

Fielding Primary School

Inspection report

Unique Reference Number	101897
Local Authority	Ealing
Inspection number	307842
Inspection date	20 May 2008
Reporting inspector	Christopher Schenk

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	690
Appropriate authority	The governing body
Chair	Mr David Jeffreys
Headteacher	Mrs Annette Reeves
Date of previous school inspection	4 May 2004
School address	Wyndham Road Ealing London W13 9TE
Telephone number	020 8567 9524
Fax number	020 8567 0518

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Introduction

The inspection was carried out by an Additional Inspector who attended an assembly, observed teaching and learning in all year groups, met groups of pupils, held discussions with the headteacher, the chair of governors and senior staff and looked at a range of documents and at the questionnaires returned by parents. The inspection focused particularly on the way in which standards at the end of Key Stage 1 have improved recently, the provision for pupils who speak English as an additional language and the new development plan that the school is currently putting together. The inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

Fielding is considerably larger than most primary schools, with three classes in each year group and 92 children attending part-time in the nursery. The school is in a relatively prosperous area: most pupils live within half a mile, though some come from further afield. The proportion of pupils from minority ethnic groups is higher than in most schools nationally, and so is the proportion whose first language is not English. The proportion of pupils with learning difficulties and/or disabilities is a little below the national figure: most of these have moderate learning or behavioural difficulties, but there are a few whose difficulties are more severe including some with Down's Syndrome and some with Autistic Spectrum Disorders, who have statements of special educational need. The school has achieved Healthy School status and has gained the Activemark for the last two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'If you want to learn and have fun at the same time come to Fielding because it's such a brilliant school: everyone involves you, everyone's so kind, you never feel left out.' These words of a Year 6 pupil encapsulate what makes the school outstanding. It is the combination of excellent learning, high levels of enjoyment and strong and inclusive care that together result in the pupils receiving a very good, all round education.

The pupils have very positive attitudes to learning and the teaching that they receive is consistently good and often outstanding. As a result, they make good or outstanding progress in a range of subjects. In 2007, pupils at the end of Year 2 attained standards in reading, writing and mathematics that were above average and pupils at the end of Year 6 attained exceptionally high standards in English, mathematics and science. The high standards are being sustained this year and the school's careful tracking of progress and regular assessments show that in all year groups pupils are achieving very well, and some make outstanding progress, not just in the core subjects but also in subjects like geography and history. Nearly all pupils are on track to reach the standard expected of the average 11-year-old by the time that they leave the school and around half are heading for the higher level.

The pupils' enjoyment of their learning is outstanding. The development of a more interesting and creative curriculum has been the key to the improvements that have taken place over the last few years. It is carefully planned to develop the pupils' key skills through a range of interesting and exciting activities, making sensible links between subjects. Because lessons are enjoyable, the pupils are highly motivated and able to concentrate well on what they are learning.

The adults and the pupils care for each other very well and this gives the pupils confidence, self-esteem and a strong sense of security. Their personal development is outstanding. At the time of the inspection, the focus for the week was on healthy eating and pupils showed a very good understanding of how to stay healthy and were developing work place skills very effectively, for example as they collaborated together to devise presentations and to analyse advertising techniques critically. Because the pupils' views are regularly sought and taken into account, they are able to make an outstanding contribution to the community of the school: 'Kids get to have a fair say; the adults don't make all the decisions', said another pupil.

The outstandingly strong and determined leadership of the headteacher has been a key factor in bringing the school to its present position, where the improvements can now be sustained and extended by the senior leadership team, who work together very closely and effectively. All members of staff share a common sense of purpose and a clear focus on promoting a high quality of education and care. As a result, there is a great deal of consistency in the approaches taken to the management of behaviour and to teaching and assessment. In all the lessons seen, teachers encouraged good behaviour, a strong emphasis was given to speaking and listening and lessons proceeded at a good pace with a variety of activities carefully planned around clear learning objectives. Pupils at different levels of attainment were given tasks that were not too easy and not too difficult, so that they were all challenged but none was overwhelmed. Teaching is frequently observed and the pupils' work is monitored. The regular, but not over-complicated, arrangements for assessing pupils' attainment and tracking their progress, are very effective and are being used across an increasing number of subjects. There is an outstanding range of

extra-curricular activities and take up is carefully monitored to make sure that all groups of pupils are represented.

