

Little Ealing Primary School

Weymouth Avenue, Ealing, London, W5 4EA

Inspection dates

11–12 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Most pupils make good progress from their starting points and achieve well. Attainment at the end of Year 6 is well above average and in 2012 a significant number of pupils reached the higher levels in English and mathematics.
- Teaching across the school is typically good. Pupils enjoy their lessons and are keen to learn.
- Pupils' behaviour around the school and in lessons is good. They are very polite, well mannered and attend school regularly. They feel safe and well looked after.
- The headteacher and deputy headteachers provide strong leadership to make sure that the school continues to move forward. There is a clear vision for the school shared by staff and governors.
- Senior leaders and governors have ensured that pupils continue to achieve well because of good teaching and understand how to improve it even more.
- Parents and carers, pupils and staff are very positive about the school and are proud to be part of this community school.
- The curriculum provides good opportunities for moral, social and cultural development through, for example, music, art, language learning and physical education.

It is not yet an outstanding school because

- The small number of pupils eligible for pupil premium funding do not make as much progress as others in reading, writing and mathematics.
- Teachers' explanations in a few lessons are too long so pupils do not have enough time for independent work.
- Marking does not always help pupils improve their work.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 29 lessons or parts of lessons. Three of these were jointly observed with the headteacher or deputy headteachers.
- Inspectors heard pupils read and looked at samples of pupils' work.
- Inspectors examined 119 responses to the online Parent View questionnaire, the results of the most recent school survey of parent and carer opinion, and took into account the outcomes of a staff survey.
- A discussion was held with a member of the local authority's advisory service.
- Inspectors examined progress data and other school documentation, including safeguarding information.
- Three formal discussions were held with groups of pupils.
- The lead inspector held a discussion with five members of the governing body.
- Inspectors had discussions with parents and carers and with members of the school staff.

Inspection team

Peter Nathan, Lead inspector	Additional inspector
Bimla Thakur	Additional inspector
Clifford Walker	Additional inspector
Nicholas Capron	Additional inspector

Full report

Information about this school

- This school is larger than most primary schools. Since the previous inspection, it has increased in size and now is a three form entry school.
- About a half of pupils are from ethnic minority groups with the other half being White British. The next largest group is from a variety of Other White backgrounds.
- A lower than average proportion of pupils is entitled to additional funding through the pupil premium. This is additional funding provided by the government for pupils entitled to free school meals among others.
- The proportion of disabled pupils and those with special educational needs at school action, school action plus and with statements of special educational needs is below average.
- The number of pupils who do not speak English as their first language is similar to the average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club for its pupils.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to raise achievement in English and mathematics by:
 - ensuring that teachers' marking and feedback to pupils, especially in mathematics, consistently helps them to improve and provides opportunities for them to respond
 - making sure that teaching enables the few pupils eligible for pupil premium funding to make good progress
 - ensuring that introductions to lessons are not too long and pupils have sufficient time for independent work.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress throughout the school. Children enter the school with skills and understanding that are above the expectations for their age. They make an excellent start in the Nursery and good progress overall in the Early Years Foundation Stage.
- Pupils continue to make good progress between Year 1 and Year 6 in all subjects but particularly in English, although it is not yet completely consistent across year groups. As a result, attainment is well above average by the end of Year 6 with most pupils reaching the expected levels for their age with a majority exceeding them.
- The linking of sounds and letters (phonics) is taught systematically ensuring that children make good progress in their reading. Pupils clearly enjoy reading and this is reflected in the good quality of the spoken language used in lessons.
- The school has improved pupils' progress in writing since the previous inspection providing more opportunities for writing in lessons. There has also been an improvement in the level of challenge which has led to higher standards in all subjects.
- The learning and progress of disabled pupils and those with special educational needs are good. Support staff are well deployed to work with pupils in class and they also receive good individual and small-group support ensuring they make good progress.
- Pupils who speak English as an additional language and those from minority ethnic groups learn and progress well. Their progress is closely monitored by the school so that teachers are aware of any specific needs that pupils have to support their learning. There is a good balance of developing speaking, reading and writing skills which ensures these pupils learn well.
- The few pupils known to be eligible for the pupil premium funding, including those entitled to free school meals, are helped to keep up with other pupils by support staff when this is needed. While these pupils make expected progress, they are not catching up quickly enough and the gap between them and other pupils widens as they move through the school.

The quality of teaching

is good

- The quality of teaching is good over time which enables pupils to make good progress in their learning. English lessons are particularly well planned to provide a good balance between reading and writing with pupils having good opportunities to discuss their work and challenge themselves.
- Pupils say that really enjoy their lessons and think that teaching is improving. They like and respect their teachers and the good relationships between pupils and teachers support learning well.
- Teachers mostly move learning on at a quick pace and ask effective questions to deepen and consolidate learning. Teachers know their subjects well and have high expectations of what pupils can achieve.
- In a few lessons teaching is not as successful because opportunities for learning are missed or too much time is spent listening to the teacher preventing pupils getting on with their learning.
- Marking is up to date in most books looked at in classes and positive comments are made. However, some marking does not help pupils see how they could improve. This is particularly true in mathematics. There are not enough opportunities for pupils to respond to teachers' comments and correct their work.
- Teaching assistants provide good support in lessons. They have well developed skills overall and work with all pupils effectively including those they are targeted to support. This helps pupils who are disabled or who have special educational needs to learn well.

