

Hounslow Town Primary School

Inspection report

Unique Reference Number	102491
Local Authority	Hounslow
Inspection number	355205
Inspection dates	25–26 January 2011
Reporting inspector	Alison Thomson

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	556
Appropriate authority	The governing body
Chair	Rosemary Day
Headteacher	Chris Hill
Date of previous school inspection	28 February 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 20 lessons taught by 18 teachers, and held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work and analysed 228 questionnaires from parents and carers, 210 from pupils and 49 from staff. The team also looked at documents and policies including those relating to the safeguarding of pupils, information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching and learning.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the current attainment and progress are, particularly that of White British pupils and that in mathematics and science at Key Stage 2.
- In lessons, how effectively teachers challenge pupils and use assessment to secure learning.
- The extent to which literacy, numeracy and information and communication technology (ICT) are embedded into other curriculum areas.
- The effectiveness of the school's monitoring and evaluation, especially that of subject leaders, in accelerating improvement.

Information about the school

Hounslow Town is a much larger-than-average-sized primary school. The proportions of pupils known to be eligible for free school meals, those from minority ethnic groups, including those who do not speak English as their first language, and those with special educational needs and/or disabilities, including those who have a statement of special educational needs, are well above average. There is a specialist unit for pupils who have moderate learning difficulties. The school has many awards, including the Healthy School award and Activemark for the promotion of a healthy lifestyle. A higher-than-average number of pupils enter and leave during the school year. There is private nursery care on site and also a children's centre, managed by the local authority. These are both subject to separate inspections.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Hounslow Town is a good school that has improved strongly since the last inspection. Pupils' achievement and all aspects of their personal development are at least good, with some outstanding. Pupils make an excellent contribution to the community and have an excellent understanding of a healthy lifestyle. Partnerships with other schools have helped the school considerably in reaching those outstanding aspects. Parents and carers, staff and pupils are all most positive about the school. The following comments sum up the views of the pupils well, 'The school is a wonderful place to be because everyone is so nice,' and, 'It's a privilege to be here - you learn so much.'

Teaching has improved considerably and, as a result, learning and progress are good and attainment is improving strongly. Previous underachievement in mathematics and science in Key Stage 2 is being addressed and progress is now good. Similarly, the previous underachievement of White British pupils is improving and is also good. These significant improvements have been brought about by extremely rigorous monitoring and very accurate self-evaluation carried out by leaders at all levels. The headteacher and his deputy have instilled a common purpose of driving improved outcomes for the pupils, and the staff questionnaires show that all members of staff feel highly valued and involved in this process. Staff know their pupils very well and are particularly skilled at helping those who do not speak English as their first language and those who enter the school partway during the year. As a result of very good individual and small-group support, these pupils soon make up lost ground and progress well. Such is the case for all pupils who are in danger of falling behind.

Teaching is good and pupils are engaged well with tasks appropriate to their needs. Pupils enjoy their lessons and relish the increasing amount of challenge. The curriculum is having a good impact on their learning, and basic literacy, numeracy and information and communication technology (ICT) skills are embedded well in lessons. Pupils are increasingly becoming involved in assessing their own learning. However, in a few lessons, they are not always given clear enough guidance to ensure they can always tell if they are being successful in learning the tasks they are working on. As a result, their attainment is not always as high as it might be nor is progress as fast as it might be. Attendance is another feature that is improving, and is now average. ♦ Much absence is due to extended holidays abroad.

The fact that the school's very accurate self-evaluation has led to so many improvements in the outcomes for pupils, the highly cohesive drive and ambition of the staff and the well-focused support of the governing body indicate that the school has an excellent capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment to above-average levels and accelerate progress by:
 - giving clear guidance to pupils in lessons so they can always tell if they are being successful in learning the tasks they are working on.
- Improve attendance to above that found nationally by:
 - convincing all parents and carers of the detrimental effect of extended absences.

