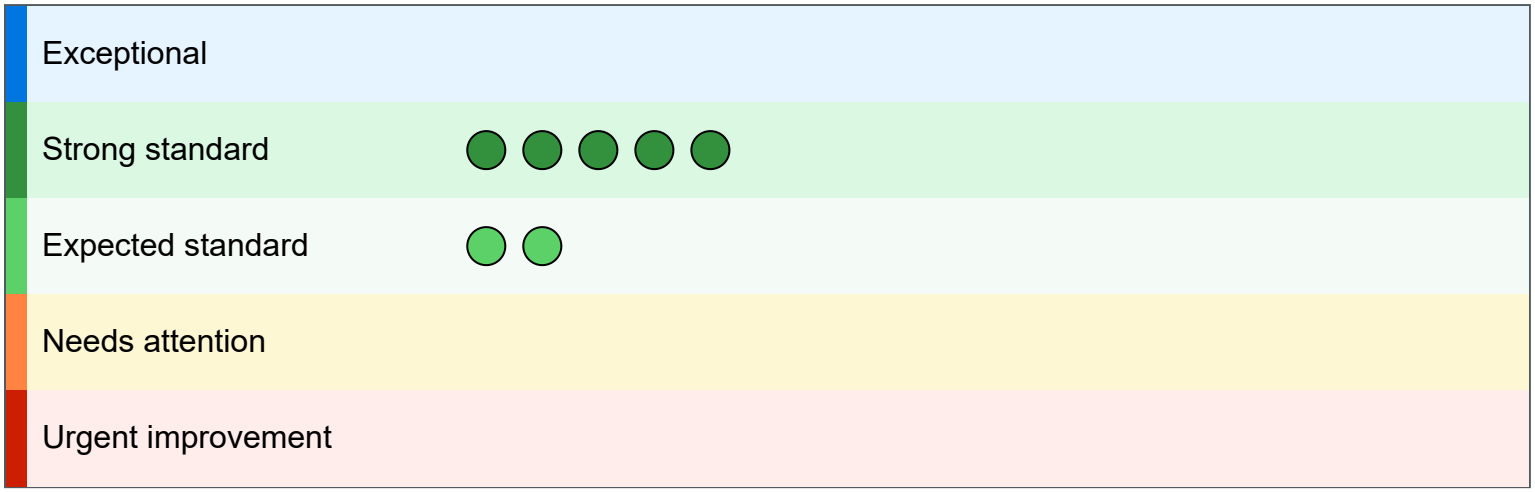
# North Ealing Primary School

**Address:** Pitshanger Lane, Ealing, London, W5 1RP

**Unique reference number (URN):** 101870

# Inspection report: 9 June 2026




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Strong standard

## Achievement

**Strong standard**

Pupils typically attain above their peers nationally in reading, writing and mathematics at the end of key stage 2. This includes pupils with special educational needs and/or disabilities (SEND), along with disadvantaged pupils.

Pupils generally produce high-quality written work and successfully remember what they have learned before. This helps pupils to speak with confidence about their knowledge and understanding of a variety of different topics that they have studied. Overall, pupils are prepared well for the next stage in their education. Staff support pupils with SEND by adapting learning effectively so they can succeed.

Pupils learn to read quickly, and this is reflected in the majority of pupils meeting the expected standard in the phonics screening check in Year 1. Pupils have achieved well in recent times in the multiplication check in Year 4. They develop secure knowledge and understanding in the wider curriculum.

## Attendance and behaviour

**Strong standard**

Leaders make regular checks on pupils' attendance. They have implemented targeted support to reduce absence, particularly for disadvantaged pupils and those with special educational needs and/or disabilities. These strategies help pupils to access learning consistently and benefit from the full curriculum. Leaders use pupils' attendance information to tailor the support they provide to families. When pupils' attendance declines, leaders work with external partners to remove the barriers to attendance that families may face. Leaders' tenacity to improve attendance and reduce rates of persistent absenteeism has been successful, with most pupils attending school regularly. The school communicates its high expectations of attendance to parents and carers regularly.

