

North Ealing Primary School Profile



North Ealing Primary School

Pitshanger Lane

Ealing, London, W5 1RP

Telephone: 020 8997 2653

<http://www.northealing.ealing.lgfl.net>

Children's Service Authority:	Ealing
Age range:	3-11
Number of pupils:	470
Head teacher:	Mr R G Fletcher
Chair of governors:	Mrs S Kenworthy-Wright

What have been our successes this year?

The school has developed in the following areas:

our 'outstanding standards' (OFSTED) continued with the results in the 2007 Tests - particularly at KS2 where we achieved 72% level 5 in English, 62% in Maths and 85% in Science. At KS1 our results were also very good with a challenging year group. Our Foundation Stage is excellent.

our focus on mathematics produced an exciting curriculum evening and a booklet to help parents support their child

we achieved the Financial Management in Schools award

our exciting extended school provision grew still further with even more activities for our children

our Every Child Matters agenda was supported by holding the Senior Citizen's Concert and Christmas productions. Music, drama and sport flourish..A successful Art exhibition was held and funds raised. We took part in the Ealing Music Festival as well as offered two residential journeys for Year 5 and 6 and an activity week for Y4.

commissioned an architect to design a New Nursery and renovate the Reception Block;

produced six successful Chatered London teachers

introduced a School Improvement Partner who has assisted our 'outstanding governorsi' and senior management team in raising standards. .

What are we trying to improve?

In the coming year we expect to:

raise expectations for all so that the rate of progress pupils make in Y3 and Y4 is consistent and similar to the progress pupils make in Y5 and Y6 particularly in maths, linking progress to the new framework, increased provision in SEN, improved teaching assistant support, externally marked optional SATs, further training of the core subject coordinators and the use of maths as a curriculum evening focus

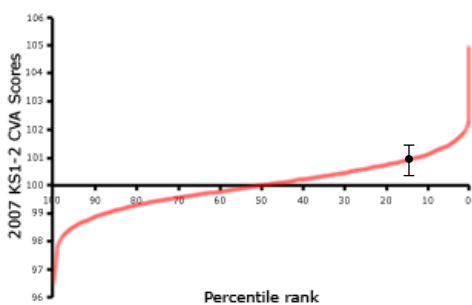
ensure consistent development of the necessary skills for pupils' independent learning through monitoring, planning, teaching and learning and the use of Managed Learning Environments

improve the quality of art teaching and learning, maintaining high standards in music and continuing the progress made in drama so beginning the process towards gaining the Quality Mark

communicate the vision for new accommodation for the nursery and reception so as to inspire the local community and Local Authority and become involved in identifying funding streams to enable building work to commence in 2009/2010

ensure the continued renovation of the old school continues both in terms of redecoration and roofing with restoration of the weather vane, a new phone system and exploring the viability of solar panels.

How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

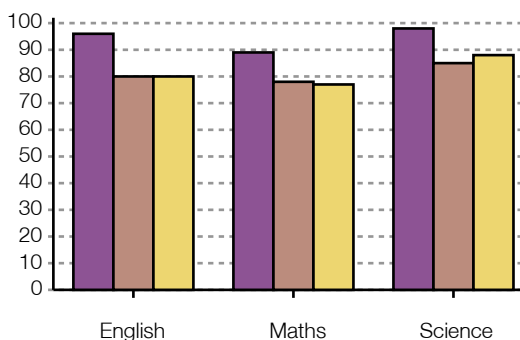
The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

At KS2, the three year summary shows that the annual percentage score at L4 is improving, with level 5 results improving significantly. In 2006, pupils achieved well above the average in terms of level 5. 62% achieved L5 in maths and English and 72% achieved level 5 in science. There has been a slight improvement in terms of value added.

The KS1 results have been steadily improving in recent years which makes the improvement in the Juniors more difficult to attain.