The school's self-evaluation is thorough and accurate. When weaknesses are identified, something is done about them. For example, a couple of years ago results at the end of Key Stage 1 dipped, particularly in writing. Effective action was taken and considerable improvements took place in 2007, which are being sustained. At around the same time, the school identified weaknesses in the support for pupils who speak English as an additional language, which was targeted only on pupils at an early stage of learning English. The Governing Body persuaded the local authority to delegate the funding for the support and the school has used it well to help more advanced bilingual learners as well as those who come new to the school with very little English. As a result, the progress of bilingual learners has improved, and some have made extraordinarily rapid strides.

The school's robust management systems have enabled it to cope with temporary staffing difficulties. At the time of the inspection, there was no literacy leader and no coordinator for special educational needs in post, though both had been appointed for September 2008. While members of the senior leadership team have covered well, parents have not been sufficiently involved in the targets for pupils with mild or moderate learning difficulties.

A three-year development plan, starting in 2005, has been successfully implemented demonstrating the school's outstanding ability to bring about improvement. Governors and senior staff are working closely on a new development plan which has identified sensible and suitable priorities to enable the school to build further on its good practice. The need for closer partnership with parents has been identified, but needs to be given more emphasis. The response of parents to a questionnaire sent out at the time of the inspection was very positive in most respects. Nearly all parents agreed that their children were happy, safe and making good progress. However, a substantial minority, one in five of those responding, did not feel that the school seeks their views and takes account of their suggestions and concerns. The school communicates with parents in a variety of ways, including the recent decision to make homework details available on its web-site. However, the survey shows that it is not yet successful in making all parents feel involved.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage is outstandingly effective in providing for the children's welfare and in promoting their learning. Teachers, nursery nurses and teaching assistants work very well together to share their different expertise for the good of the children. There is an excellent range of interesting and stimulating activities, which are very well used to develop the children's skills in all areas of learning. Particular priority is rightly given to the development of speaking and listening and of social and emotional skills. The outdoor areas are well used: in the nursery, there is a particularly imaginative range of outdoor activities that encourages the children to explore and to be adventurous. When children first start, their attainments are often good for their age but the intake covers a wide range. Members of staff are particularly skilful in helping the less articulate and less mature to learn from their more advanced peers, while also ensuring that those who are further ahead are given suitable challenges. As a result, children make good, and sometimes outstanding, progress during their time in the Foundation Stage.

What the school should do to improve further

- Complete the new development plan and implement it effectively.

- Redouble efforts to make all parents feel involved.

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Annex A

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?	1
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	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 May 2008

Dear Pupils

Inspection of Fielding Primary School, London, W13 9TE

Thank you very much for your welcome when I visited your school recently. I had a busy day because I wanted to see some teaching and learning in every year group and I also wanted to talk to teachers, governors and groups of pupils. I am particularly grateful to the Year 6 pupils who came to meet me just before lunch and to the representatives of every class from Year 1 to Year 6 who met me after lunch.

You told me that you think you go to a very good school. Here are some of the things you said: 'The education here is some of the best there is; it's phenomenal'; 'I love all the equipment and the learning is really good: they prepare you really well for high school'; 'It's a good school: you enjoy yourself and have fun in the activities'; 'The learning has no limit'.

I agree with you. I think the school is outstanding and that you have rightly identified what makes it so good: it's the combination of fun and enjoyable activities with some really good learning through challenging tasks that make you think.

Some of you who haven't been at the school for very long, told me how welcome you felt when you first arrived. One said, 'When I came to the school everyone was so supportive and lovely', and another said, 'When I came a teacher gave another pupil to help me'. I think these comments also show something that is very special: the adults and the children look after each other very well and show each other respect. As a result, you feel safe and secure. As one of you said, 'The school is like a second home.'

Before I left, I spoke to the headteacher, governors and senior staff. I think they are good at finding ways of making the school even better and I have encouraged them to continue with their plans. I also told them that they should make even more efforts to ensure that all your parents feel involved.

Yours sincerely,

Christopher Schenk

Lead Inspector