Outcomes for individuals and groups of pupils

2

Pupils are eager to learn and work well together. For example, in a Year 4 English lesson they were seen enthusiastically working in pairs discussing features that made a good imaginative story. Improved performance in mathematics was exemplified in a Year 6 lesson. Pupils made excellent progress as they drew conclusions from data on the sales of different brands of training shoes. The learning and progress of all groups of pupils are good, including those with special educational needs and/or disabilities, as the work is matched well to their individual needs and they have well-targeted support. Pupils who attend the unit for those with moderate learning difficulties also progress well. Previous underachievement of White British pupils is improving strongly and was seen to be in line with their peers in lesson observations during the inspection. Attainment overall is in line with that found nationally by the end of Year 6 and it is above average in English. This represents good progress from attainment which is below that expected on entry to the school.

Pupils are well prepared for the next stage in their learning. This is helped by their excellent information and communication technology (ICT) skills, acknowledged by the ICT mark, and the mature way that they cooperate with each other. Pupils feel very safe and secure in school. They enjoy taking on responsibilities. For example, they take very seriously their mentoring roles, such as being lunchtime helpers for younger children. The school council plays a prominent part in school life and has a large say in what happens in school, such as its involvement in helping to write the school's policy on bullying. Pupils enjoy the many opportunities to take part in sporting activities and clubs and this contributes to their excellent understanding of being healthy, recognised in national awards. Their spiritual, moral, social and cultural development is good. Pupils interact very well with each other because of the school's strong focus on respect. When they were asked to think of any way that the school could be better, they struggled to think of anything. ♦

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are knowledgeable, enthusiastic and lessons proceed at a good pace. They ask perceptive questions which challenge pupils and make them think. This challenge was seen to particularly good effect in a Year 2 English lesson where pupils were set the task of improving upon a published version of Little Red Riding Hood. ICT is used very well to support learning. Year 3 pupils were seen expertly importing images into presentations. Teaching assistants provide good proactive support that enables pupils with special educational needs and/or disabilities and those who do not speak English as their first language to have full access to lessons and activities. Most teachers are good at sharing with pupils exactly what they are expected to do in lessons and this helps them make sense of their learning. In a few lessons this is not so apparent, and so progress slows as pupils are not able to judge clearly what it is they should be learning. Good assessment is evident in nearly all lessons in helping pupils to improve their work, and teachers' marking is very clear in identifying and in making clear the next steps pupils need to take in their learning. ♦

The curriculum is tailored well to the needs of different groups of pupils, with tasks adapted well for the more able and for the less able and also for those who do not speak English as their first language. Literacy, numeracy and ICT are embedded well into other lessons and the curriculum is becoming more creative, with subjects such as art and design and technology being taught increasingly well. Pupils enjoy many visitors and visits

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and the school prepares very well for these. For example, before a visit to the ballet, a ballerina came to the school and showed the steps and positions that the pupils might see on their visit. The school rightly says that one of its strengths is the way that it looks after its pupils as individuals, especially its support for pupils who are potentially vulnerable. There are many instances of significant successes there. Those pupils with moderate learning difficulties divide their time successfully between the specialised unit and being integrated into lessons with other pupils. The number of happy, smiling faces seen throughout the day is testament to the way that the school nurtures its pupils ♦

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Outstanding leadership and management of the school have played a large part in its improving success. The headteacher and deputy headteacher work extremely well together and are very ably supported by other talented leaders. There is a determination and self-reflection that is shared by all the staff. The leadership and management of teaching and learning are very meticulous. Consequently, the quality of teaching is now good or better and improving rapidly. The school's self-evaluation is searching and accurate and, increasingly, subject leaders hold all staff accountable for the progress of the pupils in their areas. Any areas of relative weakness are immediately tackled and remedied. Partnership with a group of local schools has helped subject leaders improve their areas by the sharing of good practice. There is a very strong drive for improvement to ensure future outstanding achievement and personal development outcomes for all pupils.