We have targeted the 2006 Y5 for extra support and intervention. We have utilised the available expertise to see that standards improve. This has borne great dividends. The improvement between the cohort's performance in Y4 and their achievement in the 2007 optional SATs over the year has been startling. The school is in the top 12% nationally in the Achievement and Attainment tables. Conversion rates from 2C to level 4 in English and science are very good. The results reveal that children improve steadily in the Junior phase. Performances are above the national and LEA average in all areas. OFSTED said the standards achieved are 'outstanding' and have been consistently so for the past five years.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

At KS2 the three year summary shows that the annual percentage score is improving with level 4 results improving significantly. In 2007, pupils achieved well above the average in terms of level 4 and significantly higher in terms of level 5. There has been a slight improvement in value added and a significant improvement in terms of the total aggregated score. The school is in the top 12% nationally in the Achievement and Attainment tables. Conversion rates from 2C to level 4 in English and science are outstanding and very good in Maths. The school intends to keep a balance in terms of the league tables with children being given a balanced diet of art, drama, music and sport as well as providing a thorough preparation for the KS2 SATS. We believe in the development of the whole child and we keep this intention through to the last few weeks before the tests where we give a final boost to those who are in need. Where we see children in danger of not reaching L4 in their final year, we intervene well before in order to see that as many as possible reach that target. In 2006, there were only five papers out of the one hundred and fifty nine taken where a pupil did not achieve at least a Level 4.

How have our results changed over time?

Our results have improved considerably in the last year. Our Foundation stage was praised in 2006 by the Local Authority for the improvements it made. We targeted various aspects of the early learning goals. In consultation with our School Improvement Partner, we believe our Early Years/Foundation stage is producing outstanding results.

In 2007 at KS1, we targeted writing and began to concentrate on the transition between Reception and Year 1 with particular focus on the summer births. A policy was created, with the coordinators of the two phases working together. In what was a very challenging year in terms of Special educational needs, the results continue to be outstanding.

At KS 2 in 2007, we were 3rd with the aggregated scores in the LA, reaching 92% for those with Level 4 in Maths, 96% in English and 98% in Science. Our level 5 results were very impressive, 74% in English and 68% in Maths and 85% in Science. Our School Improvement Partner described the standards as consistently high. We are never satisfied and constantly look for opportunities to improve our standards both in teaching and learning. This year we intervened with the Year 5 in order to allay fears that our scores would be significantly lower by Y6.

How are we making sure that every child gets teaching to meet their individual needs?

The quality of teaching is very good. We plan carefully and thoroughly to meet the learning needs of all our pupils. Teachers are provided with a laptop and are given time in their PPA to plan together with the other member of their year group. This ensures continuity. A variety of teaching and learning styles is used in order to provide for the individual. The curriculum is supported and enlivened wherever possible through the use of trips and visiting speakers. The environment in all classes is positive and purposeful. Following rigorous assessment, teachers plan for specific pupil groups. Programmes are created for those with English as an Additional Language, with Special Educational Need or Able and Talented. Trained support is targeted. Planning and assessment is monitored. In order to ensure high standards, a rigorous programme of observations is in place using subject coordinators, Senior Management and external advisors. Feed back is thorough. The school is determined to have a culture of continuous improvement. We are a learning school which means adults as well as children want to grow and succeed. The work of our inclusion team was highly praised by the 2007 OFSTED.

How are we working with parents and the community?

The school has close and productive links with parents. These include

A strong and active PTA which includes staff and governor members. As a result, the school has strengthened its programmes in the following areas, a recently revamped school travel plan for which we earned £6,000, developing a new building using the expertise of various parents such as architects and surveyors, developing the school grounds to become a stimulating learning environment, successfully running events like the Senior Citizen's concert, the Christmas Fayre and Summer Fete.

We have strong links with the PCA (Pitshanger Community Association) and work with them on governor recruitment, Party in the Park and Lighting up the Lane.

We are part of a network of six local schools working on a project to improve problem solving which is run by our Assistant headteacher. A parent booklet was produced.

The school site is used by a number of other groups (a German school, taekwondo and other Drama Groups) at weekends and during the holidays. We are increasingly providing for parent groups to boost reading in Y1.

The school does an enormous amount of fund raising for various charities - for example Guide Dogs for the Blind usually through the School Council.

What have pupils told us about the school, and what have we done as a result?

Pupils are given a voice through their class and school councils. Representatives are elected and meetings are held regularly before school. We ensure delegates attend the LEA council which is held termly. Pupils played a part in the selection of a new headteacher in 2005. Their views were fed back to the Governing Body.

Pupils are also surveyed by questionnaire. As a result of their comments a number of changes have been implemented. These include: a) Lunchtime activities which have been initiated in order to provide for a richer experience and as a result a more productive lunch hour. b) More and diverse opportunities both before and after school. c) Several pupils believing they did not have an adult to talk to meant we are employing a counsellor for one day each week d) New mirrors and fountains provided both within and outside the toilet areas.

