

Inspection of a good school: North Ealing Primary School

Pitshanger Lane, Ealing, London W5 1RP

Inspection dates:

25 and 26 January 2022

Outcome

North Ealing Primary School continues to be a good school.

What is it like to attend this school?

Pupils are enthusiastic about their learning. They work hard and behave well.

Pupils achieve well here. Leaders' expectations for pupils' learning are high. Leaders have identified clearly the knowledge they want pupils to learn across the full range of subjects taught.

Pupils are committed to the school's learning values. They are proud to point out that each value, when put together, spells out 'children' and 'NEPS', the school's initials. Pupils said that these values are important in helping them to become successful learners. They also spoke confidently about how they use these values to guide their behaviour, particularly in relation to learning how to be respectful.

Pupils are kept safe. They appreciate that there are always adults around who help them. Pupils are kind to each other, and bullying is rare. Any incidents that do occur are managed effectively. Pupils are taught to understand what bullying is, as well as how to be a good friend to others.

Pupils enjoy the wide range of clubs on offer, both before and after school, and at lunchtimes. Clubs were interrupted during COVID-19 restrictions, but they have resumed in full. Older pupils appreciate the opportunities provided to take on extra responsibility. They take their role as play leaders at lunchtime seriously.

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

All pupils follow a full curriculum, which matches the depth and breadth of the national curriculum. Leaders are ambitious for pupils. They make sure that pupils are fully prepared for the next stage of their education and can apply their learning confidently. For example, in science, Year 6 pupils learn about osmosis and how nutrients and water are absorbed. They then use their knowledge when they learn about the consequences and risks of alcohol and drugs in personal, social, health and economic education.

The curriculum has been designed to both meet the needs of the school community, and to challenge. Subject leaders are knowledgeable and well trained. This has enabled them to identify the specific concepts and vocabulary that pupils need to learn and revisit. Leaders make clear how they expect new learning to build on what pupils have already been taught. This helps pupils to secure their knowledge and understanding over time. For example, in history, pupils talk confidently about legacy and empire. This is because they have learned about these concepts across different periods of history.

Leaders make sure that the curriculum is typically taught well. This is particularly clear in subjects such as science and history, where pupils' learning closely matches leaders' ambitious aims. The COVID-19 pandemic has meant that leaders' work to strengthen the teaching of the curriculum in a few subjects is not as far forward. Leaders have an appropriate plan in place, and are monitoring teaching to ensure that their curriculum is now taught consistently across all subjects.

All subject leaders have clear expectations for learning in early years, and how this provides the foundations for future learning from Year 1 upwards. In mathematics, for example, staff make sure that children secure their understanding of key mathematical ideas, such as counting. Carefully selected resources and activities ensure that children revisit and practise these concepts. Children are well prepared for their learning in Year 1.

Pupils with special educational needs and/or disabilities are well supported with appropriate, targeted support. They access the same curriculum as their peers. Each pupil receives support tailored to their specific needs.

A love of reading is evident across the school. Pupils enjoy reading and being read to. Staff are well trained to deliver the phonics programme. This starts as soon as children enter the Reception class. Regular assessment identifies those at risk of falling behind. Additional support enables these children to catch up and keep up with their peers. Books used to teach reading are closely matched to the sounds pupils know. This helps pupils to practise and become fluent, independent readers.

Pupils' wider development is prioritised. Pupils have regular opportunities to learn about global issues. Sustainability is one of the school's core learning principles. Pupils talk knowledgeably and maturely about their learning and views in this area. For example, in geography, they learn about the problems with fossil fuels. Pupils were keen to talk about renewable energy ideas and the potential disadvantages and advantages of putting different ideas into practice.

Pupils behave well in lessons and out in the playground. They enjoy working and playing together. Learning is rarely disrupted.

Staff are overwhelmingly positive regarding leaders' support and consideration of their workload and well-being. They appreciate leaders' open-door policy, as well as the training and opportunities provided to help them with their professional development.

Safeguarding

The arrangements for safeguarding are effective.

A strong safeguarding culture within the school helps leaders to ensure that concerns about pupils' welfare are spotted and acted on. All staff are well trained and have the knowledge to identify pupils at risk of harm. They know their responsibilities and report any concerns they have quickly. Governors are also well trained and knowledgeable about safeguarding.

Leaders know families well. They seek support and advice from the local authority and other agencies when needed, to ensure the best possible outcomes for pupils and their families.

The curriculum has been designed to help pupils learn how to stay safe. Pupils talk confidently about the possible dangers that they may face. They know how they can stay safe when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The full implementation of the school's curriculum is not firmly established in a few subjects, for instance geography, and art and design. As a result, some teaching of the curriculum does not fully match leaders' aims and ambition for pupils' progression in knowledge. Leaders should build on their existing work to ensure that the well-planned curriculum is fully embedded and pupils are able to deepen their knowledge and understanding.

Background

When we have judged a school 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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2011.

How can I feed back my views?

You can use to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View 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 the school and 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	101870
Local authority	Ealing
Inspection number	10211299
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	666
Appropriate authority	The governing body
Chair of governing body	Deborah Keenan
Headteacher	Sally Flowers
Website	www.northealingprimary.org
Date of previous inspection	31 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school runs a breakfast and after-school club.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation.

- The inspectors met with the headteacher, deputy headteachers and members of staff. They also spoke with a representative of the local authority, and met with four governors, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, science and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspection team also looked at curriculum plans, spoke to leaders and pupils, and looked at some samples of pupils' work in history, computing, physical education and art. Early mathematics was considered in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions. Responses to Ofsted's surveys were also considered.

Inspection team

Samantha Ingram, lead inspector

Her Majesty's Inspector

Alison Colenso

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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