The relationships between staff and pupils are respectful. Behaviour across the school is calm and positive. Pupils care for each other and the staff who work with them. At playtimes and lunchtimes, pupils are considerate and cooperative. Staff support pupils to resolve friendship conflicts effectively. Incidents of poor behaviour are rare. When they do occur, staff follow the school's clear policy, so incidents are managed fairly and consistently. Typically, learning in classrooms takes place without interruption. Pupils who need extra support in managing their emotions are supported well by caring staff.

## Inclusion

**Strong standard**

Leaders set ambitious expectations for all pupils, including those who are disadvantaged or face other barriers to their learning. Leaders support pupils to flourish and succeed in their learning. They make sure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) access the same high-quality experiences as their peers. Leaders design provision carefully because staff know pupils extremely well.

Staff receive regular training that equips them with strategies to select appropriate resources and adjust teaching activities to meet pupils' needs. Leaders evaluate the impact of these strategies rigorously. Recommendations from pupils' statutory plans are adjusted to meet daily learning targets. Leaders draw on external expertise, parents and carers to create a supportive environment that enables every child to thrive.

Leaders ensure that additional funding is sharply focused towards the pupils who need it most and can make a measurable difference. Leaders track the impact of the school's work for pupils with great precision and care. This information is used to shape future teaching for pupils with SEND and those who face other difficulties. Leaders systematically review strategies and refine them regularly, for example ongoing staff training to support pupils' emotional and mental health. This enables staff to be highly skilled in supporting pupils' different needs.

## Leadership and governance

**Strong standard**

Leaders demonstrate an excellent understanding of the school's priorities and act decisively to address any areas for improvement. For instance, they adapted the phonics and writing programmes to meet the changing needs of pupils who speak English as an additional language and those with special educational needs and/or disabilities. Leaders' actions have resulted in sustained improvements in outcomes across the school.

Subject leaders are ambitious and knowledgeable. They design the curriculum well and accurately monitor pupils' learning to provide clear guidance for staff. They ensure that there is consistency in expectations across subjects, with a clear focus on building pupils' prior knowledge and readiness for the next stage of education.

Staff benefit from high-quality training and feel supported in their roles, with leaders prioritising workload and wellbeing. This fosters a positive culture where teaching strategies and adaptations for the diverse needs of pupils are well understood and implemented.

Governors are highly skilled and knowledgeable. They possess the expertise to challenge and support leaders effectively, using professional advice to inform decisions. Members of the governing body have a deep understanding of their roles and responsibilities.

The wider school community is highly positive. Parents and carers are overwhelmingly positive about the school's provision for their children's pastoral care and academic support. Leaders have created an inclusive culture that enhances pupils' life chances and readiness for future education.

## Personal development and wellbeing

**Strong standard**

Leaders provide an impressive, coherent programme of personal development that embraces the school's local context. This programme is planned thoughtfully to make sure that all pupils, including those with special educational needs and/or disabilities and those who face other difficulties, take part and benefit fully from it.

From the start of the early years, children are supported to develop resilience, manage their emotions and think about how their actions make others feel. Staff enable pupils to develop

their deep understanding of other cultures and to have many opportunities to experience wide social experiences. Pupils speak confidently about healthy relationships with peers and the wider community. They have a detailed understanding of how to stay safe online, and when they feel worried or have concerns. They know to report any concerns to adults.

Pupils respect differences and cultural diversity. They take on a wide range of leadership roles, for example, as school councillors, house captains and ambassadors. Pupils learn how to have a helpful impact on their fellow pupils. Staff encourage pupils to become community-minded, environmentally aware and considerate young people. Pupils understand fundamental British values and describe how these apply in their daily lives. They also access a rich and carefully planned series of visits to museums, galleries and places of worship. All older pupils get the opportunity to take part in residential visits. Leaders ensure that these opportunities are accessible to every pupil in the school.

