

INSPECTION REPORT

NORTH EALING PRIMARY SCHOOL

Ealing, London

LEA area: Ealing

Unique reference number: 101870

Headteacher: Miss M A Bartrick

Reporting inspector: Michael J Pipes
17651

Dates of inspection: 27th - 28th February 2001

Inspection number: 191248

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Pitshanger Lane Ealing London
Postcode:	W5 1RP
Telephone number:	0208 997 2653
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Appropriate authority:	The governing body
Name of chair of governors:	Shirley Kenworthy-Wright
Date of previous inspection:	27 th – 30 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an oversubscribed primary school in West London. The percentage of pupils entitled to a free school meal (4.2 per cent) is below the national average. Attainment on entry is above the national average. There are 456 pupils, 227 boys and 229 girls: the school is much bigger than the average primary school. The percentage of pupils speaking English as an additional language is high (19.8 per cent). However, nearly all of these are fluent in English and most have lived in this country all their lives. There is a range of ethnic backgrounds and in many of these homes a language other than English is spoken regularly; these pupils are fluently bilingual. The percentages of pupils identified as having special needs (12.0 per cent) or having a statement of special educational needs (0.2 per cent) are below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with some important very good features. There are no significant weaknesses. Examination results of the eleven-year olds leaving the school are very good. The full national curriculum is delivered and standards are high. Teaching is predominantly good: planning is good and direct instruction is clear and effective. The leadership and management of the school are effective and efficient. The school gives good value for money.

What the school does well

- Eleven-year old pupils do very well in national tests.
- There is a tradition and culture of high expectations, especially in the lower junior years.
- The school makes effective use of governors' and parents' support and expectations.

What could be improved

- Encourage a broadening of the range of teaching strategies used.
- Give teachers the opportunity to maintain and enhance subject confidence and expertise.
- When possible, increase the availability of information technology resources and opportunities.

Strengths far outweigh the relatively minor areas where there might be improvement. *The areas for improvement will form the basis of the governors' action plan.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 and received a good report. High standards have been maintained and the key issues identified have all been tackled successfully. For instance, in the nursery and reception classes, good attention is now paid to the nationally recommended 'early learning goals'. Several teachers have left and the replacements are fitting in well with the traditions and expectations of the school. The school is in the middle of a very big building programme.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A*	A

Key	
well above average	A
above average	B

mathematics	A*	A*	A*	A*	average C below average D well below average E
science	A	A	A	A	

Whereas national and local league-tables are based on the percentage of pupils reaching the nationally expected level 4, the grades in the table above take into account successes at the higher levels 5 and 6. On this more sophisticated measure, the school performed in the top 5 per cent of all schools nationally in English and mathematics in the year 2000 and in the top 5 per cent of similar schools in mathematics. The percentage reaching the higher levels was particularly impressive: 62 per cent in English, 78 per cent in mathematics and 64 per cent in science. Standards in national tests at the end of the infant section were not quite as high, but above average compared with national scores and comparable with those of schools in similar circumstances.

Progress through the infant section maintains the advantage of above average attainment at intake. Progress is better through the junior section, staying ahead of recent improving national trends and lifting standards to more than a year ahead of the national average. Realistic targets have been set for 2001: 91 per cent to attain at least level 4 in English, 93 per cent in mathematics and 93 per cent in science. These targets are based on sound knowledge of the attainment and progress of individual pupils.

Particular strengths in the school include the high expectations and disciplined approach in the lower junior years and the support and encouragement provided by parents, often arranging extra tuition. Taking into account attainment when they enter the school, the predominantly good teaching and the high level of parental concern and support, pupils reach high standards and their achievement relative to ability is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils listen well and work hard. They are less questioning than average and are too wary of offering wrong answers.
Behaviour, in and out of classrooms	Very good. Pupils are very courteous and respectful. They are patient and attentive when their teacher teaches for an extended period.
Personal development and relationships	Satisfactory. Although polite, inquisitiveness is too often suppressed and many pupils are reserved and self-contained.
Attendance	Good. Many parents take their 'allowance' of authorised absence for holidays during term-time, but respect the headteacher's insistence on regular and punctual attendance.

