

Inspection of a good school: Ealing Alternative Provision

Compton Close, Ealing, London W13 0LR

Inspection dates:

2–3 October 2019

Outcome

Ealing Alternative Provision continues to be a good school.

What is it like to attend this school?

Pupils quickly settle into life at Ealing Alternative Provision. They value the support and guidance they receive from teachers and other adults. Pupils reported that they feel safe at school. They know which adults to talk to about their concerns. Pupils know that they will receive individual support to help them to learn. Many have quickly gained new knowledge and confidence as a result.

All staff have high aspirations for how pupils will behave and what they will achieve. Pupils know the school's routines. They know what is expected of them as they move through the day. The school is consistently purposeful and quiet. Pupils show respect for each other and the adults who work with them. Any conflicts are quickly calmed. Bullying is not tolerated by anyone.

Leaders and staff have created a nurturing place to learn. Staff and pupil relationships are strong. Pupils learn to trust the adults who work with them. They enjoy interacting with them during breaktimes. Pupils listen carefully and work hard during lessons. They genuinely enjoy learning new things and are proud of their achievements.

What does the school do well and what does it need to do better?

The headteacher, leaders and staff focus on supporting each pupil. They want the pupils to become confident learners and responsible citizens. Their aim is for every pupil to be successful. This might mean returning to a mainstream school or moving on to further study, training or employment.

Leaders know that some pupils have gaps in their knowledge and understanding. Some have complex needs. Staff assess pupils on arrival. They work out what pupils know and can do. Leaders then create a flexible timetable to meet each pupil's learning, social and emotional needs.

Leaders have recently changed the way teachers plan what pupils will learn. Teachers

know that some pupils only stay for a short while. They want pupils to gain knowledge and skills that they can use in their next school or college. Teachers understand what pupils need to know to achieve well. They carefully choose what pupils need to study. Teachers think carefully about how they can engage each young person in their learning.

Staff know that some pupils struggle with their literacy skills, especially reading. Helping pupils to become more confident readers is a whole-school priority. Staff are introducing new ways to help pupils improve their reading ability. For instance, some now read regularly with an adult.

Leaders have introduced GCSE Citizenship. Pupils enjoy discussing issues and debating rights and wrongs. Recently, pupils took part in a civil service mentoring programme. They enjoyed an evening of celebration, where they were joined by local dignitaries and their local MP. Events like these help improve pupils' self-esteem.

Pupils are keen to do well. They enjoy their learning and work hard. In the classrooms, pupils listen attentively and are keen to achieve well. Pupils are willing to share their views and listen carefully to the opinions of others. Staff said that they enjoy working at the school. They said that leaders are mindful of their workload. Many have worked there for a number of years.

The school site is well resourced. Pupils benefit from excellent amenities, including an outdoor gym. The impressive forest school helps pupils to learn a host of new skills, including team-building, conservation and cooking outdoors.

Some pupils attend other provisions for all or part of the week. They know that some pupils need a different approach to learning. School leaders carefully check that pupils are safe and learning well.

Staff provide helpful careers guidance and support. Leaders track where pupils go when they leave the school and check their progress. They continue to offer support as former pupils start new courses or begin work. Pupils receive help and guidance to prepare them well for the next stage of their learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant about keeping pupils safe. They quickly get to know pupils and build trusting relationships with them, their families and external agencies. They are well trained and know how to get help for those that need it.

Staff are aware of risks in the local community, including gang activity and crime. They work closely with the safer schools officer and other agencies. Pupils learn how to stay safe. They know that their concerns will be heard and acted upon.

Leaders undertake appropriate checks on staff before they are employed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed how teachers plan what pupils will learn. A more consistent approach has been implemented across the curriculum to ensure that teachers have considered the sequencing and depth of pupils' learning. This needs to be fully embedded so that all teachers are clear about what they are teaching and how this prepares pupils for the next stage of their learning.
- Improving pupils' literacy skills, particularly reading, continues to be a whole-school priority. While some initiatives have been implemented recently, these are still at the early stages. Leaders need to embed an effective literacy strategy across all subjects.

Background

When we have judged a pupil referral unit to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in July 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131753
Local authority	Ealing
Inspection number	10088773
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	12 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	Management committee
Chair of management committee	Eliot Wong
Headteacher	Tracie McNeil
Website	www.ealingalternativeprovision.org.uk
Date of previous inspection	15–16 July 2015

Information about this school

- Ealing Alternative Provision (EAP) is a pupil referral unit, which takes pupils excluded from mainstream schools or those not able to access main stream schooling due to health issues.
- During initial referral assessments, leaders decide how best to meet the academic, emotional and social needs of individual pupils.
- Approximately a third of pupils on roll attend EAP full-time.
- Some pupils attend the provision part time and continue their learning through online tuition via Academy 21, at home.
- Some pupils study online full time, either in hospital or at home.
- Leaders commission full-time places at Pupil Parent Partnership (PPP) Community School, an independent alternative provider, for particular pupils.
- A small number of pupils attend 'Let me Play' an independent, alternative provider, two days per week.
- Very few pupils have an education, health and care (EHC) plan.

Information about this inspection

- Inspectors considered the quality of education provided by the school. They undertook 'deep dives' into mathematics, English, humanities and science. This included visits to lessons, discussions with curriculum leaders, teachers and pupils, and looking at pupils' work.
- Inspectors spoke to school leaders, representatives from the management committee, a local authority officer and the safer schools officer.
- Inspectors visited two of the alternative providers commissioned by the school, PPP Community School and 'Let me Play'.
- Inspectors reviewed safeguarding records, policies and procedures. They checked the school's procedures for ensuring the safe recruitment of staff.
- Inspectors scrutinised a wide range of documentation, including records relating to pupils' behaviour and attendance, minutes of meetings, the school's self-evaluation documentation and the school development plan.
- Inspectors observed the start-of-the-day arrangements, visited the forest school and spoke to pupils and staff during breaktimes.

Inspection team

Helen Matthews, lead inspector

Her Majesty's Inspector

Angela Corbett

Ofsted Inspector

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