framework for their learning and enables them to attempt each task without having to check with their teachers about what they need to do next. Teachers now need to ensure that pupils' presentation of their work displays their strong attitudes to learning in all subjects.
- Planned activities allow pupils to practise their skills in different subjects. For example, work in the books of Year 5 and Year 6 pupils shows them using their mathematical skills to good effect when solving word problems.
- Leaders have ensured that teachers have a clearer understanding of what is expected

of pupils at different ages. Teachers' assessments of what pupils can do are more accurate, and the information is used well to plan learning.

- Teachers question pupils skillfully, checking and probing pupils' understanding by asking them to explain their answers, especially in mathematics. Teachers target their questions well, encouraging everyone to participate. However, further development of pupils' comprehension skills in reading will enable them to deepen their understanding of texts and lead to improved understanding.
- Teaching across the school is more effective than in the past, and there is now a greater focus on ensuring that teachers make effective use of information. Teaching now needs to focus accurately on matching work to pupils' differing abilities. Teachers need to decide when to move pupils on to more challenging work, particularly the most able pupils.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have an exemplary understanding of keeping safe, whether at school, at home, or out and about near roads and railways. Pupils have a very good understanding of why they must be careful about sharing personal details when they go online, when playing games or using social media sites.
- Pupils have a clear sense of belonging. School leaders have developed a climate that helps nurture vulnerable pupils, and celebrates their achievements. Pupils with medical needs have medical care plans, which are shared with all staff. This enables these pupils to learn and achieve, regardless of their medical conditions.
- Pupils respect adults and each other, and understand and value their individuality. As one pupil explained, 'We are all from different religions, cultures and races, and yet we can all get on in harmony.'

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils are well behaved, respond quickly to adults' requests and listen well in class. The school environment is well organised, calm and purposeful. Pupils move around the school sensibly, for example when going to assembly.
- Pupils have a secure understanding of the various types of bullying, and they are keen to make one another feel valued within the community. Most pupils report that instances of bullying are rare and that, if they do occur, they are confident that staff will act swiftly and effectively.
- Attendance is above average, reflecting pupils' great enjoyment of school. The school has rigorous procedures in place to deal with pupils who find attending school regularly difficult. However, further improvement is constrained by some parents and carers who take their children away on holiday during term time.
- Pupils are well-mannered and polite. They are confident when talking to new people

and are very courteous. Pupils play well together at breaktimes and lunchtimes. Older pupils enjoy the responsibility of caring for younger pupils. Pupils take on responsibilities and leadership roles within school with pride, and treat these responsibilities seriously.

### Outcomes for pupils

**Good**

- Historical weaknesses in teaching have resulted in significant gaps in pupils' learning. Current leaders have overseen improvements over the last two years, and pupils' progress is now good.
- Following a trend of weak achievement in key stage 2, there was an improvement in standards achieved by pupils who left the school in 2017. Pupils currently in Year 6 are attaining at higher levels. Progress for this group is strong from their starting points.
- The picture was similar in key stage 1, with below national average results in 2017. However, effective actions taken by leaders have resulted in improvements in the current year, with pupils now making stronger progress. In addition, the support that underperforming pupils in key stage 1 and Year 3 receive is personalised and ensures that the gaps in their learning are reduced.
- Good phonics teaching underpins pupils' good progress in reading, which is resulting in a rise in achievement. An average proportion of pupils met the required standard in the phonics screening check in 2017. The strong focus on developing basic skills is improving pupils' reading skills, including their fluency, confidence and enjoyment of reading and writing.

### Early years provision

**Good**

- Children join the Reception classes from other nursery settings with skills that are broadly typical for their age in most areas of learning. This does, however, vary between the different year groups. Through effective teaching, children build on their skills during their Reception Year. In 2017, nearly 85% of the children reached a good level of development. This is above the national average.
- A few children develop communication and language skills more slowly, but the school works effectively to help children develop these skills. Adults also provide opportunities for children to explore ideas for themselves and strengthen their confidence and independence.
- Children in the early years have frequent opportunities to practise their phonics skills and write independently. Teachers prepare a range of purposeful activities and tasks, which encourage children to learn by investigating and trying things out.
- Children work well together, and their social and language skills are well developed. They share resources and cooperate with each other in activities. Children demonstrate good communication skills and were confident to talk to inspectors about what they were learning in class.
- Adults make careful notes about children's progress, which are used well to plan subsequent learning activities. Close links with parents are maintained to share information about their child's learning.

- Safeguarding arrangements are robust. Children are well cared for and kept safe at all times.
- Strong leadership of the early years has been highly effective in improving the quality of teaching and outcomes for children. The early years leader keeps careful track of children's progress. She identifies any gaps in their learning and adjusts teaching plans accordingly.

## School details

Unique reference number	101884
Local authority	Ealing
Inspection number	10031728

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	Jas Gill
Headteacher	Nicola Forster
Telephone number	020 8571 7749
Website	<a href="http://www.northprimary.co.uk/">www.northprimary.co.uk/</a>
Email address	<a href="mailto:admin@north.ealing.sch.uk">admin@north.ealing.sch.uk</a>
Date of previous inspection	20 November 2006

## Information about this school

- North Primary School is larger than the average-sized primary school. It has two classes in each year group. The early years consists of two full-time Reception classes.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils eligible for the pupil premium is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average. The proportion of pupils who have an education, health and care plan is also below the national average.
- Since the last inspection of the school in November 2006, the school has had significant changes in staffing and leadership. The current headteacher was appointed in September 2015.



## Information about this inspection

- Inspectors observed teaching and learning in all classrooms, as well as observing intervention groups.
- School leaders took part in joint observations with inspectors and attended all inspection team meetings.
- Meetings were held with school leaders, teachers and groups of pupils. Inspectors met with four governors, including the chair of the governing body, and a representative from the local authority.
- The inspectors worked in partnership with the school's senior leaders when analysing information about the school. The inspectors looked at pupils' outcomes, the school's evaluation of its own performance, minutes from governors' meetings, the development plan, and monitoring and evaluation records. Behaviour and attendance records and information relating to safeguarding were also checked.
- The inspectors walked around the school with pupils to find out more about their work from displays and extra-curricular activities. Inspectors also interviewed groups of children from across the school to determine their views on behaviour and safety.
- Inspectors spent time on the playground at playtime, observed behaviour in the lunch halls, listened to pupils read, and looked at work in pupils' books, alongside senior leaders.
- Inspectors took into account the views of parents by analysing the 30 responses to the online survey, Parent View, as well as speaking informally to parents during the inspection.

## Inspection team

Danvir Visvanathan, lead inspector	Ofsted Inspector
Andrew Turnock	Ofsted Inspector
Ann Pratt	Ofsted Inspector

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