The culture of the school places considerable emphasis on the role of teachers as instructors. Although pupils take some responsibilities in school, this is rather less than is usually seen.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is predominantly good throughout the school. During this short inspection, 27 whole or part lessons were observed. Of these, 96 per cent were at least satisfactory, 70 per cent at least good and 7

per cent very good. Significant weakness in one lesson rendered it unsatisfactory (4 per cent). Through the infant years, there is good emphasis on developing writing skills. Pupils learn good routines and habits and make good progress. There is a strong surge forward in the early junior years, where pupils quickly come to terms with a subject-based curriculum and the demands of recording their learning and using technical vocabulary. In the junior section as a whole, pupils make good progress and learning moves forward at an above-average rate. The improvement in the results of the year 2000 cohort from their 1996 results when aged 7 was more than four years as measured by national tests.

Teaching that otherwise might be very good is sometimes impaired by the lack of confidence and expertise shown in some subjects. This varies from teacher to teacher and subject to subject. The role and influence of subject co-ordinators in setting standards and giving guidance in their subject areas is less than is often seen. During the inspection, teaching was more focused on instruction and less on investigation and independent learning. The range of teaching strategies to meet the diverse needs of pupils limits some of the teaching to only good. Teachers make good use of the rigour and format of the literacy and numeracy initiatives. Numeracy skills are developed to a well above average extent at an early stage: mental arithmetic and tables are notable strengths. Pupils with special educational needs and those who speak English as a second language or come from a different cultural background are well integrated and well looked after and make good progress. There is no significant difference between the results of boys and girls, although girls are marginally stronger in reading and writing by the age of seven and in English at the age of eleven.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A good range of extra activities supplements the balanced curriculum. Often challenging work is sent home as homework.
Provision for pupils with special educational needs	Good. Individual pupil needs are well understood and recorded. Extra support is discreetly and beneficially provided.
Provision for pupils with English as an additional language	Good. The school manages the majority of needs within its routine budget and provision. Most of the pupils are fluent in English, although many speak a different language at home.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is weaker than moral and social development. Cultural and multicultural awareness are well and sensitively handled.
How well the school cares for its pupils	All pupils, irrespective of age, ability or background, are treated with the same high level of care and concern.

The school places considerable emphasis on preparation for national tests, success in which are key to the school's very high reputation. The curriculum meets statutory requirements. The school is a safe and happy place for its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is a calm, efficient and quietly determined leader, well supported by her recently appointed deputy. The authority and effectiveness of subject co-ordinators is, however, a little weaker than is often seen.
How well the governors fulfil their responsibilities	Very well. There is a good balance of expertise and they ask the right questions.
The school's evaluation of its performance	Good. The headteacher and governors monitor progress regularly, to the extent of basing their predictions on individual pupil performance.
The strategic use of resources	Good. The school is having a very big rebuilding programme and governors have been very actively involved in its planning.

The governors are conscious of the need to get best value from expenditure, not least because the

parents raise considerable sums each year and want the money spent well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• High expectations (96%).• Their children make good progress (94%).• Behaviour is good (94%).• Their children like school (91%).• Teaching is good (90%).	<ul style="list-style-type: none">• Right amount of homework (20%).• To be better informed about progress (23%).• Response to questions or problems (21%).• Working more closely with parents (29%).• Range of activities outside lessons (56%).

Many parents wrote letters as well as returning the questionnaire, showing them to be keen and demanding. Inspectors agree that pupils make good progress, particularly in the junior years, that expectations are high and behaviour good. The range of activities outside lessons compares favourably with most schools and the parents' response reflects their high expectations. Reports follow the standard local authority format, but inspectors agree that more information about levels of attainment might usefully be included. The senior management team copes well with the pressure exerted by parents, but might usefully consider how to counter the perception that they are not working closely enough with them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Eleven-year old pupils do very well in national tests.

