

Edison Primary School

Vicarage Farm Road, Hounslow TW5 0AQ

Inspection dates

10–11 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher, who is well supported by the deputy headteacher, provides ambitious and resolute leadership. Leaders have an accurate understanding of the school's strengths and areas for improvement.
- Trustees and governors are committed to and knowledgeable about the school and its community. They use their range of skills and expertise to support and challenge leaders effectively.
- Teaching of phonics is strong. This means that pupils can read independently at an early stage and develop a 'love of reading'.
- Teaching across the school is good overall. However, there are times when some teachers do not plan tasks that fully meet the needs of all groups of pupils.
- The curriculum is broad and balanced. Science is an integral part of the curriculum offer. Pupils develop knowledge, understanding and skills across a wide range of subjects.
- Leaders have ensured that they have developed the middle leadership team. However, some are new to their role and further development is needed.
- The quality of education and teaching in early years is good. As a result, children achieve well. Provision in classrooms is high quality across all areas of learning. However, learning in the outside area does not offer children the same high quality.
- The promotion of pupils' personal development, behaviour and welfare is good. Pupils are polite, well behaved and demonstrate an understanding of respect and tolerance for one another.
- Leaders have worked hard to improve attendance and reduce persistent absence. Consequently, pupils' attendance is above the national average and persistent absenteeism is below.
- Trustees and leaders have ensured that additional funding is used effectively. As a result, pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make good progress from their starting points.
- Safeguarding is effective. Pupils are safe and well cared for. Pupils say that they feel safe, enjoy school and enjoy learning.

Full report

What does the school need to do to improve further?

- Improve early years provision by:
 - developing the outside area so that children have access to high-quality learning opportunities and resources across all areas of learning.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - learning is well matched to the abilities of all pupils to enable them to achieve as well as they can in all subjects.
- Improve the effectiveness of leadership and management by:
 - building on the effective work that has already taken place to further strengthen and develop middle leaders as the school grows.

Inspection judgements

Effectiveness of leadership and management

Good

- Since opening in September 2016 in temporary buildings, the school has undergone significant change. Leaders have managed these changes extremely well and have worked tirelessly to ensure that pupils are provided with a good education.
- The trustees, governors and leaders demonstrate a passion and commitment to the school and its community. The headteacher, ably supported by the deputy headteacher, provides strong and tenacious leadership.
- Leaders have an accurate understanding of the school's strengths and areas for improvement, which is reflected in the self-evaluation and improvement plans. Leaders have worked effectively with staff to create a culture of high expectations. They keep the quality of teaching under close review. Well-established assessment procedures enable staff to check how well pupils are learning. Leaders hold staff to account effectively for pupils' progress.
- A proportion of parents spoken to by inspectors and who responded to Parent View, Ofsted's online questionnaire, felt that communication between the school and themselves was not as strong as it could be. As a result, some parents were left unsure of how well some concerns they raised were dealt with. However, inspectors found that leaders deal with issues effectively.
- Senior leaders work well to continually improve the quality of teaching. They provide a good range of professional development opportunities to support and develop teachers' skills. Staff are appreciative of the opportunities that they receive to help them improve the quality of their teaching and leadership skills.
- Pupils have a thorough understanding of British values at an age-appropriate level. They demonstrate an understanding of democracy, for example, through the elections to become school councillors. Staff provide pupils with opportunities to be involved in decision-making and in improving the school. For example, benches were purchased by leaders following pupils' suggestions about seating in the grounds of the school. Pupils demonstrate an excellent understanding of tolerance and respect.
- The curriculum is suitably broad and balanced and pupils learn in a wide range of subjects. Topic lessons are sequenced so that pupils' knowledge builds over time. Visits to places of interest enhance pupils' learning experiences. Science is an integral part of the school's curriculum and cross-curricular links which extend pupils' learning are effective.
- The curriculum is enhanced by a range of enrichment activities that pupils enjoy, such as cookery, Indian dance, art and fitness clubs.
- The leadership of provision for pupils with SEND is effective. Established systems are in place to identify pupils with SEND so that support can be put in place promptly. Leaders regularly check and record pupils' progress carefully.
- Leaders use the pupil premium funding effectively. They ensure that disadvantaged pupils receive the support they need to help them to achieve well over time. As a result, disadvantaged pupils make good progress.
- The physical education (PE) and sport premium funding for primary schools is used

effectively. Leaders have invested in a sports coach to improve staff's skills and enhance sports provision during lunchtime. They have ensured that pupils have access to a range of enrichment opportunities. As a result, pupils' participation levels in sport have increased and their understanding of healthy lifestyles has improved.

- Middle leaders are enthusiastic, hardworking and committed to their role. Senior leaders have ensured that they have received training relevant to develop their leadership skills. Some are relatively new to their role and some subjects and areas of the school are better developed than others.

