Inspection of a school judged outstanding for overall effectiveness before September 2024: East Lane Primary School

East Lane, Wembley, Middlesex HA0 3NT

Inspection dates: 25 and 26 February 2025

Outcome

East Lane Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Sian Miller. This school is part of Wembley Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Beth Ragheb, and overseen by a board of trustees, chaired by Gareth Whiley. There is also an executive headteacher, Sahreen Siddiqui, who is responsible for this school.

What is it like to attend this school?

Pupils receive an exceptional education at East Lane. Leaders set high standards for themselves, teachers and pupils and everyone enjoys the challenge of meeting these expectations. Teachers encourage pupils to succeed and take pride in their learning. Pupils engage fully with the rich and ambitious curriculum, which nurtures their talents. As a result, they achieve excellent outcomes, including in national assessments, and are well prepared for moving to secondary education. Coupled with this, pupils benefit from a high focus on cultural development, understanding the world around them and acceptance of others.

Pupils feel safe and are kept safe because there are effective systems in place to support them if any problems should arise. Pupils understand the different ways they can communicate any worries and seek support. For example, pupils use the 'worry boxes' to share any concerns they might have.

Pupils' behaviour is exemplary. This is because they enjoy their learning and understand how to behave well. This begins in early years and is seen all through the school. Pupils demonstrate superb manners to both adults and peers.

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

The school has designed an ambitious curriculum. Leaders have identified and sequenced the important ideas pupils should learn in each subject. Teachers take the time to encourage pupils to make links to previous learning and this helps them to retain what they have been taught. Throughout the curriculum, pupils build up their subject-specific knowledge and skills securely. Leaders have identified a need for careful teaching of language development, and, in every subject, this is a priority. This careful focus begins in early years. Pupils build up a broad and rich vocabulary. Teachers have considerable subject expertise and bring the subjects alive for pupils, who relish each and every learning opportunity.

Teachers check learning effectively, so they understand exactly what pupils know. If pupils do harbour any misconceptions, these are quickly addressed so they are ready to move on. Pupils with special educational needs and/or disabilities (SEND) benefit from the same rich experience as their peers. Leaders make certain that they identify the additional needs of pupils with SEND as early as possible. Staff provide tailored support. Consequently, pupils with SEND achieve highly.

Pupils learn phonics successfully. This is because teachers are well trained to implement the school's chosen programme. Extra help is provided for pupils who struggle. This helps to ensure these pupils catch up quickly. Pupils practise reading books which are closely matched to the stage they are at. Pupils develop as accurate, fluent, and confident readers who are well placed to access more complex reading across the curriculum.

Children in early years learn the school routines and build the skills to listen to adults and follow instructions closely. They also develop social and emotional skills through the tailored curriculum. Older pupils build on this positive start. There is an atmosphere of mutual respect, meaning that everyone can learn without disruption.

The school places a strong focus on personal development. Pupil leadership opportunities are a real strength of the school. They engage eagerly with a range of roles, including as peer readers, 'eco-warriors,' school council members and house captains. Pupils told us how proud this made them feel and how they thrived on the responsibility given. Pupils leave the school ready to embrace the challenges of secondary school and beyond.

There is a coherent programme for pupils to extend their learning experience, talents, and interests. The school has ensured there is an emphasis on inclusion, so that these opportunities are for everyone. This includes an extensive array of extra-curricular activities and visits. The house competition is very popular and helps to give everyone a sense of belonging.

The school is exceptionally well led. Each strategy has been carefully considered so that pupils benefit as much possible. Leaders at every level are aware of the many strengths of the school. Yet they are not complacent and seek to make it even better and share their expertise and ideas with others. Parents and carers are fulsome in their praise of the school and staff value the support they are given by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in November 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144794
Local authority	Brent
Inspection number	10346053
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	627
Appropriate authority	Board of trustees
Chair of trust	Gareth Whiley
CEO of the trust	Beth Ragheb
Headteacher	Sian Miller Sahreen Siddiqui (Executive Headteacher)
Website	http://elps.co.uk
Dates of previous inspection	26 and 27 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Wembley Multi-Academy Trust.
- The school does not currently make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, executive headteacher, the CEO of the Wembley Multi-Academy Trust, other leaders, and staff.
- Inspectors held discussions with chair of the board of trustees as well as the chair of

the local academy board.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors scrutinised a range of documentation during the inspection, including school development plans and behaviour and attendance records.
- The inspectors gathered the views of pupils, parents, and staff through discussions and by considering their responses to Ofsted's online surveys.

Inspection team

Amy Jackson, lead inspector	Ofsted Inspector
Jamie Hallums	Ofsted Inspector

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