1. Over the past four years, attainment at the age of 11 in end-of-key-stage national tests has been well above the national average. Whereas the published national and local league-tables are based on the percentage of pupils reaching the nationally expected level 4, the 'A' grades achieved take into account successes at the higher levels 5 and 6. On this more sophisticated measure, the school performed in the top 5 per cent of all schools nationally in English and mathematics in the year 2000. The percentage reaching the higher levels was particularly impressive: 62 per cent in English, 78 per cent in mathematics and 64 per cent in science. The average level achieved was 4.6 in English, 4.8 in mathematics and 4.6 in science, compared with 3.9, 3.8 and 4.1 respectively for the Ealing authority's schools. Since each level of attainment represents about two years of progress, these pupils were a year ahead of national expectations and the local authority average.
2. The school has good systems for monitoring the progress of each pupil. Strengths and weaknesses in the various components of knowledge and understanding that are likely to be tested are diagnosed and teaching is geared to achieving examination success. For instance, in a Year 6 English (literacy hour) class, pupils were reading leaflets to analyse the text for features of official and persuasive language. More advanced pupils were reviewing examination-type questions to identify in text where the customer is offered choices, opinions, technical vocabulary and acronyms. In a Year 6 mathematics class, pupils were learning how to draw a conversion graph, in this case from pounds to kilograms. There was a clear focus on the likelihood of this kind of question being asked.

There is a tradition and culture of high expectations, especially in the lower junior years.

3. The headteacher warned that inspectors might expect to see a significant difference in the approach to learning in Year 3 as compared with Year 2. In the junior classes there is a clear expectation that pupils will be systematic in their learning, will remember and use correct language to explain and will keep their own written records under varying degrees of guidance. For instance, in a Year 3 English (literacy) lesson, after reading a shared text, the teacher was patiently insistent that pupils learnt and understood the characteristics of a myth and was leading the pupils to an analysis of phrases. The expectation was that pupils would learn and understand at a higher than average level. This higher level of expectation is maintained through all the junior years and new teachers are adjusting well to the school's traditions. Pupils with special educational needs or who have adopted English as an additional language receive good guidance and support; expectations of their learning and progress are equally demanding.
4. Two experienced teachers take the Year 3 classes. With appropriate support for the minority of pupils who find the level of expectation quite demanding, these teachers make sure that their pupils are organised and work hard. The pupils respond well to the discipline of high expectation and clearly enjoy learning and understanding. For instance, in a Year 3 science lesson, there was a pleasant buzz of activity and lots of comment and questioning: the pupils' attitudes and behaviour were very good. They were responding very well to clear exposition and a well-planned lesson. Regular monitoring and assessment using National Curriculum level indicators ensures continuing progress and challenge. Progress through the junior years is above the national trend.

The school makes effective use of governors' and parents' support and expectations.

5. Governors are very conscious of the school's reputation for high attainment and getting a good proportion of its pupils into selective schools in the area. They have set, as an ongoing target, keeping the school in the top five Ealing schools in the national tables. They monitor and ensure that statutory requirements are met and are aware of the need to improve information technology

opportunities to keep up with national trends and developments. Parents make it clear that their first priority is the maintenance of good National Curriculum test results at age eleven. However, they also want a broad and balanced educational experience, especially for the younger pupils, and a wide range of extra activities for the older pupils.

6. The headteacher and her staff respond well to these demands. They send out challenging work for homework which links effectively with the extra tuition they know many parents arrange. The basics, such as multiplication tables and spellings, are reinforced in most homes and the teachers respond professionally to the pressure put on them and the pupils by parents. The school has used the range of expertise on the governing body well. The governors have been very proactive in developing the educational brief for the new buildings and have been inventive in stretching limited resources to get the best value for the school. In all these matters, the headteacher, in particular, with calm determination, moulds and influences thinking to the school's best advantage.

WHAT COULD BE IMPROVED

Encourage a broadening of the range of teaching strategies used.

7. With pressure on the school to maintain high standards in national test results, there is an understandable concentration on those aspects most likely to be examined. There is a strong emphasis on getting the right answer and remembering it. This has a marked and beneficial effect on accuracy in arithmetic, grammar and technical vocabulary. However, this puts high demands on the pupils to organise their own understanding and to commit to memory. In the lessons seen, good teaching might have been very good with an opportunity for pupils to speculate, discuss and learn by progressing from a wrong or illogical answer to a deeper understanding. There seemed to be too little time to test ideas and theories. For instance, in a Year 5 mathematics class, the pupils were working through a series of questions requiring the calculation of area, exactly the sort of question expected in tests. There was very little discussion or extension of thinking about areas in different contexts and the notion of room or space.
8. For the majority of the pupils, learning is very much more teacher-dominated than is often seen. Pupils tend to be taught and expected to remember; there is less reliance on investigation and independent learning. While those pupils able to grasp quickly and remember accurately are satisfactorily served by this approach, the very brightest are deprived of the opportunity to extend their understanding, perhaps to the limit of that of the teacher. Even more important, the slower learners eventually remember by rote, but are given too little opportunity to test their emerging understanding, perhaps by making and learning from mistakes. To improve the situation for these pupils, the school might consider broadening the range of teaching strategies and approaches used to include more investigation and independent learning.