The school offers a very wide range of enrichment opportunities. Pupils take part in clubs, such as football, tennis, chess, choir, orchestra and coding. Pupils attend regular careers events where they meet professionals, who inspire them to reflect on their future aspirations. Staff promote a culture of respectful debate. This enables pupils to understand the importance of disagreements and how to manage different points of views.

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## Expected standard

### Curriculum and teaching

**Expected standard**

Leaders have developed an ambitious and rich curriculum that starts in the early years. It clearly sets out what pupils need to know and has high expectations for all pupils. Leaders act to ensure that teachers have the expert knowledge they need to deliver the curriculum. Occasionally, in a small number of subjects, there are inconsistencies in teaching that impact on pupils' progress. The well-developed oracy strategy has resulted in confident pupils who can clearly articulate their learning and explain their reasoning.

Leaders ensure that the content of the curriculum reflects the needs of pupils. Teachers have a deep understanding of the barriers that some pupils face. They use a range of strategies to overcome these effectively. This allows pupils, including those with special educational needs and/or disabilities, to secure important foundational knowledge and progress well through the curriculum.

Leaders monitor pupils' progress and ensure that teaching addresses any gaps in pupils' knowledge quickly. Pupils follow a well-taught phonics programme and are provided with opportunities to read a range of texts throughout the curriculum. Staff develop pupils' love of reading and build their vocabulary effectively. Pupils use a range of vocabulary and use this well in their writing. Leaders ensure that all pupils learn to read fluently and have the mathematical knowledge they need.

**Early years** **Expected standard**

Children in the early years benefit from caring and warm relationships with adults who know them well. This helps children to feel safe and well cared for. Parents and carers are highly supportive of the school and work closely with staff to meet their children's needs.

Reading is a high priority. The early years environment is rich in books that are changed often so children stay interested. Staff teach phonics with clarity and consistency. Most children quickly learn the sounds needed to read and write simple sentences.

Nursery staff use rhymes, drama and stories to promote a love of early reading and also make learning fun. Support for children with extra needs and in the very early stage of language acquisition is effective, ensuring that children make secure progress.

The early years curriculum has undergone changes recently. It provides a creative and wide range of learning activities across a week. Staff identify what children are expected to be able to do in the different areas of early learning. Typically, children leave Reception well prepared for Year 1.

## What it's like to be a pupil at this school

Pupils have many opportunities to thrive and achieve. They take pride in belonging to an exciting and diverse community, including those who join at different stages of their education. Staff invest time in getting to know pupils and their families. In the early years, staff teach children to follow routines well. For example, children listen attentively during story time and learn to sustain their concentration. Pupils understand and care for their friends and classmates. They feel valued, safe and included, and they know they can rely on a trusted adult for support when needed.

Pupils behave politely and respectfully, and they enjoy coming to school. Bullying rarely occurs and when it does, staff investigate it thoroughly and address it effectively. Leaders work hard to improve attendance by creating an environment where pupils want to learn and succeed. As a result, pupils attend regularly. Pupils get along well, playing and learning harmoniously. Positive relationships are firmly established across the school. Staff set very high expectations for behaviour and model them consistently, and pupils meet these expectations consistently well. The school ensures that pupils are well prepared for life in modern Britain.

Leaders actively remove barriers to pupils' learning and wellbeing. Well-trained staff provide effective support, enabling pupils of all ages, including those with special educational needs and/or disabilities and those who speak English as an additional language, to achieve well.

Pupils take pride in their roles and responsibilities, such as serving as council members or acting as play and sports leaders. Older pupils actively support younger ones, helping them practise skills in the playground and across the school. These roles make a meaningful

difference to daily school life and strengthen pupils' sense of belonging in this inclusive community.

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## Next steps

- Leaders should continue to refine the curriculum and how it is taught to ensure the development of pupils' skills is consistently applied across all subjects.

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## About this inspection

The chair of the board of governors in this school is Andrew Dharman

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders. Inspectors also met with representatives of the governing body and the local authority.