Governance of the school

- The governance of the school is effective. The trustees and governing board are highly ambitious and committed to the school.
- Trustees and governors are well informed and understand the school's strengths and the areas which need to be further improved. This is because they receive detailed information from leaders about all aspects of the school. They have a range of expertise and skills which they use to challenge and support leaders effectively.
- Regular visits to the school by trustees and governors ensure that they find out the quality of the education provided to pupils. This enables them to ask probing questions about the impact of the school's improvements and how well pupils achieve.
- Trustees and governors give safeguarding an appropriately high priority. They understand the risks pupils face in the community. The safeguarding link governor meets regularly with leaders to check that safeguarding and child protection procedures are comprehensive and secure. Consequently, trustees and governors ensure that their statutory duties are fully met.

Safeguarding

- The arrangements for safeguarding are effective.
- Recruitment and background checks on all adults working in school meet statutory requirements and are monitored by governors and leaders.
- Staff are well trained and receive regular up-to-date information, including about their duties in relation to radicalisation and extremism. They know how to identify and record any concerns that they have about pupils. Well-maintained records show that, when this occurs, leaders act in a timely manner and work with external agencies effectively to keep pupils safe.
- Most pupils say they feel safe in the school and many parents agree.

Quality of teaching, learning and assessment

Good

- Leaders have ensured that a culture of high expectations for learning and teaching exists across the school. Teachers have created an environment where pupils are enthusiastic to learn and positive relationships are evident. Consequently, the quality of teaching, learning and assessment across the school is good and pupils make good progress.
- The teaching of phonics is a strength of the school. Teachers follow a well-structured

phonics programme that matches pupils' needs well. Pupils enjoy their phonics lessons and use their knowledge and skills to read unfamiliar or difficult words with growing confidence. This enables pupils to develop independent reading skills at an early stage.

- Pupils are enthusiastic and are developing a love for reading. The school's approach to whole-class reading means pupils encounter a wide range of high-quality texts. Pupils are developing their comprehension skills through regular opportunities in class and at home using an online reading programme.
- The teaching of science is a strong feature of the school. Through practical investigations and real-life activities, teachers ensure that well-planned opportunities exist for pupils to develop their scientific knowledge. As a result, pupils make strong progress in science and are knowledgeable about this subject.
- Teachers make sure that pupils have frequent opportunities to develop their writing skills in different subjects and for a range of purposes. They set clear success criteria to help pupils understand what they need to do to be successful. As a result, over time, pupils become confident and skilled writers.
- Teachers and learning support assistants work well together. Learning support assistants know the pupils who they work with well. They offer unobtrusive support in class, including for pupils with SEND, which helps pupils to keep focused and make progress in learning.
- Teachers systematically provide opportunities for pupils to improve their work and address misconceptions or errors. They plan activities in which pupils work together cooperatively to discuss their learning. Teachers use a range of questions effectively to regularly assess pupils' knowledge and understanding. Through good-quality discussions, pupils are able to develop their understanding of technical vocabulary and language.
- The school's consistent approach to the teaching of mathematics helps pupils to develop their number skills and understanding of mathematical vocabulary well. Teachers' secure subject knowledge engages pupils and provides appropriate opportunities to build on what they know and can do. As a result, progress in mathematics is strong.
- Although teaching in the school is good overall, there is some variation. Sometimes, teachers do not take enough account of pupils' learning needs. As a result, they set tasks which do not fully meet the needs of all groups of pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident and self-assured learners. They have excellent attitudes to learning and are enthusiastic to achieve well. They say that they enjoy school and their learning. Pupils are hardworking, follow instructions attentively and share their accomplishments with adults and their peers confidently. Pupils are respectful towards adults and each other. For example, during the inspection a pupil held the door open in the corridor for inspectors without being asked.

- Pupils' well-being is a high priority of the school. Careful thought has been given to the personal, social, health and economic (PSHE) education curriculum. Teachers regularly plan 'circle time' activities to help to develop pupils' social skills. Pupils are encouraged to set goals themselves and to be aspirational. Through the curriculum they develop an awareness of environmental issues, including climate change, and understand their rights and responsibilities.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well and is woven through the curriculum. Pupils are provided with a range of visits and visitors, which broadens their experiences. Visits to local places of worship, including the Gurdwara and temple, provide them with opportunities to gain an understanding of different religions.
- Pupils have a thorough understanding of different types of bullying. Some were adamant that no bullying occurs in school; however, some say that it sometimes happens but adults deal with it promptly and effectively.
- Pupils have an excellent knowledge of how to stay safe. They learn about the dangers online, as well as outside of the school. Pupils learn about how to protect their personal space through visits from the National Society for the Prevention of Cruelty to Children. Through assemblies and workshops, pupils receive guidance about road safety and the dangers of the railway.

Behaviour

- The behaviour of pupils is good. Pupils are polite to each other and adults. The majority of pupils behave well in lessons; however, when the tasks provided do not match their learning needs, some off-task behaviour occurs. Pupils move safely around the school and play well collaboratively at breaktime and lunch.
- Pupils say that behaviour is mostly good and, although behaviour issues do occur, they are dealt with quickly and effectively by staff. However, some parents were less convinced. Staff are effective at challenging behaviour and leaders work closely with parents to provide support for these pupils. As a result, some of these pupils' behaviour is shown to improve over time.
- Leaders have worked tenaciously to tackle persistent absence. Leaders have implemented robust procedures and the attendance officer keeps a close check on pupils' attendance rates. Leaders speak with parents if their child's attendance is of concern. As a result, attendance is now above the national average and persistent absence is below the national average.

