

Inspection of Hounslow Town Primary School

School Road, Hounslow TW3 1QZ

Inspection dates: 1 and 2 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils are happy at this very large but welcoming primary school. Leaders know that pupils joining the school could feel worried because of its size. However, in reality, pupils quickly feel safe, secure and valued because staff are caring and friendly.

Leaders and staff expect pupils to achieve well, and support them to be active learners. This means that pupils are highly engaged in all lessons. Pupils said that they love coming to school because they like finding out new things. They were keen to talk about what they have learned. For example, children in Reception understand that physical education 'makes you stronger'.

Pupils behave well in lessons, around the school and in the playground. Anti-bullying ambassadors are on hand to help sort out behaviour, but pupils said that this is rarely needed. This is because bullying is rare. However, pupils are clear that adults would deal with any problems, should they occur.

Everyone lives by the school's values. These are promoted through what it means to be a 'Hounslow Town Child' and a 'Hounslow Town Adult'. For example, pupils are expected to be responsible, happy and considerate. In return, they can expect adults to be caring, patient and supportive.

What does the school do well and what does it need to do better?

Leaders have planned a curriculum which builds logically towards clear outcomes. They expect every pupil to achieve, regardless of their starting point. Pupils study a broad programme covering all the subjects within the national curriculum. Specialist teaching allows pupils to benefit from confident modelling and instruction in food technology, languages, music and physical education (PE). These specialists also support teachers' professional development. However, across the curriculum, there is not a clear overview of when technical subject vocabulary should be taught. This means, for example, that the word 'icon' has not been used consistently in computing.

Many of the pupils who arrive at the school speak English as an additional language. Leaders make sure that these pupils receive the support needed to access the same learning as their peers. This support helps pupils to swiftly acquire the vocabulary and fluency that they need in order to succeed. For example, in one support session, Year 3 pupils were seen labelling the parts of a plant on a large diagram on the floor. The vocabulary learned equipped pupils to access the science learning later on in the main classroom.

Reading is prioritised. Pupils begin learning phonics in Reception. They read books that closely match the sounds they know. Pupils receive regular focused support to catch up with learning to read. Some members of staff have more expertise than

others in helping pupils to catch up with their phonics. Leaders are aware of this, and have planned further training for staff.

Leaders have developed a culture where all staff are passionate about reading. Pupils thrive in this environment and love reading themselves. Pupils can say which authors and types of books they prefer. They can explain how they know they are getting better at reading. Teachers provide daily reading 'cafe' (comprehension, accuracy, fluency, expanded vocabulary) and guided reading sessions. These help pupils to understand what they have read.

Leaders put effective and timely interventions in place for pupils with special educational needs and/or disabilities (SEND). This helps pupils with SEND to access the same curriculum as their peers. Pupils with SEND use special notebooks to help them remember their learning. These books help pupils remember important words and phrases like 'guilty' and 'concentration camp' when studying the Second World War. Support staff are used skilfully to scaffold learning and select the most useful resources to help pupils with SEND.

All staff have high expectations of pupils' behaviour, and pupils respond positively. Teachers engage pupils in their learning and, as a consequence, low-level disruption is uncommon. Relationships between staff and pupils are respectful. Pupils work amicably with their peers, and enjoy discussing and sharing their learning.

Pupils enjoy taking part in wider opportunities at school. They talked enthusiastically about continuing sport, for instance, after they leave school. Leaders also include life skills such as first aid, disability awareness and pupil leadership within the curriculum. Pupils are taught to celebrate diversity and learn about other cultures. For example, this term's focus language is Arabic.

Leaders make sure that staff are supported with their workload and well-being. No one works in isolation, and staff said that leaders are approachable, available and, most importantly, listen to their concerns.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that pupils' safety and well-being are at the forefront of everyone's minds. They ensure that staff receive the latest training, so they know how to identify if a pupil needs help. Leaders work collaboratively with external agencies, including the police, to safeguard vulnerable pupils.

Pupils are taught how to stay safe in and outside of school. Older pupils know about the risks in their local area. They know not to make friends with someone they do not know when they are online.

Governors carry out their safeguarding responsibilities effectively. This includes checking safer recruitment processes regularly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have planned a sequenced curriculum with clear end points. This is helping pupils to remember the key knowledge in each subject. However, technical vocabulary is not introduced consistently across all subjects. This means that pupils miss opportunities to link larger areas of learning. Leaders should further develop the curriculum so that there is an agreed approach to teaching technical vocabulary. This will enable pupils to further develop the detailed knowledge and skills that they need in order to achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 102491 |
| Local authority | Hounslow |
| Inspection number | 10200579 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1039 |
| Appropriate authority | The governing body |
| Chair | Frances Rowswell |
| Headteacher | Laura Khalil |
| Website | www.hounslowtownprimary.co.uk |
| Date of previous inspection | 30 June 2021, under section 8 of the Education Act 2005 |

Information about this school

- Hounslow Town Primary School is much larger than the average primary school.
- There is an on-site resourced provision for pupils with moderate learning difficulties.
- The proportion of pupils who speak English as an additional language is above the national average. 56 languages are spoken across the school.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Meetings were held with the headteacher, senior leaders, staff, pupils, the chair of the governing body, three other governors and a school improvement partner from a local school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science, computing and PE. For each deep dive, inspectors met with

subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans in other subjects.

- Inspectors reviewed safeguarding arrangements by scrutinising records and talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, staff and pupils through Ofsted's online surveys.
- Inspectors visited the on-site resourced provision.

Inspection team

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|--------------------------------|-------------------------|
| Alison Colenso, lead inspector | Her Majesty's Inspector |
| Sahreen Siddiqui | Ofsted Inspector |
| Kanwaljit Singh | Ofsted Inspector |
| Raj Mehta | Ofsted Inspector |

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