

# Edward Pauling Primary School

Redford Close, Feltham, TW13 4TQ

**Inspection dates** 11–12 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is outstanding. Pupils make rapid progress in all year groups so that by the end of Year 6, the great majority have made more than expected progress in reading, writing and mathematics.
- Teaching is outstanding because teachers have high expectations. They plan activities which meet the needs of all pupils so that learning is rapid throughout lessons.
- Marking provides very clear guidance so that pupils understand what they need to do to improve. Pupils are good at editing their own work. They can talk confidently about their learning.
- Teaching assistants provide effective support in lessons. This helps pupils to succeed in their learning.
- Pupils' behaviour is outstanding, both in lessons and when moving around the school. All members of the school community respect each other. Pupils feel safe in the school. They play and work together co-operatively.
- Pupils' spiritual, moral, social and cultural development is excellent. They have a strong sense of right and wrong and superb social skills. Pupils show tolerance and understanding of those from different ethnic backgrounds.
- Disadvantaged pupils achieve well, particularly at the end of Key Stage 2. The school uses its extra funding to support them well and staff check their progress carefully. The gap between these pupils and their classmates at the end of Key Stage 1 is closing.
- The headteacher is determined that the pupils in her care will have excellent teaching and is well supported by other senior leaders. She has ensured that all inadequate teaching has been eliminated and that the pupils achieve well. The school has improved rapidly under her leadership.
- Disabled pupils and those with special educational needs make excellent progress because of the individual support they receive.
- Parents speak highly of the school. They are confident that their children are well cared for. The school routinely involves parents in the education of their children.
- Governors have a good understanding of the school and of their role. As a result, they are able to challenge the school about its performance. They help to ensure that pupils make rapid progress.
- Children in the Nursery and Reception classes make good progress. They settle well and develop the skills they need to be successful in Year 1.

## Information about this inspection

- Inspectors observed in classrooms on 22 separate occasions. Five of these were joint observations with either the deputy headteacher or headteacher.
- A group of pupils from Year 2 were heard reading.
- Meetings were held with the headteacher, the leaders of English and mathematics, the person responsible for special educational needs, the leader of the early years provision, a group of governors, a representative of the local authority and a group of pupils.
- The 22 responses to Parent View, Ofsted’s online questionnaire, were analysed and parents were spoken to informally on the playground. The 22 responses to the staff questionnaire were also examined.
- A number of documents were made available to the inspection team. These included details of the progress of pupils, the performance of teachers, the school’s plan for improvement and its evaluation of its own work. Documents covering the safeguarding of pupils and checks on their attendance were reviewed.
- The work in pupils’ books was scrutinised.

## Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Gill Walley

Additional Inspector

KT Khan

Additional Inspector

## Full report

### Information about this school

- Edward Pauling is a larger than average-sized primary school.
- There have been a number of staff changes since the previous inspection.
- Children in the Nursery attend on a part-time basis. Those in Reception are full time.
- The proportion of pupils from minority ethnic backgrounds is higher than that found nationally, as is the number who speak English as an additional language.
- The proportion of pupils who are eligible for support from pupil premium funding, which is additional funding provided by the government for pupils known to be entitled to free school meals or who are in local authority care, is 13% above the national average.
- The proportion of disabled pupils or pupils with special educational needs is 12% above that found nationally.
- The school meets government floor standards, which set minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Ensure that children in the early years make the same rapid progress as other pupils in the school by:
  - providing additional challenge, especially for the most able.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher has rapidly raised the standards of achievement and teaching to be outstanding. She has high expectations of achievement, teaching and behaviour. The headteacher and other senior leaders have communicated these to all members of the school community. The school's evaluation of its performance is accurate. There are sharply focused improvement plans which concentrate on the maintenance of high standards of achievement, teaching and behaviour.
- There are frequent and careful checks on the performance of teachers. They receive excellent training which enables them to teach consistently high-quality lessons so that pupils make outstanding progress. There is a clear link between performance and pay progression. On her arrival, the headteacher quickly dealt with all inadequate teaching. Those teachers who are newly qualified receive individual support and this helps them to develop their skills quickly to become outstanding.
- Senior leaders check the progress of pupils alongside the teachers. Consequently, all staff know where there are weaknesses in the skills and knowledge of pupils and swift, effective support is put in place so that progress continues to be rapid.
- The leaders of English and mathematics aim for excellence within their subjects and areas of responsibility. They focus on the learning of the pupils by checking their progress and ensuring that pupils benefit from high-quality teaching.
- The local authority views the school as excellent. Immediately following the previous inspection, the local authority provided good support and this helped the school to improve all aspects of its work. The local authority now uses the expertise in the school to help and support other schools in the area in order to raise standards.
- There is no discrimination within the school. Pupils who are disabled or who have special educational needs receive tailored support. It is sometimes provided by the school or by other agencies. Consequently, these pupils make very good progress.
- Disadvantaged pupils make excellent progress because the extra funding for them is used effectively to provide a range of support.
- The subjects that are taught allow pupils to develop a wide range of skills, extending their knowledge to a high level. Both literacy and mathematical skills are used across a range of subjects so that pupils understand how their new knowledge and skills will be useful to them outside school. Topics are enriched by a range of visits and themed days, for example the 'Roman day workshop' and the 'Great Fire of London day'. Pupils have visited various London museums and historic buildings. The school ensures that British values are included in the pupils' learning. For example, in January, pupils will be using a film as a basis from which to study justice and democracy. Pupils enjoy their learning.
- The spiritual, moral, social and cultural development of pupils is outstanding. They have a clear understanding of right and wrong and they have excellent social skills. Pupils are well prepared for life in modern Britain in that they learn to make decisions by listening to each other and valuing the opinions of all. The school council was involved in obtaining the 'Play pod,' which provides equipment for pupils to develop their own games. There is a range of opportunities to learn about other cultures, including visits to different places of worship. Pupils are tolerant and show a good understanding of different cultures. In Year 1, pupils were writing similes about fireworks and were able to describe various festivals where fireworks might be seen. A sequence of well-planned assemblies throughout the year provides pupils with time to reflect and consider others less fortunate than themselves. All pupils in Year 3 learn the recorder and the school choir sings at local festivals and for school occasions. In this way pupils are developing a love of music.
- The sports premium funding, provided by the government to ensure that pupils develop healthy lifestyles, is used effectively. Training has been provided for teachers and this enables them to give high-quality physical education lessons. Healthy eating is encouraged. The school has recently installed a new kitchen so it is able to provide fresh, nourishing food at lunchtime. There are regular 'healthy days', when pupils have extra physical education lessons and learn to cook healthy food. The school is part of a local partnership which provides opportunities for pupils to take part in competitive sport. Additional clubs at lunchtime and after school encourage physical activity, as does the range of equipment available for pupils to use at break times and lunchtimes.
- Parents are fully involved in the life of the school and in their children's education. They speak very well of the school and they are confident that staff care for their children well.
- Safeguarding meets all statutory requirements.

