

Edward Pauling Primary School

Inspection report

Unique Reference Number	102514
Local Authority	Hounslow
Inspection number	355209
Inspection dates	16–17 March 2011
Reporting inspector	David Wynford Jones

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	362
Appropriate authority	The governing body
Chair	Mary Brown
Headteacher	Gabrielle Quinnen
Date of previous school inspection	4 February 2009
School address	Redford Close Hounslow TW13 4TQ
Telephone number	020 8831 0841
Fax number	020 8831 0851
Email address	office@edwardpauling.hounslow.sch.uk

Age group	3–11
Inspection dates	16–17 March 2011
Inspection number	355209

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Inspectors visited three assemblies and 20 lessons, observing 15 teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 73 questionnaires completed by parents and carers.

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

- How well do teachers use assessment information to plan lessons that challenge all groups of pupils?
- Why do pupils tend to do less well in mathematics than in English?
- What is the impact of the school's efforts to improve pupils' attendance?

Information about the school

Edward Pauling is larger than the average primary school. The majority of pupils are of White British heritage, although a higher than average proportion of pupils come from minority ethnic backgrounds; there is no predominant group. The proportion of pupils speaking English as an additional language is well above average for primary schools but only a few are at the early stages of learning to communicate in English. The percentage of pupils identified as having special educational needs and/or disabilities is well above the national average. However, the proportion holding a statement of special educational needs is similar to other primary schools. The proportion of pupils known to be eligible for free school meals is considerably greater than that found in most primary schools. Among other accreditations, the school holds National Healthy Schools status and the International School award.

The Early Years Foundation Stage consists of a part-time Nursery and two full-time Reception classes. The breakfast club, which is managed by the governing body, was included in this inspection. The privately run after-school club was inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. There are many aspects of its work which are now good and firmly embedded in school routines. This can be attributed to the dedication of the governing body, the senior leadership team and staff. All are successfully working towards the vision of an inclusive school which is at the heart of the local community and where pupils learn in an environment which develops their self-esteem and accelerates their learning. The vast majority of parents and carers appreciate the work of the school. One wrote, 'I am extremely satisfied with my child's education.' Others made similar statements.

Pupils' achievement is satisfactory. Over the last three years, standards across the school have risen steadily and progress has accelerated. Pupils' attainment at the end of Year 2 and Year 6 is now similar to the national average in reading, writing and mathematics. Pupils' attainment in English tends to be consistently above those in mathematics. This is because most pupils do not have a secure understanding of mathematical vocabulary and many have difficulties in applying their mathematical knowledge to solve problems. Overall, pupils' progress in Years 1 to 6 is satisfactory.

Children make satisfactory progress in the Early Years Foundation Stage. Assessment procedures are in place and assessments are used appropriately to ensure that children develop across all areas of learning. However, the records do not contain sufficient evidence of the children's work to confirm the assessments and to demonstrate their progress. The use of the outdoor area is developing well but its potential has not yet been maximised to promote the children's literacy and numeracy skills. Pupils who find school challenging make good progress because of the good level of care and the support provided.

The quality of teaching is satisfactory overall and there is some good teaching on which the school can build. In the better lessons, pupils of all abilities are challenged and learning proceeds at a quick pace. Where lessons are not as effective, teachers do not use assessment information well enough to plan work that consistently challenges and encourages pupils to aim higher. The curriculum makes a noticeable contribution to their personal development. Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of keeping themselves safe and the vast majority adopt a healthy lifestyle. This has contributed to the school gaining National Healthy Schools status. Pupils from different ethnic backgrounds show respect for each other, get on together and behave well.

The school development plan is based on a secure self-evaluation of the school's needs and performance, and clearly identifies the appropriate priorities for improvement. The governing body ensures that the level of care provided for all pupils is good and that they are kept safe at all times. Given the rising trend in pupil attainment, the systems and

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

structures in place, and the clear vision for the development of the school, there is satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve provision and outcomes for children in the Early Years Foundation Stage by:
 - extending the range of evidence gathered to support teacher assessments and to demonstrate the rate of children's progress
 - making greater use of the outdoor area to promote the children's literacy and numeracy skills.
- Raise pupils' attainment and accelerate their rate of progress in mathematics by:
 - providing more opportunities to undertake problem-solving activities
 - promoting and extending pupils' understanding and use of mathematical vocabulary
 - ensuring pupils apply their mathematical skills in other subjects.
- Refine the use of assessment information to ensure work is planned that consistently challenges all groups of pupils.

