

Inspection of an outstanding school: Fielding Primary School

Wyndham Road, Ealing, London W13 9TE

Inspection dates:

21 and 22 March 2023

Outcome

Fielding Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils, including children in the early years, flourish in this school. They love coming to school and being with their friends. Pupils thrive in this exceptional school. Relationships throughout the school are excellent. Pupils are happy and safe, and they behave sensibly. They demonstrate superb manners to both adults and other pupils. Bullying is rare, but were it to happen, adults would sort it out quickly.

Teachers encourage pupils to succeed and take pride in their learning. Children in early years also work hard and behave extremely well. Leaders have carefully crafted a rich and ambitious curriculum. They have ensured that all pupils access a wealth of opportunities that enhance learning. For example, opportunities include carefully planned outings and many visitors to the school. Pupils have opportunities to take part in musical performances. These all help to bring pupils' learning to life.

Leaders develop pupils' characters with great care and consideration. Teachers encourage pupils to be respectful and care about others. For example, pupils strive to complete the school's 'values baccalaureate'. They are proud to take on responsibilities such as anti-bullying ambassadors. Leaders have high expectations for all pupils and support pupils to achieve exceptionally well. The school is a welcoming place for all.

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

Leaders and staff have designed a highly effective curriculum from the early years to Year 6. The curriculum is broad and vibrant. Pupils with special educational needs and/or disabilities (SEND) benefit from the same rich experiences as their peers. This includes pupils from the recently established additional resource provision (ARP). Leaders make sure that they identify the additional needs of pupils with SEND as early as possible. Staff provide appropriate, tailored support to ensure that pupils with SEND achieve highly.

Teachers have considerable subject expertise. Together with leaders, they have thought carefully about the key knowledge they want pupils to learn in all subjects. They think in detail about when this content should be taught. Teachers check regularly that pupils remember this essential knowledge. Based on these checks, teachers introduce new learning at just the right time. This enables pupils to build a deep body of subject knowledge across the curriculum. Teachers help pupils to take a keen interest in their lessons and look forward to future challenges.

Leaders make sure that staff are well trained so that they teach early reading effectively. Children learn phonics successfully from the moment they enter the Reception Year. They build on strong communication skills built up in Nursey. The books that early readers take home are carefully matched to the sounds they know. This helps pupils to gain the phonics knowledge they need to be successful readers. Pupils across the school delight in the books that their teachers share with them. This includes the top forty 'must reads' identified by leaders. Teachers read books that explore the rich diversity among people and families. Pupils enjoy the way their teachers skilfully engage them in plot twists and turns.

Children in the early years settle into school routines quickly. They listen carefully to adults and follow instructions closely. Children develop secure social and emotional skills. Older pupils build on this positive start successfully. Pupils leave the school highly equipped to embrace the challenges of secondary schooling. They are highly respectful of each other and of adults. Pupils' exemplary attitudes mean that everyone can learn without disruption.

Leaders provide pupils with wide-ranging and exciting opportunities to learn and develop personally. These include carefully designed experiences in the school's expansive outdoor environment. Pupils thrive on these experiences. Staff encourage them to develop new talents and be adventurous. This contributes strongly to pupils becoming independent and resilient learners.

Pupils learn about the lives and achievements of people from a range of backgrounds. They develop a strong understanding and respect for differences between people. Pupils show considerable sensitivity when discussing issues such as racism and disability. They are well prepared to grow up in modern Britain.

There is a clear sense of teamwork among staff. They are overwhelmingly positive about the support, training and consideration they receive from all leaders. Leaders manage staff workload and well-being well. The governing body brings a rich array of expertise and experience to their roles. They have strong associations with the school and its community and a keen sense of pride in their work. Members of the governing body provide leaders with well-informed support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding that runs through the school. All staff are well trained and vigilant for signs that a pupil may be at risk of harm. Staff report concerns promptly. Leaders ensure that pupils and families get the help and support they need. They make referrals to external agencies when needed.

Pupils talked confidently about how the school teaches them to keep safe, including online. Pupils feel safe in school and know that they can talk to any adult if they are worried. Parents and carers echo this view.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in February 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 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.

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

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| Unique reference number | 101897 |
| Local authority | Ealing |
| Inspection number | 10255413 |
| 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 | 1,003 |
| Appropriate authority | The governing body |
| Chairs of governing body | Carl Pheasey and Alisa Voznaya |
| Headteacher | Peter Dunmall |
| Website | www.fieldingprimary.com |
| Date of previous inspection | 21 and 22 February 2017, under section 5 of the Education Act 2005 |

Information about this school

- The school operates a breakfast and after-school club.
- An ARP for pupils, funded by the local authority, opened in January 2023. This caters for up to 27 pupils from Reception to Year 6 (aged four to 11 years) who have an education, health and care plan for autism spectrum disorder and related speech, language and communication needs.
- Leaders do not make use of any alternative provision for pupils.

Information about this inspection

- This was the first routine inspection the school 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 of the school.
- Inspectors met with the headteacher, deputy headteacher and a range of staff.
- An inspector spoke with members of the governing body, including the co-chairs.

- Inspectors carried out deep dives in early reading, mathematics, music and history. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils.
- An inspector listened to pupils read to a familiar adult.
- Inspectors considered the views of parents shared through Ofsted's online Parent View survey, including the free-text responses.
- Inspectors spoke with staff about their workload. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation and spoke to leaders and staff about safeguarding.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors observed pupils' behaviour at breaktime and lunchtime.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Jeff Cole

Ofsted Inspector

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