

Little Ealing Primary School

Inspection report

Unique Reference Number	101904
Local Authority	Ealing
Inspection number	286214
Inspection dates	19–20 November 2007
Reporting inspector	Brian Evans

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	503
Appropriate authority	The governing body
Chair	Ms Caroline Cabraal
Headteacher	Mr Leigh Thompson
Date of previous school inspection	5 March 2001
School address	Weymouth Avenue Ealing London W5 4EA
Telephone number	020 8567 2135
Fax number	020 8840 0246

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Little Ealing is a primary school of above average size. Many different ethnic groups and faiths are represented in the school. The proportion of pupils with English as an additional language is high. The percentage of pupils entitled to free school meals is below average. The numbers of pupils with learning difficulties and disabilities and with statements of special educational need are below average. The school was awarded Healthy School Status in May 2007. The headteacher took up his post in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Little Ealing is a good school. Children make a good start to their education in the Foundation Stage because of the supportive and stimulating learning environment created. Standards at the end of Year 2, have been slowly declining in recent years, and in 2007 were broadly average. By the end of Year 6, standards have been above average, with pupils making significantly better progress than expected. However, test results in 2007 for English and mathematics dipped, due to largely to an unsettled year group. Standards are now rising again because teaching is consistently good in both key stages. A rigorous approach to tracking and monitoring pupils' progress has been implemented in all years. Data is used effectively by teachers to pinpoint weaknesses in performance in literacy and numeracy. These measures have had a very positive impact on achievement since the beginning of this school year. Pupils' work currently shows that they are making good progress in literacy and numeracy and are already on course to reach above average standards by the end of Years 2 and 6. Teachers break down levels in basic skills into manageable targets, which support individual pupils' learning. However, writing standards are still not high enough across the school.

The school has a friendly, caring ethos and there is strong provision for pupils' personal development and pastoral care. The overwhelming majority of parents report that they are pleased with the good level of care their children receive. Pupils' personal development is good. Pupils comment that they really enjoy coming to school and participate enthusiastically in lessons and in their extra-curricular activities. They make an outstanding contribution to the school community and subscribe very fully to a healthy lifestyle. Through the school council, pupils feel that they have a strong voice and school councillors talk enthusiastically about the improvements they have made to the toilets and to shading in the school playground. Pupils' good personal development and well-being is a significant factor that contributes to their good progress in all years.

Teaching and learning are good and is a further factor underpinning the good achievement of pupils. In all classes, lessons are well organised and behaviour is managed well. Relationships are good and pupils' attitudes to learning are very good. On occasions, teachers set work for more able pupils that is not sufficiently matched to their needs. In a few lessons the pace of learning is a little slow. Teaching assistants receive good professional training to develop their skills and pupils with learning difficulties in turn receive well-structured additional support.

The curriculum is appropriately planned to ensure continuity in pupils' learning and is enriched well by a range of visits, visitors and after-school clubs. Care, guidance and support are good overall. There are good procedures to ensure pupils' welfare, health and safety. Consequently, nearly all parents believe that the school deals effectively with bullying and pupils are confident of adult support should they have any worries.

Leadership and management are good. The newly appointed headteacher, with the full support of the deputy headteacher and senior staff, has settled into school well. He is in the early stages of working closely with the governors, teachers and parents to add his input into the development plan for the school. As yet, self-evaluation by the school is not based firmly enough on pupils' academic achievement. Nevertheless, recent improvements show that the school has a good capacity to improve further. This was confirmed by a parent who summed up the school as one where 'Parents, teachers and children work very well together to support all aspects of education, with a great focus on fun, too.'

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Foundation Stage because they are happy and well cared for. When they enter Year 1, the majority are working well within the learning goals expected at this age. An effective programme of home visits before entry into the nursery helps teachers and assistants to understand the individual needs of children and to cater for them well. Children co-operate well with one another and are considerate of the needs of others. They enjoy learning and join in enthusiastically in musical and creative activities. They learn literacy and numeracy through well-targeted activities. The excellent outdoor play area is a strong feature of the nursery, and children are encouraged to continue and develop topics they have begun indoors. Managers of the Foundation Stage have a good understanding of its strengths and what needs to be done to improve it further. They have the energy and vision and are dedicated to working as a team to helping children develop. There are good arrangements to ensure that children progress smoothly into the next stage of education.

What the school should do to improve further

- Improve writing across the school.
- Improve the level of challenge for more able pupils.
- Focus on pupils' achievement as a starting point for school self-evaluation.