Outcomes for individuals and groups of pupils

3

Children enter the Nursery with skills and knowledge below the levels expected for their age. They make good progress and most enter the Reception classes with skills typical of a five-year-old child. Throughout the school, pupils are generally well motivated and respond well to challenge. They enjoy the opportunities to work together. Their better progress in English than mathematics results from the emphasis placed by staff on promoting and developing pupils' skills in reading and writing. In a Year 6 lesson, pupils discussed ways in which stories can be restructured for the greatest impact. Pupils explored and shared ideas and responded well to challenging questions from the teacher. They compared the approaches of different authors and how a story is structured before undertaking their own written activity. Pupils were motivated and made good progress in the lesson. In contrast, in another class and in a mathematics lesson, pupils did not make accelerated progress. This was because the tasks were not closely enough matched to the pupils' needs and they were not challenged to use a range of mathematical terminology to explain their work and their learning.

Overall, pupils with special educational needs and/or disabilities and those who find school challenging make good progress because their needs are identified early; good support is offered and tailored to their needs. Staff monitor their progress closely and place the emphasis on developing the pupils' literacy, numeracy and communication skills. Although there are some minor differences in outcomes between groups, there is no particular pattern over time.

Pupils feel safe and have a good awareness of safety issues, including e-safety. Pupils want to take responsibility and undertake voluntary tasks. They contribute well to the

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

school community and showed considerable empathy for the plight of those caught up with the recent tragedy in Japan. The vast majority of pupils are reflective and have a good understanding of right and wrong. They show respect for and celebrate other faiths, cultures, religions and beliefs. Pupils are increasingly enjoying school and attendance is improving. However, despite the school's best efforts, there are a few pupils with records of persistent absenteeism. Pupils' average attainment in English and mathematics and their good personal development ensure they have a sound basis for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
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?

Relationships between staff and pupils are good. Staff take pupils' concerns seriously and pupils say that if they turn to staff, issues will be dealt with. Staff know the pupils well and ensure that those whose circumstances make them potentially vulnerable receive good support. This enables them to feel included and take an active part in school life. The school monitors and analyses attendance carefully. Absences are quickly followed up and action taken where necessary. This has led to ongoing improvements in attendance and a marked reduction of persistent absentees.

Teaching has a number of good features including the use of praise, sharing ideas with a 'talk partner' and the deployment of teaching assistants. Teachers are confident in the use of the electronic whiteboard. However, some teachers make better and wider use of it

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

than others. Most teachers make clear the tasks the pupils will be undertaking and the criteria by which their learning can be measured but do not always make clear their expectations of individuals or groups of pupils. Some teachers are more skilled than others at making sure that pupils reflect on their work. Marking provides pupils with clear guidance to improve their work and to reach their targets. At times, the expectations of individuals and groups are not high enough.

Provision for literacy and numeracy is satisfactory. The school has adopted a well-structured approach and, where possible, a theme or topic is used to bring pupils' learning in different subjects together. Linguistic skills are consolidated well, especially through the use of 'talk partners'. However, there are insufficient opportunities to consolidate pupils' mathematical knowledge and understanding in other lessons. Provision for information and communication technology is satisfactory. French is taught throughout the school. Good quality displays throughout the school reflect the commitment of staff to celebrating pupils' work and promoting their artistic skills. Visits, visitors and after-school activities enhance learning and promote pupils' personal development. The work undertaken to gain the International School award has contributed much to the pupils' cultural development and understanding of the wider community. Good links and partnerships with the local authority, schools and other organisations support pupils' learning and contribute to teachers' professional development. The breakfast club helps pupils to enjoy school, engage with others and start the school day in a relaxed atmosphere. This fosters positive relationships between parents and carers and the school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management, including governance, have a number of strengths. However, they are satisfactory overall because the school has yet to ensure that all groups of pupils make good progress. The promotion of equal opportunity is satisfactory. Nevertheless, there is a determination to continue to raise attainment, accelerate pupils' progress and to drive school improvement. There is a shared understanding by all staff of the next steps needed to take the school forward. Based on a secure evaluation of the school's performance, the school development plan is detailed and clearly linked to raising standards and ensuring pupils make more than the expected rate of progress. Systems and structures to monitor and evaluate the work of the school and pupils' progress are now well embedded. Teaching is monitored and senior leaders analyse pupils' progress carefully. The outcomes are reported to the governing body.