Pupils have told us about the uniform and we have acted on their recommendations allowing for a fleece in the winter, not being able to wear ties on hot days, allowing for sandals on summer days and girls being allowed to wear trousers in winter.

We have given more independence to our pupils allowing them to walk to the classroom unsupervised after break and lunch.

How do we make sure our pupils are healthy, safe and well-supported?

We ensure our pupils are healthy, safe and well supported by:

Enhancing any messages through talks, assemblies and the day to day contact that children have with adults

Linking with outside agencies to provide for any needs that arise

Developing our Travel Plan, being part of the Healthy Schools initiative and the Activmark

Our association with West London Academy, Fitforsport and our cycling provider

Working closely with parents to ensure our children receive consistent messages about their welfare

Having procedures in place for monitoring safety in such areas as gymnastic and electrical equipment so as to ensure that health and safety has paramount importance on the site

Ensuring appropriate policies are in place and monitored by the Governors, for any trips or visits

Ensuring the curriculum is broad and balanced

Providing a service wherever possible for our parents so they believe they are a valued part of the learning process

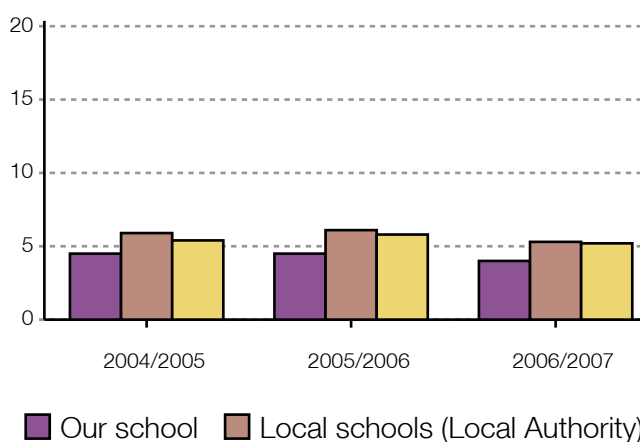
Employing a counsellor for those pupils who may be particularly needy or are going through personal difficulties or trauma

Giving prominence to drama, art, music, dance and sport

Ensuring we underpin the curriculum with inclusion at its centre

Adopting healthy lifestyles

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

As can be seen from the graph, our absence rates compare very favourably with other schools. We are currently in the top four schools in the Local Authority and in the top 2% in the country. We work very hard on ensuring all pupils attend regularly. Our procedures and policies support the belief that a child learns best with regular attendance. Each term, certificates are given to the top performing classes. At the end of the year, certificates are given to those pupils with 100% attendance. We follow up any pupil who drops below 95% in their attendance. Parents understand our policy and in general, give it their complete support. We try to discourage long family trips to other parts of the world. We utilise the expertise of our Educational Welfare Officer to follow up any persistent offenders whether they are failing to arrive promptly or not attending regularly. In the first two terms of this year and in spite of the usual illness in the spring term we are running at 96.4% which is a full nine points above our target of 95.5%. We believe that regular attendance is a goal for all and achieved as a consequence of a whole school supportive system where parents, pupils and staff all play their part.

What activities and options are available to pupils?

We provide a rich and diverse programme of extra curricular activities. We have provide a breakfast and an after school centre. Both are thriving and give support to working parents.

Members of the school staff provide a number of activities both before and after school. These are provided free. We also ask private companies to fill in the gaps in our provision. This year we have added Spanish, Italian and we are hoping to run Arabic.

The school runs an orchestra, two choirs and two recorder groups. Pupils may learn an instrument. We already provide guitar, violin and cello tuition from September. We are hoping to build on this programme in 2008/2009.

We provide residential visits for our Y5 and Y6 pupils and a three day outdoor pursuits course for Year 4.

Theatre lighting, sound equipment, projector and screen all provide an exciting environment in the hall for performance. It enhances the experience of live performance for our children.

Pupils benefit from an outstanding range of activities both before and after school. One parent has written approvingly of the 'breakfast and after school clubs, football, netball, athletics, basketball, running, drama and guitar. The list goes on and on.' Ofsted 2007

What do our pupils do after leaving this school?