### ■ The governance of the school:

Governors are fully involved in the life of the school. They understand their role and ensure that they meet all statutory requirements. They are fully aware of the quality of teaching. Scrutiny of the performance data enables governors to understand the strengths and weaknesses of the school. They challenge and support the senior leaders of the school to ensure that pupils make the best possible progress. They are actively involved in setting the areas for improvement and in evaluating the school's performance. Governors are extremely clear about the link between teachers' performance and pay and apply it fully. They are closely involved in setting targets for the headteacher and ensure that she is meeting them. Governors oversee the spending of additional funding for disadvantaged pupils and the sport funding and they check that the actions are effective. The finances of the school are managed well. The governing body has completed its reorganisation, which is required by September 2015.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding.
- Their attitudes in lessons are excellent. Pupils enjoy learning and appreciate that the work they are given is challenging. One pupil said, 'If the work was always easy you would never learn anything new.' Consequently, the progress they make is excellent. Pupils are able to work together in groups or in pairs. They do this maturely.
- Pupils move around the school in an orderly manner. This makes for a calm and purposeful atmosphere in the school.
- At playtime and lunchtime, pupils play together co-operatively and in mixed-age groups. There is a range of equipment available to them, which they use imaginatively to create their own games.
- The school council is active. It is currently deciding how to spend an award of £500 so that it provides a lasting benefit.
- Pupils are respectful of each other and of all adults in the school. They are always polite, courteous and friendly.
- The school has taken strong action to improve attendance. Holidays are not allowed in term time. The school rewards good attendance by putting all names of pupils with full attendance into a draw for a new bicycle.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel safe in the school and trust the adults to help them if they are worried. Those who spoke to inspectors say that there is no bullying in the school. Pupils are clear about all forms of bullying, including cyber bullying. They know how to keep themselves safe when using modern technology.
- The school site is secure. Visitors are checked thoroughly before they enter the school premises.
- Pupils are made aware of how to keep safe outside school by talks from the Fire Service, school nurse and road safety officers.

## The quality of teaching is outstanding

- The quality of teaching is outstanding. Teachers have high expectations and pupils respond well to them. There is a positive climate for learning in all lessons. Displays of pupils' work are of high quality and celebrate their success in a range of different subjects.
- Pupils are able to reflect on their learning. It is routine in the school for pupils to discuss their learning in a sensible and mature manner. They have daily opportunities to respond to their teachers' marking comments and this helps them to make rapid progress. Pupils understand how to improve their work and they routinely make all corrections. This detailed marking enables teachers to identify quickly when pupils are ready to move on to more challenging work. Teachers and teaching assistants are skilled in questioning pupils. This deepens their understanding and reinforces the learning.
- Activities are well matched to the abilities of the pupils. As they make progress within the lesson, tasks are adjusted so that pupils are always challenged.
- The work in pupils' books shows that they are making outstanding progress in the current academic year.
- Pupils are given a wide range of opportunities to write in other subjects besides English. The topic studied by the whole school on the Second World War enabled pupils to write poetry, instructions, letters, diaries,

newspaper reports and accounts of experiences. Pupils understand that writing is for a purpose. They are very clear that all writing should be legible, with accurate spelling and punctuation. As a result, the attainment and progress of pupils in writing are outstanding.

