

# Inspection of a good school: East Acton Primary School

East Acton Lane, Acton, London W3 7HA

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Inspection dates:

16 and 17 March 2022

## Outcome

East Acton Primary School continues to be a good school.

## What is it like to attend this school?

Pupils get on really well with each other and their teachers. They enjoy coming to school. One pupil, with a comment which was typical of others, said, 'I can't think of anything I like best - it is all so great.'

Leaders have high expectations for what pupils will learn and experience at school. Pupils are articulate, polite and respectful. They are keen to talk about their achievements, many of which are celebrated in the 'Big Book' that is kept in each class.

Pupils are happy to take on responsibilities. Pupils of all ages contribute to school council discussions. They are proud of their work fundraising for charity, and to raise funds for extra playground equipment. Pupil reading mentors recommend books to others and write reviews for the school newsletter; ecowarriors feed the worm composters; and playground friends look out for those who might like some company at breaktimes.

Pupils are kept safe in school. Pupils trust the staff and know who they would go to with any concerns. They are also confident that incidents of poor behaviour, such as bullying, are rare and dealt with by staff helpfully and swiftly.

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

Pupils study a wide range of subjects. Leaders have redesigned the school's curriculum so that their expectations for what pupils will learn in every subject are clear to all teachers. Leaders have determined the order in which pupils learn new facts and skills from one year to the next so that pupils build their knowledge.

The curriculum reflects leaders' ambitions for their pupils. For example, in history and mathematics, pupils are prepared early on to be introduced to complex ideas. In all subjects, teachers make sure that pupils rapidly become familiar with technical vocabulary. Subject coordinators have carefully considered the range of strategies teachers and teaching assistants should use to support pupils to overcome any barriers to

their learning, including those who speak English as an additional language. Leaders ensure that teachers are alert to identifying pupils who need support with special educational needs and/or disabilities (SEND). Well-designed resources enable pupils with SEND to build up the same knowledge and achieve as well as others.

Leaders prioritise making sure that pupils learn to read. Children are introduced to books as soon as they join the early years. Leaders have thought carefully when choosing the school's new scheme for the teaching of reading. Children's reading books help them to practise the sounds they have learned and become fluent readers. Activities such as workshops, and time for parents and carers to read with their child when they arrive at school in the morning, are being restarted following the restrictions of the COVID-19 pandemic. Pupils are enthusiastic about reading and enjoy the daily reading-for-pleasure sessions. On world book day, pupils enjoyed coming up with imaginative ideas for costumes inspired by words on their vocabulary lists.

Leaders ensure that teachers regularly check how well pupils remember and understand what they learn. Teachers identify promptly any pupils who are falling behind and those who need additional support to help them catch up. Subject coordinators are developing the specific ways in which teachers will assess pupils' learning in each subject. Their work is ongoing in order to ensure that defined endpoints in each subject fully reflect all the knowledge and skills they intend pupils to acquire.

Subject coordinators have strong subject knowledge and provide training and support for teachers and teaching assistants. The delivery of their revised curriculum, including for early reading, has swiftly become effective. A full programme of training continues while leaders fine-tune subject resources.

Pupils behave very positively in lessons and around the school so that learning is not interrupted. They respond to their teachers' high expectations, engaging productively in activities. Across the school, staff promote and reinforce pupils' wide vocabulary. This helps pupils to express themselves confidently and clearly.

There are increasing opportunities for pupils to take part in extra-curricular activities, including drama, debating, tending the edible garden and cooking at Apple club. Outings and visits that enrich the curriculum and support pupils' learning have started again.

The personal, social and health education, and relationships and sex education programmes, assemblies and events such as e-safety week encourage pupils to adopt healthy lifestyles and to avoid risks to their safety.

Leaders ensure that staff benefit from professional development opportunities, such as network training, to inform curriculum planning. Staff are appreciative of leaders' consideration of their workload and well-being when making decisions about the school's policies. Leaders organise well-being events and enable staff access to counselling services.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know their safeguarding responsibilities. Leaders provide up-to-date training for all staff and ensure that everyone fulfils their responsibility to be alert to signs that a child may be at risk. Regular reminders are conveyed to staff in briefings and to parents in newsletters.

Staff work closely with outside agencies when concerns are raised to ensure pupils receive the support they need.

Pupils appreciate being able to write down any concerns on a paper slip that is placed in a worry box. They know that staff regularly check the worry box and follow up on pupils' concerns, and give them the opportunity to talk in the 'Space' facility.

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

### **(Information for the school and appropriate authority)**

- In some subjects, coordinators are developing approaches to using assessment, which means that assessment strategies are not fully established. Subject coordinators should continue to review and refine their curriculum thinking to ensure that their intended assessments accurately reflect how well pupils have learned over time.

## **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 as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2017.

## **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 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

<b>Unique reference number</b>	101868
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10211445
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Kelleher
<b>Headteacher</b>	Stephen Pearce
<b>Website</b>	<a href="http://www.eastactonprimary.org.uk">www.eastactonprimary.org.uk</a>
<b>Date of previous inspection</b>	21 February 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, the school has returned to being one-form entry and the Nursery class has closed.
- There is one deputy headteacher.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with school leaders, including the chair and vice-chair of the governing body, the parent support adviser, groups of staff and groups of pupils. The inspector also held a telephone conversation with a representative of the local authority.
- The inspector looked at a range of documentation, including the school's self-evaluation and development documents, and minutes of the meetings of the governing body.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. This included meeting with subject coordinators, looking at curriculum plans, visiting lessons, meeting with teachers, meeting with pupils and looking at samples of their work. The inspector also observed pupils reading to a member of staff.
- The inspector also considered several other subjects, including art, geography and science.
- The inspection of safeguarding included meeting with the leader with responsibility for safeguarding, discussion of the procedures the school follows when a pupil leaves the school, and a review of the school's pre-employment checks.
- The responses to surveys completed by pupils, staff and parents were taken into account.

### **Inspection team**

Amanda Carter-Fraser, lead inspector

Her Majesty's Inspector

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