Our children usually leave the school after Year 6 and go on to a variety of secondary schools - some state and some private. A number of pupils also leave during Year 5 and Year 4 because they are worried they will not get into the state high school of their choice. We are seeking to address this trend by providing an environment so stimulating and challenging that the value added measure which North Ealing provides in all years means they will not leave until the end of Year 6. Our Ofsted inspection report suggested that we are beginning to achieve this aim. Reports both from parents and the high schools themselves suggest that the skills and attributes learnt at North Ealing Primary School stand the children in good stead in the future.

We ask some of our Y6 pupils to meet the new Reception and Nursery parents on the taster open evening and it is a pleasure to hear these pupils reflecting warmly on the six or seven years spent at the school, what they remember and what they have gained from the experience.

We believe in providing our children with the skills to flourish at High school and give them every opportunity to become independent responsible for their learning.

[Back to top](#)

Ofsted's view of our school

This inclusive school provides a good education which enables its pupils to make good progress and achieve well in acquiring new knowledge and skills across all areas of their personal and academic learning. Academic standards have been high for many years but the school is committed to continuing to improve the quality of education it provides. Parents and pupils approve of the significant improvements to the school buildings and facilities. These, combined with changes to the curriculum, mean that pupils now benefit from an outstanding range of activities during the school day and outside it. One parent echoed the views of many when she wrote approvingly of the 'breakfast clubs, after-school activities, football, netball, athletics, basketball, running, drama and guitar classes. The list goes on and on!'

Pupils are equally proud of developments at the school and of their own role in securing these. For example, they talk with enthusiasm of their composting scheme which supports the school's environmental garden or the help they provide for younger children as valued 'Playground Friends'. Good personal development means they also speak with maturity about more difficult issues such as bullying or racism. As one commented 'All schools have bullying and racism but our school is firm and copes with it well'. These good levels of social awareness and personal development mean pupils enjoy school, attend regularly and generally feel safe and secure within the environment.

Children enter the Foundation Stage with an increasingly wide range of skills and previous experiences but overall their skills are slightly above those expected for their age. Good teaching, combined with engaging activities which are well designed to provide a wide range of experiences, meet the differing needs of children well and lead to the good progress which they make in the Nursery and Reception classes. As a result, children join the school with skills in most areas which are above those expected for children of their age. Across the school, pupils achieve well. The school has rightly identified that whilst teaching is good overall and leads to good progress, there is some variability. For example, in some lessons, opportunities are missed to challenge pupils to be independent in their learning which in other lessons leads to them making very good progress. Many parents and pupils praise the role of the headteacher in bringing about recent improvements. Leadership and management are good overall because all staff are involved well in evaluating and putting changes into place. Senior staff take a clear lead in improving areas for which they are responsible. One successful example is the sustained improvement in provision for the youngest children in the Foundation Stage. Another is the improvement to information and communication

technology (ICT) since the time of the previous inspection. Procedures to identify and support the particular needs of pupils through the school's improving tracking system and the role of the 'inclusion' team are proving successful. The school is also extending the ways it communicates with its parents, changes which have been noted approvingly by some, but not yet all, parents. Whilst not all of these developments have yet had a sustained impact, they contribute very well to the school's good capacity to continue to improve with the support and enthusiasm of staff, pupils and parents.

Date of last inspection: 05-Mar-2007

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for North Ealing Primary School](#)

What have we done in response to Ofsted?

What have we done in response to the Ofsted 2007?

We are developing strategies to encourage our pupils to become independent ensuring we are in the first wave of six primary school within Ealing to adopt the Fronter Managed Learning Environment programme. We have three members of staff trained and links made to several secondary schools.

We are improving communication with parents still further with an extended Meet the Teacher evening in the Autumn term where governors and senior management will be available for questions about the transition to High School.

Pupils are given more responsibility at the end of breaks in order to make their own way in and begin their lessons without being prompted.

We are continuing to develop are extended school provision with as rich a variety of clubs and activities as possible ensuring a wide range of tastes is catered for. We are also expecting to introduce parentlink groups which will be run by our newly trained staff.

We want to continue developing the coordination of the Network of schools which is done so successfully by our Assistant Headteacher. We hope last year's highly successful booklet for parents will be built upon in the coming year.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 8997 2653

Our website <http://www.northealing.ealing.lgfl.net>