



West Acton Primary School

Inspection Report

Unique Reference Number 101876
LEA Ealing LEA
Inspection number 276607
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector Beryl Richmond AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Noel Road
School category	Community		Acton
Age range of pupils	3 to 11		London W3 0JL
Gender of pupils	Mixed	Telephone number	02089923144
Number on roll	329	Fax number	02089923144
Appropriate authority	The governing body	Chair of governors	Dr Jackie Hughes
Date of previous inspection	22 May 2000	Headteacher	Mrs S D Brown

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

West Acton is a larger than average primary school. Forty-six children attend the nursery part-time, of which about two thirds enter the main school. Most pupils live in the immediate vicinity and come from a wide range of cultural and social backgrounds. A very high proportion of pupils speak English as an additional language with Arabic, Japanese and Somali being the most prevalent. An above average proportion of pupils are known to be eligible for free school meals. There has been an increase in recent years in the number of pupils with learning difficulties and disabilities. Staff and pupil mobility is high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school views its overall effectiveness as good and the inspection team agrees. It gives good value for money. The school is a welcoming, harmonious and friendly place. There is a strong shared ethos where pupils are keen to learn and consequently achievement overall is good. Good provision in the Foundation Stage enables children to make good progress. Standards are satisfactory overall, but with a weakness in writing, particularly for the more able pupils, that is being addressed. Provision for pupils with learning difficulties and disabilities and for those learning English as an additional language is good. They achieve well. Teaching is good overall and the school leadership is addressing inconsistencies in the quality of teaching in Key Stage 2. The curriculum is good, especially in extra curricular provision and enrichment activities. Personal development is given a high priority so that pupils become responsible learners who work together well. The school is not complying with the requirement for a daily act of collective worship. Leadership is effective overall but the impact of initiatives to improve writing is still to be confirmed in test results. Care and concern for pupils' well-being are good. The school keeps detailed records of pupils' progress, and pupils' personal targets help them to improve.

The school has successfully addressed almost all of the issues in the previous report but there is still more work to do to improve the attendance of pupils, which is unsatisfactory. The school has demonstrated that it has a good capacity to improve further.

What the school should do to improve further

andmiddot; Raise standards in writing and improve the achievement of the more able pupils.andmiddot; Improve achievement further by improving attendance.andmiddot; Improve the provision for pupils' spiritual development by ensuring that there is a daily act of collective worship.

Achievement and standards

Grade: 2

Pupils achieve well overall. There is a wide range of attainment on entry but overall, children commence school with below average starting points. By the end of Reception, most children attain the nationally expected levels except in communication, language and literacy. They continue to achieve well and attain average standards in mathematics by the end of Year 2. However, they are still below average in English. National Curriculum test data for 2005 indicates that Year 6 pupils achieved well in mathematics and science but only satisfactorily in English. Standards were at the national average in science, just below in mathematics and below in English, with reading being better than writing. More able pupils were not achieving well enough in writing. The school has set challenging targets to improve pupils' achievement, especially in writing. The provision for English, in terms of curriculum and quality of teaching and learning, has been rigorously monitored and evaluated and improvements put in place. Most pupils

are now achieving well although there have been inconsistencies in achievement in some classes in Key Stage 2, which the school has started to address. Pupil mobility, especially in the Key Stage 2 classes, has a detrimental effect on test results, particularly in English. Pupils with learning difficulties and disabilities are achieving well and make good progress. Minority ethnic pupils who are at an early stage of learning English are supported well and make good progress.

Personal development and well-being

Grade: 2

Behaviour and attitudes are good and pupils enjoy learning. Relationships are good. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. There is no daily collective act of worship and little evidence was available of a spiritual focus in the school. Attendance is unsatisfactory and this is having a detrimental affect on the achievement of a few pupils. The school knows this and is using a range of strategies to try to bring about improvement but the impact of this work has not yet been seen in improved attendance overall.

Pupils say they feel safe and know about the importance of school rules for using playground equipment and when moving around the school. They know the difference between right and wrong and there are few incidents of bullying. Pupils contribute to the school in many ways such as by acting as playground games organisers, organising fundraising, and by participating in the school council. They understand the importance of having a healthy lifestyle and participate enthusiastically in PE. Pupils have a good understanding of each other's cultures through the celebration of major festivals and opportunities to share traditions and languages. The satisfactory standards most pupils are achieving in basic skills and their good personal development prepare them well for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good but there is still some inconsistency of practice in Years 3 to 6.

