

# Inspection of a good school: Little Ealing Primary School

Weymouth Avenue, Ealing, London W5 4EA

---

Inspection dates:

6 and 7 June 2023

## **Outcome**

Little Ealing Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are happy and enthusiastic about school. They enjoy taking part in extra-curricular activities in particular, including choir, football and cricket. Leaders provide a range of wider experiences. For example, pupils learn to play instruments and take part in inter-school poetry competitions. Leaders ensure all pupils benefit from these experiences.

Leaders and school staff have positive professional relationships with pupils. Pupils know the leaders who are responsible for safeguarding their welfare. Many pupils said they have a trusted adult that they would speak to if they are worried about anything. Pupils are safe and they feel safe.

Pupils treat school staff and each other with a great deal of respect and kindness. In the playground, they are considerate of each other's space. In class, pupils are sensitive to different viewpoints and keen to help each other. Pupils in Year 6 enjoy opportunities to support and help children in the early years provision.

Leaders have high expectations of pupils. Pupils achieve very well academically. Teachers teach them about the importance of keeping healthy both mentally and physically. For example, in the early years, children make careful choices about the fruit to select for the class at snack time.

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

Leaders aim to inspire pupils to love reading. For example, leaders arrange for authors and illustrators to visit the school and speak to pupils about their work. Pupils at the early stages of learning to read become confident readers quickly. Recently, leaders changed the approach to teaching phonics. They ensure that all teaching staff receive training. This is to make sure that phonics teaching is effective. Leaders also provide workshops and information to parents and carers to help them support their children's reading at home. Teachers match teaching and reading books carefully to pupils' phonics knowledge from the early years onwards. Pupils receive additional support if they fall behind.

Pupils with special educational needs and/or disabilities (SEND) receive appropriate support to ensure they learn the curriculum. Leaders work together with a range of external experts, such as speech and language therapists, to provide pupils with SEND with the help and support that they need. Leaders and external professionals provide training for teaching staff so that they can make effective adaptations to teaching and resources for pupils with SEND.

The school curriculum is broad and ambitious. In most subjects, leaders identify the important knowledge and vocabulary that pupils need to know and remember. Typically, they sequence this knowledge logically from the early years to Year 6. Leaders support teachers and monitor teaching to ensure that the curriculum is implemented securely. Teachers check pupils' understanding and address any misconceptions swiftly. Typically, as a result, pupils have strong and detailed knowledge of subjects. For example, pupils in Year 6 solve complex problems involving algebra confidently. They used mathematical knowledge gained in younger years to help them. However, in a few subjects, leaders have not identified all the important knowledge that pupils should learn or sequenced it well from the early years upwards. In these subjects, leaders did not provide frequent training and support for teachers. Consequently, pupils have some gaps in their knowledge and struggle to connect current knowledge to what they learned before.

Pupils behave exceptionally well. In class, they are highly engaged and attentive. Children in the early years sustain their concentration for extended periods of time. Pupils know what leaders and staff expect of their behaviour. As a result, learning the curriculum takes place without interruption.

The personal, social and health education programme is well embedded. Pupils are taught in an age-appropriate way about healthy relationships and the importance of consent from the early years onwards. They are taught about the importance of equality and respect for differences, including types of family make up and cultural traditions. Pupils are encouraged to take part in a range of wider experiences. For example, they have opportunities to be democratically elected to roles as school councillors and class ambassadors. Pupils participate in various educational visits, including a residential visit for pupils in Year 6.

Those responsible for governance know their statutory responsibilities. This includes their responsibilities for safeguarding pupils' welfare. The governing body holds leaders to account appropriately. Leaders are considerate of staff well-being. They consult staff regularly on issues and priorities to ensure that their workload is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

All school staff receive regular safeguarding training. Leaders check that staff understand and implement important guidance about safety and pupil welfare. Leaders act swiftly and effectively if any concerns arise. Leaders keep detailed records of concerns, including any

follow-up work. Leaders consult safeguarding partners appropriately. This includes safeguarding partners at the local authority.

Pupils are taught relevant information about safety. This includes what to do if concerns arise online. Leaders arrange workshops and visitors to speak to pupils. For example, representatives from the police spoke to pupils recently about keeping themselves safe in the local area.

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

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

- In a few subjects, curriculum thinking has not identified all the important knowledge that pupils need to know, or sequenced the order in which it should be learned from the early years upwards. Consequently, pupils have some gaps in knowledge and sometimes struggle to connect current knowledge to what they learned before. The school needs to make sure that important knowledge is identified and sequenced well from the early years onwards in all subjects.
- In a few subjects, the school has not ensured that teachers have frequent training and support. As a result, sometimes, teaching does not make sure that pupils learn the most important knowledge in subjects. The school should provide training to make sure that teaching emphasises the most important knowledge for pupils to know and remember from the early years onwards.

## **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 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 second ungraded inspection since we judged the school to be good in December 2012.

## **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.

## 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>	101904
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10268691
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	674
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shirley Kenworthy-Wright
<b>Headteacher</b>	Caroline Hodges
<b>Website</b>	<a href="http://www.littleealing.com">www.littleealing.com</a>
<b>Date of previous inspection</b>	28 November 2017, under section 8 of the Education Act 2005

## Information about this school

- There is a breakfast club before school which is managed by the governing body.
- The school does not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors examined safeguarding records and checks made on staff before they start working at the school. Inspectors spoke with leaders, staff and pupils about safeguarding and pupil welfare.

- Inspectors scrutinised the responses from parents, staff and pupils to Ofsted’s online surveys. Inspectors also spoke with some parents in the playground after school.

### **Inspection team**

Andrea Bedeau, lead inspector

His Majesty's Inspector

Christian Hicks

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023