

Inspection of a school judged good for overall effectiveness before September 2024: Ealing Fields High School

Little Ealing Lane, Ealing, London W5 4EJ

Inspection dates:

3 and 4 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Jo Trewin. The school is part of the Twyford Church of England Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dame Alice Hudson, and overseen by a board of trustees, chaired by Pete Broadbent.

What is it like to attend this school?

The school's curriculum is highly ambitious for all pupils. Staff set high expectations and pupils thrive here. Pupils achieve exceptionally well, including in national examinations. Those with special educational needs and/or disabilities (SEND) are supported effectively and access the full curriculum. Pupils work hard and show committed attitudes to their learning. They are keen to do well. This is reflected consistently in the high-quality work they produce across subjects.

The school is an orderly and highly purposeful environment. Staff are vigilant and ensure that pupils are kept safe from harm. Pupils are respectful and show courtesy to each other and to adults. This is because the school has consistently high expectations of behaviour. Older pupils relish taking up responsibilities and are exemplary role models for their younger peers.

The school offers a range of meaningful wider opportunities to develop pupils' talents and interests. High numbers of pupils take up this offer and benefit from participation in sports, arts and educational visits. They are enthusiastic about raising money for house charities and a partner school in Mozambique. Pupils value the enriching experiences they are given from the wide choice of clubs, including football, choir, creative writing and film studies.

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

The school places the best interests of all pupils at the heart of decision-making. The school's curriculum is meticulously thought through and broad in scope. For example, all pupils benefit from regular curriculum time to develop their singing knowledge and skills. The curriculum is adapted thoughtfully for pupils with SEND, enabling all pupils to access high-quality provision. This is reflected in the consistently high proportion of pupils who study the English Baccalaureate combination of subjects. The school ensures that disadvantaged pupils achieve highly in line with their peers, through a curriculum designed to give them the knowledge and cultural capital they need to succeed in life.

Pupils become confident readers and writers because the school carefully identifies where they may need extra help. This is put in place swiftly and effectively through a coherent programme of support. Provision for pupils with SEND is very strong. The school identifies the needs of pupils with SEND accurately and communicates these effectively to teachers. Teachers make appropriate adaptations to activities which enable all pupils to learn the curriculum successfully.

The school provides high-quality training for staff. Teachers have excellent subject knowledge. They relish opportunities to learn from each other and from colleagues across the trust. They explain ideas clearly to pupils and give them work which enables them to achieve the aims of each curriculum consistently. Teachers identify swiftly where pupils do not understand deeply what has been taught. They provide clear and helpful feedback so that any misunderstandings are addressed thoroughly.

Pupils' attendance is high. Staff are meticulous in their follow-up where patterns of concern are identified. They work closely with parents, carers and external agencies to ensure that pupils' welfare is supported effectively.

The school's expectations for exemplary behaviour are communicated clearly to all members of the school community. These expectations are applied consistently. Pupils behave exceptionally well, demonstrating high levels of self-control. Staff provide effective support for the small number who struggle occasionally with their behaviour.

The school's personal development programme is of a high quality and supports pupils to be safe, confident and resilient. This is underpinned by the school's focus on helpful behaviours and attitudes, exemplified in the "10:10" ethic. Pupils learn about different faiths and perspectives. They appreciate and respect difference, preparing them well for life in modern Britain. Pupils benefit from extensive opportunities to discuss career aspirations with teachers and employers. Visiting speakers provide a range of helpful information about different future pathways in education, training and employment.

The school uses information precisely to identify what is working well and what needs to improve. Staff appreciate the consideration of their workload and well-being when decisions are made. The trust board and local governors have consistently high expectations that all pupils are successful, with a particular focus on the disadvantaged.

They consider a range of information about the school's performance and hold leaders to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142654
Local authority	Ealing
Inspection number	10346006
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	762
Appropriate authority	Board of trustees
Chair of trust	Pete Broadbent
CEO of the trust	Dame Alice Hudson
Headteacher	Jo Trewin
Website	www.ealingfields.org.uk
Dates of previous inspection	5 and 6 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision currently.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with local governors as well as trustees and the CEO of the Twyford Church of England Academies Trust.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and staff through discussions and responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector

His Majesty's Inspector

Shaun Dodds

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024