Currently, all groups of pupils make good progress, reflecting good equality of opportunity for all pupils. Racism is not tolerated at all and racist incidents are rare. Safeguarding procedures are good, with clear policies and secure risk-assessment systems in place. Community cohesion is good. There is a wide range of very effective programmes for supporting and reaching out into the community and international and national links are developing well. Parents and carers agree strongly that the school provides them with good help to enable them to support their children's learning, for example through the workshops. The school rightly recognises that it needs to impress further on all parents and carers the detrimental effect of extended absences. Governance is good. Members of the governing body know the key strengths and areas for development well. They offer good support and challenge the school well in asking questions about its effectiveness. Some members of the governing body are new in post and are being supported well.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with skills and knowledge mainly below what is expected for their age, particularly in communication and language. A significant number speak little or no English. Good induction arrangements, including home visits, help children to settle into school and begin to develop friendships, independence and good behaviour. Children make good progress throughout their time in Nursery and Reception. Most meet the early learning goals in each of the areas of learning by the time they enter Year 1, apart from in communication, language and literacy, although progress here from their relatively lower starting points is also good. Language is integrated well into many activities and adults successfully promote children's use of a good mix of vocabulary and imagination through stories and discussions. Nursery children greatly enjoyed acting out 'The Tiger who came to tea', complete with a variety of tea sets. Reception children were equally seen enjoying running the 'Post Office', writing and delivering letters and designing stamps.

Children's welfare is given a high priority and the environment is very welcoming. A good range of stimulating activities are well matched to children's needs and development, and there is a good balance between activities that children choose for themselves and those directed by adults. The outdoor area is much improved and activities there mirror those inside well, although the number of children allowed to go outside at any one time is limited at present. Good leadership is helping to raise standards and teaching and assessment are good. The use of data is improving strongly and this was seen in the children's learning journals.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a high response, with over 40% of parents and carers returning their questionnaires. Parents and carers are overwhelmingly positive about all aspects of the school's work. For example, the vast majority feel that their children enjoy school and that the school helps them to have a healthy lifestyle. This enjoyment was very evident to the inspectors who judged that the pupils have an excellent understanding of a healthy lifestyle. A few parents and carers do not agree that the school seeks their views and acts on them or that the school deals effectively with unacceptable behaviour. The inspectors find that, on the evidence provided, the school positively seeks and acts on the views of parents and carers and does deal effectively with unacceptable behaviour. ♦♦

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hounslow Town Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 228 completed questionnaires by the end of the on-site inspection. In total, there are 556 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	136	60	87	38	5	2	0	0
The school keeps my child safe	129	57	90	39	6	3	0	0
My school informs me about my child's progress	95	42	118	52	11	5	1	0
My child is making enough progress at this school	98	43	116	51	12	5	1	0
The teaching is good at this school	106	46	107	47	9	4	0	0
The school helps me to support my child's learning	101	44	115	50	7	3	1	0
The school helps my child to have a healthy lifestyle	128	56	94	41	3	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	73	32	120	53	13	6	1	0
The school meets my child's particular needs	82	36	128	56	11	5	1	0
The school deals effectively with unacceptable behaviour	72	32	126	55	13	6	2	1
The school takes account of my suggestions and concerns	61	27	140	61	16	7	1	0
The school is led and managed effectively	80	35	131	57	6	3	0	0
Overall, I am happy with my child's experience at this school	110	48	102	45	8	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 January 2011

Dear Pupils

Inspection of Hounslow Town Primary School, Hounslow TW3 1RS

Thank you for your warm welcome when we visited your school recently. We enjoyed talking to you and seeing how well you learn in class. Your questionnaires told us that you enjoy school very much and that you feel very safe here.

Yours is a good school and has a happy and exciting environment. Your teachers know you very well and find lots of different ways to help you learn and develop as young people. You work hard and make good progress. You have an excellent understanding of a healthy lifestyle and you make an excellent contribution to your school and the local community.

There are some things that your school could improve to become even better. We have asked your headteacher and teachers to do the following.

- Always make it clear to you what it is you should be able to do so that you can always tell how well you are learning.
- Convince your parents and carers of the importance of coming to school regularly.

You can help by asking your teachers to make it clear to you how you can tell if you are doing well enough in your lessons. You can also help by making sure that you all come to school as often as you can.

We would like to wish you all the best for the future and hope that you continue to enjoy your time in school.

Yours sincerely

Alison Thomson

Lead inspector

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