

Inspection of Earlsmead Primary School

Arundel Drive, South Harrow, Harrow HA2 8PW

Inspection dates: 11–12 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils at Earlsmead Primary School are happy and safe. They told us that bullying does not happen at school. However, they did say that if there was any meanness between pupils that they knew that adults would support them to sort it out. Pupils told us that they liked coming to school because 'everyone is kind'.

Staff have high expectations for pupils' behaviour and their learning. Pupils know how the staff expect them to behave and the rewards and sanctions that are in place. Pupils were especially proud of their 'learning ladder' badges which they are awarded for good work in weekly assemblies.

Parents and carers we spoke with said that they could see that there had been a real change in the school. They added that their children now want to get to school early. Pupils like the fact that routines and expectations are clear. Older pupils told us how they had helped to suggest changes to the school. They said that school was a calmer and safer place to be.

All pupils, including those with special educational needs and/or disabilities (SEND), are included in all school activities. Pupils who attend the additional resourced provision (ARP), for children with moderate learning difficulties, are well supported. They said that they enjoy learning with their year group peers, where they have friends.

What does the school do well and what does it need to do better?

Reading is a priority in this school. The school has a clear and well sequenced approach to teaching phonics. Teachers introduce the sounds that letters make to the children from the first days that they join the school. Children could explain about the new sounds that they were learning and how two letters could make one sound in some words. The children's reading books were well matched to the children's growing phonics knowledge. Pupils in all classes read books which closely match their reading ability. They also choose books from the school library to take home. In guided reading lessons, pupils and staff have been able to choose texts which interest them. The sequence of these lessons enables pupils to have a good understanding of the text and vocabulary used by the author.

Leaders have chosen to arrange subjects around different topics. These topics are introduced with an exciting launch event to add interest for the pupils. Pupils told us about events such as building Viking long boats and making ancient Egyptian deserts. Pupils' reading and writing tasks are often linked to these topics. However, subject leaders must ensure that pupils develop the appropriate knowledge and skills for historical and geographical enquiry. Many subject leaders for the foundation subjects are relatively new to their role. They have not all identified the key concepts that they want pupils to learn and by when.

In physical education, a clear progression of skills is taught. Pupils could describe how skills taught in previous lessons were being developed. For example, in netball, pupils could describe how the skills of bouncing, throwing and catching had been developed and how the new skill of pivoting had been added. Pupils understood how the skills they had built over time would be used when playing games or matches.

In Reception, teachers ensure that children develop the skills they will need for Year 1. Staff make sure that children develop their language skills well. In the outdoor space, children use chalk to write, and staff model the pronunciation of letter sounds. Children explore pattern and shape throughout the indoor and outdoor space. The classroom environment supports children's communication and mathematic development.

Pupils with SEND are well supported in the classroom. Staff know how to break down an activity so that pupils can access the task in manageable pieces. Skilled staff know when to step back and allow children to think for themselves before stepping in.

Pupils behave well. Pupils said that they are involved in identifying ways to make the school even better. Some pupils in Year 6 are given special tasks, for example wearing 'blue caps'. These pupils support others during playtimes. These pupils take their role very seriously. Learning mentors support the school's involvement with the wider community, running a homework club for both pupils and parents.

Personal, social, health and economic (PSHE) education is taught systematically. Each half-term there is a focus on a different aspect of pupils' well-being. Pupils were able to tell us about the importance of resilience and the recent mental health day.

'Enrichment Fridays' give pupils the opportunity to choose from a range of activities, including computing, yoga and chess. The curriculum is further enriched through visits and guest speakers. Leaders have carefully selected these speakers. During 'careers day' a female civil engineer, who helped build the channel tunnel, was asked to speak, challenging possible stereotypes.

Staff told us that they feel well supported by school leaders. Leaders have organised time for staff to work together to support each other's planning in 'planning Thursdays'. The school is well led and managed. Many parents told us that they had seen a real and positive change in the school. The headteacher has a clear vision: 'success for all'. This is the principle that shapes her decisions for the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders work closely with members of the Tithe Academy Trust to ensure that all checks on staff and volunteers are completed. Records of recruitment checks are detailed.

Staff have received training in how to keep pupils safe and how to identify the signs of abuse. This training is regularly refreshed through staff briefings.

Pupils told us that staff help them to stay safe online and that they have regular e-safety lessons. Older pupils are taught about the dangers of gang affiliation and knife crime. Outside speakers, such as the police, have been invited into the school to talk about these issues.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the planning of key concepts is not as effective as in English and mathematics. There are some gaps in the curriculum, particularly in history and geography. Some subject leaders are new to their curriculum subjects. They have been given a great deal of support with the curriculum design by senior leaders. However, leaders need to decide the key content that pupils should learn in the foundation subjects to ensure pupils' knowledge and skills build progressively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144883
Local authority	Harrow
Inspection number	10128884
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	Board of trustees
Chair of trust	Pauline Hughes
Headteacher	Norma Marshall
Website	www.earlsmeadprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Earlsmead Primary School converted to become an academy school on 1 August 2017. The school is part of the Tithe Academy Trust. When its predecessor school, Earlsmead Primary School, was last inspected by Ofsted it was judged to be inadequate overall.
- The headteacher was appointed to her post in 2018.
- Earlsmead Primary School is larger than the average-sized primary school.
- The school has a high proportion of pupils who speak English as an additional language.
- The school has an ARP for 12 pupils with moderate learning difficulties.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the deputy headteacher and members of staff. We also met with members of the academy trust and the governing body.

- We did deep dives in these subjects: reading, mathematics, history, physical education and writing. For each of these subjects we held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.
- We spoke with parents and considered the 30 responses to Ofsted Parent View, including the free-text responses from parents.
- We spoke with pupils and staff about the school's work to keep pupils safe. We also considered safeguarding records, documentation and the school's single central record of staff suitability checks.

Inspection team

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