- The school now uses additional funding through the pupil premium to organise further help for pupils with their reading and spellings. Teaching in these lessons is good and is making sure that the pupils who need support are being helped to catch up.

The behaviour and safety of pupils is good

- This is a warm and welcoming school with a strong sense of community. Pupils play and learn together in a very positive and happy atmosphere. They are friendly and courteous and develop relationships across a range of cultures.
- Parents and carers, pupils and staff agree that behaviour is typically good and that pupils are safe. Pupils learn from a young age to share and take turns through the range of activities provided for them. Pupils move around school well and in lessons pupils collaborate very well and help each other with their learning.
- In a few lessons, pupils' focus on learning was not as good as it could be mainly due to the quality of teaching. This meant that occasionally pupils did not concentrate on the work set for them.
- Pupils enjoy coming to school and are punctual. Levels of attendance are above average and the school works with those few parents and carers whose children do not attend as regularly. The breakfast club is well organised and provides a good and enjoyable beginning to the day.
- Pupils are clear about different kinds of bullying and know how to keep themselves safe. They have a strong awareness of cyber bullying and also know that racist and other name calling is wrong. Pupils say that there have been a few incidents of bullying but they know how to report this. Incidents are firmly dealt with by senior leaders in the school.
- Pupils' views are taken into account and there is an active school council. This contributes to the school community through raising funds for charity and for example requesting improvements in play equipment.
- The school fosters good relationships and ensures that there is no discrimination.

The leadership and management are good

- The headteacher and other senior leaders provide a clear vision and strong direction for the school. This vision is shared across the school and is reflected in the high expectations that staff have of themselves and of pupils.
- Leaders and managers have maintained the good quality of teaching and pupils' achievement since the previous inspection and are very focused on improving it further. The correct priorities have been identified to achieve this and leaders check carefully to ensure that improvements are being made. This demonstrates the school's strong capacity to continue to improve.
- A wide range of information is used to measure and monitor the progress of classes and year groups effectively. Meetings are held regularly with all teachers to discuss the progress of pupils in their classes with action being taken and support given if it is needed. This has enabled leaders and teachers to focus on particular small groups of pupils who could be making better progress, such as those eligible for the pupil premium.
- Senior leaders regularly observe teaching, review the quality of work in pupils' books and look at the progress that groups of pupils are making. They revisit teaching which is not up to the standard expected and give support. Regular professional development is provided for teachers and support staff, which is closely tied into the schools' performance management systems. The targets set for teachers are based on the school development plan and the Teachers' Standards, with a strong focus on improving the progress that pupils make in their learning.
- The curriculum is broad and balanced with a strong focus on the teaching of reading, writing

and mathematics. The curriculum is enriched by the regular teaching of art, music, modern foreign languages and physical education by specialist teachers which enhances pupils' cultural development. Pupils enjoy the clubs the school runs, such as the choir, and sports activities and the trips that are organised to support learning.

- Occasionally, the topics used, for example, to teach English do not always interest the pupils as much as they could and this slows progress in a few lessons. The pupils' spiritual, moral and social development is supported well by the school and underpins the curriculum leading to a harmonious school community.
- Links with parents and carers are strong with parents and carers mostly being very positive about the school, although Parent View responses indicated that there were some concerns about homework. School events are very well attended including curriculum evenings to inform parents and carers for example, about the teaching of mathematics or how the school addresses bullying.
- The local authority provides appropriate light touch support and is currently identifying an outstanding partnership school for the school to work with.

■ **The governance of the school:**

- Members of the governing body know the school well and have a detailed knowledge of pupils' achievement. They know the school's strengths and have a clear and appropriate view of what the school needs to do to improve. They provide strong challenge and appropriate support to the headteacher and senior leaders to hold them to account for improving the quality of teaching and pupils' achievement. Governors fulfil their role in managing performance well: a rigorous performance management system is in place focusing on school priorities for improvement; and progress is measured against agreed success criteria and there is scrutiny of the links between performance and salary progression. Governors are knowledgeable about the use of pupil premium funding and how it is used to support eligible pupils. They evaluate the progress of these pupils with the headteacher. The governing body ensures that statutory duties are met, including those relating to safeguarding. The financial management of the school is robust and school resources are managed well.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	101904
Local authority	Ealing
Inspection number	402867

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 of pupils on the school roll	608
Appropriate authority	The governing body
Chair	Paul Fiander
Headteacher	Leigh Thompson
Date of previous school inspection	19–20 November 2007
Telephone number	020 85672135
Email address	information@leps.org.uk

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