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

The governing body works closely with the senior leaders to ensure that that safeguarding and child protection procedures are robust. They monitor procedures effectively. Several members of the governing body are trained on child protection and safer recruitment procedures. Equality of opportunities is monitored effectively and any suggestion of discrimination investigated. Senior and teaching staff monitor the progress of all pupils and ensure that there is good provision for the potentially most vulnerable. As a result, they are integrated into the life of the school, make good progress from their various starting points, and gaps in their learning are closing. The school makes a good contribution to promoting community cohesion. Families from over 30 different countries are represented in the school. Pupils get on well together and racial incidents are rare. The school has established links with a school in a contrasting part of the United Kingdom and with a school on the outskirts of Paris. This contributes to pupils' good cultural understanding and preparation for living in today's society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Relationships with parents and carers, and induction procedures, are good. Children settle quickly into the Nursery and make good progress. They behave well and enjoy learning in a safe environment. Children quickly learn the importance of personal hygiene and how to keep themselves safe. On entry to the Reception class, most are operating at the levels expected for their age. They make satisfactory progress over the year. The classrooms are well organised and displays promote learning. Resources are of a good quality and appropriate for the ages of the children. The Reception classes work together closely with children moving freely between the two classes. There is a reasonable balance between activities led by the adults and those that children choose for themselves. Detailed planning ensures that all areas of children's learning are covered.

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

Good use is made of the outdoor area to promote children's physical and creative development and their knowledge and understanding of the world. However, in both the Nursery and the Reception classes, its potential to promote the children's literacy and numeracy skills has yet to be realised. The Nursery tends to make better use of the outside area. Regular assessments are undertaken and the results are used to plan activities that capture the interests and needs of the children. However, the children's individual assessment folders do not fully record their successes and their progress towards the early learning goals. Good use is made of snack time to encourage children to take responsibility, to consolidate their understanding of number and to engage in conversation.

The Early Years Foundation Stage team has a good understanding of the strengths and areas for development; these are identified in the development plan. The end-of-year assessments for the last three years shows that children's skills and knowledge in all areas of learning has risen steadily and are now firmly in line with expectations.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The return rate of questionnaires from parents and carers was lower than in most primary schools. The vast majority of respondents were entirely supportive of the school. The very large majority strongly agreed that their children enjoyed school. A few parents and carers commented that the school does not deal effectively with behaviour. During this inspection, inspectors found that behaviour in the school is good and that rare incidents of misbehaviour are managed well and dealt with appropriately.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edward Pauling 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	84	12	16	0	0	0	0
The school keeps my child safe	43	59	30	41	0	0	0	0
My school informs me about my child's progress	45	62	27	37	1	1	0	0
My child is making enough progress at this school	30	41	41	56	2	3	0	0
The teaching is good at this school	40	55	31	42	2	3	0	0
The school helps me to support my child's learning	38	52	32	44	2	3	0	0
The school helps my child to have a healthy lifestyle	34	47	35	48	3	4	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)	23	32	41	56	3	4	0	0
The school meets my child's particular needs	31	42	36	49	3	4	0	0
The school deals effectively with unacceptable behaviour	32	44	31	42	3	4	3	4
The school takes account of my suggestions and concerns	26	36	37	51	1	1	1	1
The school is led and managed effectively	33	45	34	47	0	0	0	0
Overall, I am happy with my child's experience at this school	42	58	29	40	2	3	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.



18 March 2011

Dear Pupils

Inspection of Edward Pauling Primary School, Feltham TW13 4TQ.

Thank you for making us so welcome when we visited your school. We enjoyed our visit and talking to you. You told us that you enjoy school, want to learn and the staff look after you well. We were pleased to find that you have a good understanding of staying safe, and most of you are keen to adopt a healthy lifestyle. Well done for getting Healthy Schools status! We saw you behave well and show respect for each other. You make a good contribution to the school and the wider community. We hope you enjoyed the various activities on Red Nose Day and raised a lot of money for charity. Your spiritual, moral, social and cultural development is good.

Your school provides you with a satisfactory education. Your attainment at the end of Year 6 is similar to the national average. Your attainment in English is usually slightly higher than in mathematics. Nevertheless, we were very pleased to see that the results at the end of the Reception class, Year 2 and Year 6 in reading, writing and mathematics have risen steadily over the last three years. Overall, your progress is satisfactory.

We have asked the school to do these things to help you.

- To make better use of the outdoor area for children in the Nursery and Reception classes and to tighten up on the assessments records the staff make on the children.
- To ensure that you make better progress and reach higher standards in mathematics by helping you to have a better understanding of mathematical words and by giving you more opportunities to solve problems.
- To ensure that teachers use the information they gain from their assessments of your work to plan work that challenges you at all times.

Please remember, to make your school better, all of you must play your part by always trying your best. Well done on the improved attendance figures! Keep it up and continue to be proud of your school.

Yours sincerely

David Wynford-Jones

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.