Achievement and standards

Grade: 2

Pupils achieve well and, by the time they leave at the end of Year 6, standards are generally above average. Pupils are now making good progress in Years 1 and 2 and are on track to attain above average standards by the end of Year 2. However, their writing skills are not as strong as their other basic skills in Years 1, 2 and 3 because there are weaknesses in sentence construction and grammar. Until 2006 the school had met its targets and pupils had made good progress in Key Stage 2 to attain above average standards in English, mathematics and science. The targets for the national test results in 2007, for an unsettled Year 6 cohort in which a significant number had only recently joined the school, were not met and showed a dip in standards. Pupils with learning difficulties and with English as an additional language make good progress towards the targets set for them.

Personal development and well-being

Grade: 2

Pupils make good progress in their spiritual, moral, social and cultural development. They respond very well to opportunities in assemblies to reflect on their feelings about their own experiences and wider events. They enjoy their time in school, shown by their good attendance. As one boy said, 'We like it here because teachers encourage us and it's fun'. Pupils generally behave well and exclusion from school for serious misbehaviour is rare. Pupils feel safe in school and know what to do if they have any worries. They understand extremely well the need to lead a healthy lifestyle, and this influences their choices of food and their involvement in physical activity. Pupils' contribution to the community is outstanding. They take their responsibilities around the school seriously, such as when influencing school improvement through the work of the school council. They are also involved in the local community in a wide

range of different ways and raise funds for wider appeals. Pupils understand and demonstrate well many of the skills they need for their future life and learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers forge respectful relationships with pupils, which promote a willingness to participate and a desire to learn. Effective behaviour management strategies make expectations clear and create an environment in which pupils learn without disruption. Most lessons are lively and motivate pupils well. Pupils enjoy opportunities to work in pairs and to talk about their learning. This helps them to develop their social skills as well as their speaking and listening. Typically, teachers use a good range of approaches including a good use of interactive whiteboards, to enliven learning. Assessment is now used effectively to plan lessons and to support pupils with learning difficulties and those pupils admitted late to the school or who have English as an additional language. However, strategies which meet the needs of high attaining pupils, such as extension work, are not as well developed. Support assistants are well trained and used effectively to support group learning.

Curriculum and other activities

Grade: 2

The curriculum is well matched to the needs of most groups of learners. A strong focus on improving literacy and numeracy through setting by ability ensures that pupils make good progress overall. Information and communication technology skills are developed well throughout the school, not only in dedicated lessons but through the effective use of interactive whiteboards. The curriculum is enriched by a good programme of clubs, catering for large numbers of pupils of all ages, covering sport, music and games. These promote pupils' personal and social development well. The school builds good links with the local community to enrich the curriculum by making visits to local places of educational and cultural interest. Some activities provide extra curricular support for gifted and talented pupils but are at an early stage of development.

Care, guidance and support

Grade: 2

The school provides good levels of care, guidance and support. Parents give many examples of when they have appreciated particular support provided for their children. The school meets all requirements for pupils' health and safety. Security checks are made on all adults who work in the school. Pupils are given clear guidance on how to behave and look after themselves. They are also encouraged to attend school regularly. Adults provide good role models of how to be respectful towards others but expectations of conduct in the dining hall and when using playground furniture are not always clear enough. Pupils feel well supported and understand their targets for improving their work. In discussion, one boy saw them as very supportive and said 'We never run out of targets'.

Leadership and management

Grade: 2

Senior staff and teachers have the best interests of the pupils at heart and provide well for their personal development, care and support. Most senior and middle leaders have a clear understanding of what they need to do to ensure that pupils do as well as they possibly can. All teachers, under the direction of the newly appointed headteacher, are at an early stage of formulating robust self-evaluation procedures, based on raising standards and achievement further, which will underpin priorities for the school's future development. Staff work well as a team and the school functions efficiently from day to day. Monitoring of teaching is systematic and leads to improvements in learning. Pupils make good progress because targets for most pupils are clear and well-established. Governors are effective in holding the school to account. The high level of commitment and expertise of members of the governing body ensures that it makes a good constructive contribution to the school. Financial controls are very good and the school gives good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

30 November 2007

Dear Pupils

Inspection of Little Ealing Primary School, London, W5 4EA

I am writing to let you know how much we enjoyed our visit to your school. Thank you for being so friendly and helpful. We really enjoyed talking to you and appreciated the help you gave us with the inspection. We think that Little Ealing is a good school and that you are making good progress in your lessons. Here are the things we like about your school:

- You get a good start in the Foundation Stage. We were very impressed with your lovely outside play areas.
- You behave well and really enjoy your lessons.
- You are keen to follow a healthy lifestyle and make an excellent contribution to the life of the school.
- You enjoy being school councillors as you can make things better for everyone.

These are the things we think your teachers, with your help, could do better:

- Improve your writing.
- Make sure that those of you who finish your work more quickly are set tasks that make you think even harder.
- Teachers and governors must make fuller use of the information they have on how well you are making progress in school, and plan for even higher standards at Little Ealing Primary School.

Yours sincerely

Brian Evans

Lead Inspector