Give teachers the opportunity to maintain and enhance subject confidence and expertise.

9. In several of the lessons seen, teachers were clearly a little diffident about their own subject knowledge. Consequently, they were containing the work done to the confines of what they felt able to plan. Pupils were learning effectively and making good progress because the direct instruction was well-organised and planned. The attitude and behaviour of the pupils was very good and high standards were achieved, but too often the lessons lacked inspiration and spontaneity and fell short of being very good.
10. Teachers need opportunities to develop their knowledge and confidence in identified subject areas. Collectively, there is good expertise across the whole curriculum, but the requirement for teachers to be experts across a wide range of subjects is demanding. This is recognised, but the need to provide in-service training to improve subject confidence and expertise is not reflected fully enough in planning. As a first step, the role and responsibilities of subject co-ordinators should be clarified and strengthened.

When possible, increase the availability of information technology resources and

opportunities.

11. The school, while meeting its statutory obligations, is beginning to fall behind in its provision for information and communication technology facilities. The extent to which pupils use the technology for research and information processing is adequate but not up to the overall high standards seen in other aspects of the education provided. In part this is due to the variability of teacher expertise and confidence, but is mainly due to the lack of facilities planned for ease of access and use. The technology has been added incrementally and its use has depended to a large degree on the enthusiasm of individual teachers.
12. The new buildings will contain specialist facilities for information and communication technology. Planning for what is needed is well thought through and will give good provision. At present, however, what is available and used is not as sufficient and demanding as is normally expected in schools like this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To maintain high standards of attainment and improve the overall quality of the education provided, the governors, headteacher and staff should now:

- (a) encourage a broadening of the range of teaching strategies used (paragraphs 7 and 8);
- (b) give teachers the opportunity to maintain and enhance subject confidence and expertise (paragraphs 9 and 10); and
- (c) when possible, increase the availability of information technology resources and opportunities (paragraphs 11 and 12).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
nil	7	63	26	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	409
Number of full-time pupils known to be eligible for free school meals	0	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	69

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	30	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	31
	Girls	27	27	25
	Total	54	55	56
Percentage of pupils at NC level 2 or above	School	92 (88)	93 (84)	95 (79)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	31	32
	Girls	27	25	27
	Total	57	56	59
Percentage of pupils at NC level 2 or above	School	97 (90)	95 (91)	100 (95)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	29	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	27
	Girls	29	28	29
	Total	56	56	56
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (97)	97 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	28
	Girls	29	28	29
	Total	57	56	57
Percentage of pupils at NC level 4 or above	School	98 (93)	97 (95)	98 (93)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	6
Black – other	0
Indian	25
Pakistani	6
Bangladeshi	0
Chinese	7
White	361
Any other minority ethnic group	39

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.0
Number of pupils per qualified teacher	28.5
Average class size	29.2

Education support staff: YR - Y6

Total number of education support staff	10
Total aggregate hours worked per week	156

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	847,156
Total expenditure	842,285
Expenditure per pupil	1,950
Balance brought forward from previous year	20,397
Balance carried forward to next year	25,268

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	457
Number of questionnaires returned	174

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	43	7	1	1
My child is making good progress in school.	43	49	5	2	1
Behaviour in the school is good.	49	45	3	1	2
My child gets the right amount of work to do at home.	30	48	14	6	1
The teaching is good.	41	49	5	0	5
I am kept well informed about how my child is getting on.	20	55	18	5	2
I would feel comfortable about approaching the school with questions or a problem.	37	41	14	7	1
The school expects my child to work hard and achieve his or her best.	55	41	2	3	0
The school works closely with parents.	24	45	22	7	2
The school is well led and managed.	37	51	6	2	4
The school is helping my child become mature and responsible.	35	54	8	2	1
The school provides an interesting range of activities outside lessons.	10	21	32	24	11

Summary of parents' and carers' responses

Parents are supportive but demanding. A high proportion of returns included comments, commentary and constructive criticism.