Children get off to a good start in the Foundation Stage because teachers give children choices, which help them develop as independent learners through participating in lively, focused and enjoyable activities.

Throughout the school, staff pay close attention to the needs of pupils with English as an additional language and those with learning difficulties and disabilities. Teaching assistants make a valuable contribution to pupils' learning. Teachers generally use time in lessons well and most deliver their lessons in a lively manner. On the few occasions where teaching is not as strong, assessment information is not used well enough to match work accurately to pupils' prior attainment and this has a detrimental effect on pupils' progress.

Where learning is good, teachers have high expectations of pupils, who have a clear understanding of their targets. Pupils have good opportunities to develop language skills through discussion and explanation. Teachers' marking is used well to praise pupils' work, but it does not always pinpoint specifically enough what the pupils need to do to improve individual pieces of written work.

Curriculum and other activities

Grade: 2

The curriculum is good because it meets the needs of all pupils well. Teachers plan appropriate coverage of all subjects and include the needs of those with learning difficulties and disabilities and those who are learning English as an additional language. Provision in the Foundation Stage is exciting and stimulating although the opportunities for outdoor play in the Reception classes are limited. The good variety of visitors and 'theme weeks' such as science and black history add to the pupils' enjoyment and are designed to provide opportunities for all pupils to achieve well. The newly introduced planning and preparation time for teachers has broadened the curriculum on offer for pupils, with opportunities extended in French and physical education.

The school provides a good range of extra-curricular activities including keep-fit activities, arts and a Japanese club run by parents. All pupils have the chance to benefit from all the school offers, such as the Year 6 residential visit to Shropshire.

Care, guidance and support

Grade: 2

Pupils are well looked after by the school. Health and safety routines are in place and understood by staff and pupils, and risk assessments are carried out. Child protection procedures are in place. The school has a Healthy School award and provides a good choice of healthy food in the canteen. Pupils are monitored very closely so that teachers know what they need to do to support them. Pupils with learning difficulties and those for whom English is as an additional language are targeted effectively for extra help. Pupils know their termly targets and understand what they have to do to improve. Pupils new to the school are well supported through a good induction system. There are good transition arrangements in place for transfer to secondary schools and with the local Japanese school.

Leadership and management

Grade: 2

The leadership and management of the school are good. The governing body fulfils most of its statutory duties. The headteacher and governing body have a clear vision for the school. Good financial planning has made it possible for a new senior management structure to be introduced, aimed at further strengthening management. Finances have been well used in the recruitment and deployment of learning support assistants. Classrooms are well resourced, and the new information and communication technology (ICT) suite is a very good facility. The management of Key Stage 1 and

Foundation Stage is strong and has led to a clear improvement in standards. English, mathematics and science are well managed, with good systems in place. The school development plan correctly identifies most of the key areas for improvement in the school. These are all being addressed, including the focus across the school on the improvement of writing. The school has evaluated its work satisfactorily, but its self-evaluation is not always sufficiently sharply focussed. The school takes into account the views of staff, parents, pupils and governors in different ways, including through surveys and responds effectively to their needs. A high quality evaluation of English has taken place and appropriate actions for improvement initiated. Extensive and rigorous assessment systems are in place, and data is used well to bring about improvements in pupil outcomes.

Standards are rising. The school seeks to improve and achieve challenging targets. By the improvements in pupils' outcomes already seen it has demonstrated that it has a good capacity to improve. Areas of weakness are tackled effectively.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to let you know how much we enjoyed our visit to your school. We found your school to be a very friendly and happy place. Thank you for making us so welcome and helping us.

Here are the important things that we want you to know: • You enjoy coming to school and participating in the wide range of activities that it offers you. • Your behaviour is good and you get on well with each other and your teachers. Your 'friendship bench' helps to ensure that no one feels lonely. • You know your targets, and this is helping you to improve your work. • In most lessons you are doing well. • Most of you do well when you take your tests in science and mathematics. • The head teacher, staff and governors are working well to bring about improvements in your school. • You contribute well to your school community by, for instance, being playground games organisers and members of the school council.

These are the things that we think could be better: • You are not doing as well as you could in writing, especially those of you who are attaining high levels in mathematics, science and reading. • Some pupils are not coming to school regularly and consequently their work is suffering. • You are not getting the opportunity to participate daily in a collective act of worship. Thank you again and I wish you all the best for the future.

Beryl Richmond

Lead Inspector