Outcomes for pupils

Good

- Children in the early years make good progress from their starting points, including disadvantaged children. A higher proportion of children than the national average achieve a good level of development by the end of the early years.
- In Year 1, a higher proportion of pupils than the national average attained the expected standard in the phonics screening check. This has increased from the previous year and is a result of effective phonics teaching.
- In 2019, the unvalidated assessment information for Year 2 pupils demonstrates that

the proportion of pupils achieving the expected and higher standards in reading, writing and mathematics is above the national average.

- Disadvantaged pupils make progress from their starting points. The school's internal data and the work in pupils' books demonstrate that they are making strong progress. However, there is a gap in attainment between them and other pupils nationally at the end of key stage 1, although this is improving.
- Pupils with SEND make good progress from their specific starting points because of personalised and effective learning support.
- Work in pupils' books shows that they make good progress in other subjects across the wider curriculum. There are good examples of work in history and geography. Work in science demonstrates that pupils are developing their scientific skills and knowledge effectively.

Early years provision

Good

- Some children join the early years with starting points below those seen typically and make good progress. Over the past two years, the proportion of children achieving a good level of development has been above the national average. Children are polite, enthusiastic and keen to share their work. They play and learn well together and develop an understanding of the school's routines. As a result, children are well prepared for moving into Year 1.
- Leaders are knowledgeable about how young children learn. They are enthusiastic and reflective about the early years provision. They evaluate the provision accurately and use their skills to plan actions to improve further.
- Leaders have developed good links with nursery settings and carry out home visits. They use information from these visits, along with information from parents, to ensure that children make a smooth transition into school life.
- Leaders forge effective links with parents from the start. Parents are encouraged to contribute to the assessment of their children's learning throughout the year through the school's online assessment tool. Regular meetings between teachers and parents provide them with opportunities to share their children's learning. Parents are offered a range of learning workshops, such as phonics, which help them to gain a valuable insight into the learning approaches.
- Teaching in the early years is good. Adults know the children well and keep accurate records of what children can do. They use this information to plan learning that develops children's skills well across areas of learning. For example, children were observed making pictures out of shapes. Some children were able to confidently write the names of the shapes they had used and identify their properties correctly.
- Staff have ensured that routines are well established. Children are able to sustain their attention well for long periods of time, which allows them to extend their learning. They work collaboratively, help each other and take turns by sharing resources, for example when making model buses in the outside area.
- The classroom environment is vibrant and well organised. The indoor provision offers children opportunities across all areas of learning. Inside, high-quality resources are available and readily accessible for children to develop their learning independently.

However, this is not the case in the outdoor area and opportunities for children to make their own choices are limited by the lack of high-quality resources available.

- Statutory welfare requirements are met and safeguarding is effective.

School details

Unique reference number	142889
Local authority	Hounslow
Inspection number	10088855

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

Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	Board of trustees
Chair of trustees	Jasbir Kaur Sihota
Headteacher	Amrit Dokal
Telephone number	020 8873 3337
Website	www.edisonprimary.org
Email address	info@edisonprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Edison Primary School opened in September 2016 as a free school academy. It is the single school in a stand-alone academy trust, Edison Trust Limited.
- The school is smaller than the average-sized primary school but is growing. At present it caters for pupils in Reception, Year 1 and Year 2.
- There is a breakfast club and an after-school club, which are managed by the school.
- Half of the pupils are from Asian or Asian British-Indian backgrounds.
- The proportion of pupils eligible for pupil premium funding is higher than the national average.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils with SEND is lower than the national average.
- The proportion of pupils who have education, health and care plans is lower than the national average.

Information about this inspection

- Inspectors held discussions with staff, members of the governing board, parents, and leaders. The lead inspector spoke on the phone with the chair of trustees and met a representative of the local authority.
- Inspectors visited classrooms to observe learning. Most of these visits were made jointly with the headteacher and deputy headteacher. Inspectors met with a group of pupils to hear their views of the school.
- Inspectors observed pupils' behaviour in lessons, in an assembly, during lunchtimes, at breaktime and around the school.
- Inspectors listened to a selection of pupils read.
- Inspectors looked at the school's evaluation of its own performance, its improvement plan, external moderation and evaluations, records relating to behaviour, minutes of meetings of the governing board, risk assessments, first aid logs, policies and progress information. They also considered a range of documentation in relation to child protection, safeguarding and attendance.
- Inspectors carried out a scrutiny of the quality of pupils' work in books, including English, mathematics, science and topic.
- Inspectors took account of 49 responses to the Ofsted online survey, Parent View, as well as 40 free-text responses. Inspectors also considered the 26 responses to the pupil questionnaire. Inspectors spoke to several parents during the inspection. Questionnaire responses from four members of staff were also analysed.

Inspection team

Andrew Hook, lead inspector

Her Majesty's Inspector

Andrew Maher

Ofsted Inspector

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Manchester
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