- In mathematics, pupils are routinely asked to apply their skills to problem solving and in other areas of the curriculum. This helps them to realise that mathematics is a tool they will need outside school. Pupils are able to identify the areas where they might need to calculate quickly and accurately. Examples they suggested included: 'if you needed to check your change' and 'to understand timetables'. This ability to recognise why they are learning mathematical skills means that pupils are more engaged.
- Pupils enjoy reading. They read regularly at home and the school checks that this happens. Pupils read every day at school. As a result, standards in reading are high. If individuals show any sign of falling behind, additional support is put in place. The school recognises that reading is basic to all areas of learning. Pupils benefit from the use of a well-stocked, attractive library.
- Teaching assistants are well used. They support groups of pupils as well as individuals. Teaching assistants benefit from some excellent training. They are a valued part of the school team. Consequently, the support they provide is of good quality and is important in ensuring that pupils achieve highly.

### The achievement of pupils

**is outstanding**

- Pupils make outstanding progress in reading, writing and mathematics. This includes pupils of all ethnic backgrounds. The great majority of pupils make more than expected progress by the end of Year 6 in all subjects. Attainment has been well above the national average for the last two years. Progress is improving year on year.
- At the end of Key Stage 1, pupils attain significantly above other pupils nationally in reading, writing and mathematics, including at the higher Level 3. This has been the case for the last two years. Information provided by the school shows that pupils are on track to improve on these high standards in 2015.
- The proportion of pupils in Year 1 who achieved the required standard in the phonics screening check was above the national average in 2014. (Phonics is learning about the links between letters and the sounds they make.) Pupils are able to apply these skills to both their reading and their writing. Information provided by the school shows that even more pupils will achieve the required standard in 2015.
- The most-able pupils in the school are challenged to think creatively about their work. Consequently, they achieve high standards, especially in mathematics where many more pupils than nationally achieved the highest standard (Level 6) in 2014. A significantly higher proportion of pupils than nationally achieved the higher Level 5 in reading, writing and mathematics. School information indicates that attainment and progress will show further improvement in 2015 in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make significantly more progress than similar pupils nationally. They have equal opportunities to succeed because the support they receive is specifically tailored to their needs.
- At the end of Key Stage 2, disadvantaged pupils who receive support from additional funding attain more highly than pupils nationally who receive this funding and their classmates who do not. They also do better than pupils nationally who do not receive this funding. At the end of Key Stage 1, disadvantaged pupils were two terms behind their classmates, but this gap has already narrowed to one term as a result of effective support. Disadvantaged pupils at the end of Key Stage 1 do better than others nationally.

### The early years provision

**is good**

- Leadership of the early years provision is good and this fosters good teaching and good achievement. The leader checks the progress of the children, and the performance of the teachers regularly.
- Children enter the school with skills and knowledge below those typically found at their age, especially in speaking, writing and social skills. The school works hard to develop children's knowledge and understanding in these areas.
- Children make good progress and a higher number than found nationally achieved a good level of development in 2014 because teaching is good. Children enter Year 1 ready to learn and with the skills they need.
- The school works well with parents, encouraging them to be involved in the education of their children. They make regular contributions to the children's 'Learning Journey' books. The Christmas production, provided by the Nursery children for their parents, was well attended and promoted good development of the children's spiritual and social education. The Chair of the Governing Body helped in the serving of tea

and coffee, making parents feel welcome in the school.

- In the Nursery production to parents, children understood the routines and were not distracted by having an audience. The production developed their skills, for example singing songs which involved counting back from five.
- The activities provided are well thought out. For example, the role-play area in the Reception classes had become a 'Post Office'. Children were choosing which stamps had to go on the parcels – would the most expensive stamp have to go on the largest parcel? The properties of three-dimensional shapes were also being explored. However, the most-able children are not always challenged in their thinking. Consequently, these children do not make such rapid progress as the most-able pupils in the rest of the school.
- The behaviour of the children is excellent. The behaviour policy is followed consistently, ensuring that children learn right from wrong. They are encouraged to work and play co-operatively. When asked to tidy up at the end of the day, children were able to do this quickly and with minimal fuss. Children feel safe in the school. Good relationships exist with older pupils and with adults. Their spiritual, moral, social and cultural education is developed well. For example, children look after the school's rabbits, developing their understanding of caring for others.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	102514
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	442147

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	457
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Brown
<b>Headteacher</b>	Shazia Akram
<b>Date of previous school inspection</b>	January 2013
<b>Telephone number</b>	020 88310841
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