Inspectors spoke with several pupils, staff, parents and carers. Inspectors considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school currently uses no alternative providers.

Co-Headteachers: Sally Flowers and Marcia Bruley

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**Lead inspector:**
Phil Garnham, His Majesty's Inspector

**Team inspectors:**
Sean Flood, Ofsted Inspector
Karyn Ray, Ofsted Inspector
Helen Lockey, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 June 2026

# School and pupil context

### Total pupils

## 653
Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

## 660
Well above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

## 15.81%
Below average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

## 4.13%
Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

## 11.49%

Below average

**What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

**Location deprivation**

## Well below average

**What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced provision or SEND Unit (if applicable)**

## No resourced provision

**What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

# All pupils' performance

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 74% | 61% | Above |
| **2024/25 (final)** | 75% | 62% | Above |
| **2023/24 (final)** | 78% | 61% | Above |
| **2022/23 (final)** | 70% | 60% | Above |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 88% | 74% | Above |
| **2024/25 (final)** | 87% | 75% | Above |
| **2023/24 (final)** | 93% | 74% | Above |
| **2022/23 (final)** | 84% | 73% | Above |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 85% | 72% | Above |
| **2024/25 (final)** | 89% | 72% | Above |
| **2023/24 (final)** | 86% | 72% | Above |
| **2022/23 (final)** | 79% | 71% | Above |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 84% | 73% | Above |
| **2024/25 (final)** | 86% | 74% | Above |
| **2023/24 (final)** | 86% | 73% | Above |
| **2022/23 (final)** | 79% | 73% | Close to average |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 60% | 46% | Above |
| **2024/25 (final)** | 62% | 47% | Above |
| **2023/24 (final)** | 63% | 46% | Above |
| **2022/23 (final)** | 58% | 44% | Above |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 79% | 62% | Above |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (final)** | 77% | 63% | Above |
| **2023/24 (final)** | 88% | 62% | Above |
| **2022/23 (final)** | 73% | 60% | Above |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 70% | 59% | Above |
| **2024/25 (final)** | 77% | 59% | Above |
| **2023/24 (final)** | 71% | 58% | Above |
| **2022/23 (final)** | 65% | 58% | Close to average |

**Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 76% | 60% | Above |
| **2024/25 (final)** | 85% | 61% | Above |
| **2023/24 (final)** | 71% | 59% | Close to average |
| **2022/23 (final)** | 77% | 59% | Above |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 60% | 68% | -7 pp |
| **2024/25 (final)** | 62% | 69% | -8 pp |
| **2023/24 (final)** | 63% | 67% | -5 pp |
| **2022/23 (final)** | 58% | 66% | -9 pp |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 79% | 80% | 0 pp |
| **2024/25 (final)** | 77% | 81% | -4 pp |
| **2023/24 (final)** | 88% | 80% | 8 pp |
| **2022/23 (final)** | 73% | 78% | -5 pp |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 70% | 78% | -8 pp |
| **2024/25 (final)** | 77% | 78% | -1 pp |
| **2023/24 (final)** | 71% | 78% | -7 pp |
| **2022/23 (final)** | 65% | 77% | -12 pp |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 76% | 80% | -4 pp |
| **2024/25 (final)** | 85% | 81% | 4 pp |
| **2023/24 (final)** | 71% | 79% | -9 pp |
| **2022/23 (final)** | 77% | 79% | -2 pp |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 4.7% | 5.2% | Close to average |
| **2023/24 (3 term)** | 4.3% | 5.5% | Below |
| **2022/23 (3 term)** | 5.2% | 5.9% | Close to average |

**Persistent absence**

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 9.3% | 13.0% | Below |
| **2023/24 (3 term)** | 7.9% | 14.6% | Below |
| **2022/23 (3 term)** | 13.5% | 16.2% | Close to average |

## Our grades explained

**Exceptional**

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

**Strong standard**

The school reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard**

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention**

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement**

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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