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Mrs Eileen Sheedy
Headteacher
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Dear Mrs Sheedy

Short inspection of Isleworth Town Primary School

Following my visit to the school on 20 June 2017 with David Robinson, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

This school continues to be good

The leadership team has maintained the good quality of education in the school since the last inspection. You have successfully managed the expansion of the school from a two-form to what will be a four-form entry school in 2018. You have also effectively introduced provision for two-year-olds and overseen a major building programme within the school. While managing this you have maintained a clear insight into the school's strengths and weaknesses.

You have built up a large and effective leadership team; two recent appointments of deputy heads have strengthened leadership capacity even further. Leaders share your vision and moral purpose for the school. Leaders at all levels and the governing body are committed to school improvement as the school expands. You have effectively addressed the areas identified at the previous inspection. Pupils' progress in writing is good.

In the previous inspection report the behaviour of the pupils was commended as being of a very high standard and this is still the case. Pupils focus on their learning in class and speak with great pride about their school. Pupils are polite and respectful to adults and demonstrate caring attitudes. Records show that bullying incidents are rare and the school takes swift and effective action to sort out any problems. Parents and carers are particularly positive about the pastoral care provided by the school.

Displays in class and work in pupils' books show the wide range of history and geography being taught. The school emphasises the importance it places on music and the arts. Physical education and sporting activities are also delivered well. Therefore, the curriculum

is a strength of the school.

Governors and senior leaders have an accurate view of the school's effectiveness. They also know when to challenge and ask searching questions that are pertinent to the school's performance. They fulfil all their statutory duties in a systematic and thorough manner.

Safeguarding is effective

There is a strong culture of safeguarding at the school. The leadership team has ensured that records are detailed and of high quality. The chair of the governing body regularly checks the records maintained by the school and puts written questions to leaders responsible for safeguarding. School leaders have set up a 'Vulnerable Pupil Review Group'. This group meets regularly to review any concerns that the school may have for vulnerable pupils. Records show that swift action is taken to protect children should the need arise. Leaders know families and individual pupils exceptionally well. Leaders provide advice and guidance for parents to help them keep their children safe. Leaders, working with external agencies, have organised a valuable range of helpful workshops for parents. This includes how to help keep their children safe when they are online.

Pupils said that they feel safe at school because of the strong pastoral care. Pupils know how to keep themselves safe in a variety of contexts including when online. Pupils described the school as being a caring school. Staff deal with any derogatory language or bullying towards any pupils quickly. Pupils were clear about knowing who they should report concerns to. The majority of parents who responded to Ofsted's online survey, Parent View, agreed that their child felt happy and safe in school.

Inspection findings

- At the start of the inspection we agreed to look at particular key lines of enquiry to help decide on inspection activities. You and your team had already identified most of the key lines of enquiry in your self-evaluation of the school's strengths and weaknesses.
- Our first key line of enquiry was to evaluate the effectiveness of leaders' actions to improve outcomes in reading and mathematics at key stage 1. This was because the progress of disadvantaged pupils was not as strong as it was for other groups of pupils. You decided to bring in external support at the start of the year to develop reading. This helped provide your staff and middle leaders with a new approach to the teaching of reading. Leaders have provided effective training for all staff, including support staff. Leaders purchased additional resources which have helped to supplement reading in the classroom.
- Pupils in key stage 1 are now making good progress in their reading. I listened to small groups of pupils read, including those from disadvantaged backgrounds. All pupils said that they very much enjoyed reading, both in class and at home. They read with fluency and enthusiasm and are able to explain what they are learning with accuracy. Reading records are thorough and all books are well matched to the abilities of pupils. Support staff are used effectively to help pupils learn. Pupils were able to explain how

the new approach on guided reading is increasing their vocabulary. However, work in pupils' books used for guided reading was not of the same standard as in the writing and other literacy books. You agreed that this area needs to be a priority moving forward.

- In mathematics at key stage 1, a scrutiny of books and discussions with pupils showed evidence of good progress. Pupils are able to explain their reasoning in mathematics and use problem-solving well. However, some work lacks challenge and is repetitive. As a result, progress is not as rapid as it is in reading and writing.
- Inspection evidence supports the school's assessment information that all disadvantaged pupils are now attaining at the expected level, with a greater proportion reaching greater depth in reading and mathematics in key stage 1.
- Our second key line of enquiry was to evaluate the teaching of phonics. This was because fewer disadvantaged pupils attained the expected standard in the Year 1 phonics screening check last year. Leaders have introduced a consistent and systematic approach to the teaching of phonics across the school. We observed teaching in phonics and we also observed support staff teaching small groups. Teaching activities are well matched to pupils' different abilities. Teachers and support staff are precise in their teaching of letters and sounds. As a result, provisional school information shows a rise in the number of disadvantaged pupils expected to reach the expected standard in the phonics screening check. Outcomes overall also show a rise in phonics attainment for this year.
- We also agreed to evaluate teaching in the wider curriculum, particularly science. A scrutiny of work in key stage 2 showed that science work is of a high standard in all classes. Coverage of science topics is extensive and pupils are making consistently good or better progress over time. Pupils are given effective opportunities to do practical work and to carry out investigations. Pupils are able to apply their skills in writing, mathematics and technology to science. Work is well presented and shows a good level of challenge. The review of pupils' work shows that a high proportion of pupils, including disadvantaged pupils, are at age-expected levels.
- We also agreed to evaluate how effectively leaders have improved attendance, particularly in reducing the high level of persistent absence for pupils who have special educational needs and/or disabilities. Leaders have put in place a rigorous and robust system to ensure that attendance is effectively monitored. The deputy head and inclusion manager work well together. They maintain records and analyse pupils' attendance carefully. Case studies showed determination and resolve to intervene where support was needed. Leaders work effectively with external agencies, and early intervention has been a key factor in improving attendance, particularly for pupils who have special educational needs and/or disabilities.

Next steps for the school

Leaders and those responsible for governance should ensure that in key stage 1:

- pupils' work in guided reading is improved to match the strong standards in writing

- teachers ensure that pupils are challenged in their learning of mathematics through activities that require them to apply a range of mathematical skills and knowledge.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hounslow. This letter will be published on the Ofsted website.

Yours sincerely

Sean Flood
Ofsted Inspector

Information about the inspection

Inspectors held discussions with you and other senior and middle leaders. Inspectors also held meetings with a representative from the local authority and governors, including the chair of the governing body. Inspectors also spoke with parents and pupils, both in class and in structured settings. Inspectors listened to a wide range of readers from across the school. The lead inspector visited the provision for two-year-olds. Inspectors observed pupils' behaviour in class, in the playground and as they made their way around the school. Inspectors reviewed pupils' work and also observed teaching in a range of classes, jointly with senior leaders. A wide range of documentation was evaluated, including case studies, school surveys, the school's self-evaluation and information relating to safeguarding, behaviour and attendance. Inspectors considered the responses of 108 parents to Parent View, 56 responses to the pupil survey and 47 responses to the staff survey.