

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



13 July 2021

Laura Khalil
Headteacher
Hounslow Town Primary School
School Road
Hounslow
TW3 1QZ

Dear Ms Khalil

Requires improvement: monitoring inspection visit to Hounslow Town Primary School

Following my visit to your school on 30 June 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school received a judgement of requires improvement at its previous section 5 inspection.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

The school should take further action to:

- make sure pupils build their knowledge of different subjects from the early years into Year 1 and beyond
- make sure links between new knowledge and prior learning are made explicit in lessons.

Context

The work on the new building was completed after the previous inspection. The school moved to the new premises in September 2018.

Main findings

You and your leadership team have focused on improving the areas of weakness identified in the previous inspection. Leaders researched strategies aimed at improving reading. They selected and adapted an international programme to develop pupils' reading. Leaders check the progress pupils make. Pupils who fall behind receive additional support from a trained adult, to help them catch up.

Leaders prioritise phonics as soon as children enter the school in the early years foundation stage (EYFS). Leaders frequently check the sounds pupils know and remember. Teachers use this information to target their support. Pupils who are new to the school, or need to improve their ability to decode, also receive extra phonics teaching. Leaders provide books matched to the sounds pupils are learning. Pupils read these in school and at home.

Subject leaders have improved their knowledge and expertise. As a result, they create appropriate subject plans. These plans link to learning in the early years. However, subject leaders should make sure the plans deliberately build on knowledge from the EYFS. Leaders give appropriate advice and support to class teachers. This ensures that teachers implement subject plans consistently. In some subjects, the most important knowledge pupils need to remember is not made explicit. As a result, sometimes pupils struggle to link new knowledge to what they have learned before.

Leaders make sure all pupils can access the curriculum. This includes pupils with special educational needs and/or disabilities. Pupils working in the additional resourced provision learn the same topics as their peers. The special educational needs coordinator (SENCo) works with subject leaders and teachers to make sure lessons meet pupils' needs. Specialist practitioners and therapists work with pupils. These experts share their knowledge with staff. This means that staff are increasingly able to support pupils effectively.

Leaders provide a range of support for families who may need help. Some pupils receive packs containing reading books and resources to use at home. Parents value the help and support provided.

Governors work with leaders to find out what needs to improve. Governors carry out subject checks with external experts. As a result, governors are better at challenging and holding leaders to account.

Additional support

Leaders have worked with different organisations to improve the school. Subject leaders work with subject leaders from other schools. This helps them improve their subject knowledge. They use this knowledge to improve teaching. Leaders benefited from visits and advice from local authority advisers. This helped leaders to focus their improvement work. Governors take part in training from the local authority. This means they better understand their role in supporting and challenging leaders.

Evidence

During the inspection, I held meetings with the headteacher, other senior leaders, five subject leaders, the SENCo, staff, pupils, representatives of those responsible for governance and a representative of the local authority to discuss the actions taken since the last inspection.

I visited a lesson, looked at documentation, examined 69 parent survey responses and 72 staff survey responses.

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 reports website.

Yours sincerely

Andrea Bedeau
Her Majesty's Inspector