

Inspection of a good school: Alexandra Primary School

Denbigh Road, Hounslow TW3 4DU

Inspection dates:

24 and 25 January 2023

Outcome

Alexandra Primary School continues to be a good school.

What is it like to attend this school?

Alexandra Primary is a warm, welcoming and inclusive school. Pupils enjoy attending and are kept safe here. They know that there are adults to speak to if they need additional help. Instances of bullying are rare. Pupils are confident that adults respond swiftly to any concerns that might arise. Leaders have ensured that effective pastoral care is provided to pupils, for example support for young carers within the school community. Pupils behave well around the school because they are expected to do so.

Pupils study a broad and ambitious curriculum. They try hard and this is reflected in the work that they produce. Pupils are encouraged to develop the attitudes they need to be successful learners. For example, they understand that making mistakes in their learning can be a good thing because it helps them to build resilience.

Pupils appreciate the opportunities that they have to take up leadership roles, for example on the school council or as eco or play leaders. Pupils also like being able to take part in a range of competitions. For example, they recently entered a competition to design a Christmas card for the local MP.

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

Leaders have designed an ambitious curriculum for pupils that matches the requirements of what is expected nationally. The most important knowledge that pupils need to learn and remember in each subject has been clearly identified. Leaders have given careful thought to how learning develops over time so that pupils practise and embed important ideas. For example, in physical education, pupils play netball successfully because they have already learned and practised techniques for passing and defending earlier in the school. Similarly, in mathematics, children in the early years practise counting regularly. They also learn that numbers can be made in different ways. This knowledge supports pupils in Years 1 and 2 to solve addition and subtraction problems with increasing confidence. In Years 3 to 6, these solid foundations are built on further. Because pupils'

prior learning is secure, they can tackle more complex number work, including calculations involving fractions, with greater fluency.

Teachers typically check pupils' understanding. This enables any errors or misconceptions to be identified and addressed. However, in some foundation subjects, teachers do not focus sufficiently on the important concepts that have been identified. In these instances, pupils' understanding is not as secure.

Leaders have prioritised pupils' reading. A focus on early language starts in nursery. This is built on from the very beginning of the Reception year. Staff have received appropriate training and, as a result, follow the agreed phonics programme consistently. Pupils have regular reading practice using books that are closely matched to the sounds that they know. Teachers check pupils' progression in reading regularly. This ensures that additional support can be provided for those who need it, including pupils who are new to the school. As a result, pupils across the school learn to read with increasing accuracy, fluency and confidence. They develop into motivated readers who enjoy reading and being read to.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Leaders work with a range of specialists to ensure that the help provided is focused on pupils' needs. This information is communicated clearly with teachers who are well supported to make appropriate adaptations for pupils with SEND. As a result, these pupils access the same curriculum as their peers.

Pupils behave well in class and around the school. This is because routines and expectations are clear and consistently applied. As a result, learning is not disrupted, and pupils typically demonstrate positive attitudes towards school and their learning.

The curriculum is designed to ensure that pupils appreciate important ideas, such as diversity. Pupils learn about and celebrate a range of different religions and cultures. The curriculum teaches pupils to understand that stereotypes are wrong, and discrimination should be challenged. Pupils enjoy a range of different cultural experiences, such as going to the theatre. For example, pupils have recently seen a production of 'A Christmas Carol' to complement their study of the novel.

Leaders, including those responsible for governance, have an accurate understanding of the school's strengths and priorities for further improvement.

Staff appreciate being part of this school community. They feel that leaders are approachable and considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive appropriate training and understand their responsibility to report any concerns that they may have.

Leaders act on referrals swiftly and make appropriate use of external agencies when required. This ensures that pupils and their families receive the help that they need. Leaders organise strong pastoral support for pupils. This includes, for example, using approaches that aim to support and strengthen emotional well-being.

Pupils learn about how to keep safe as part of the curriculum. This includes understanding risks when working online as well as developing an age-appropriate understanding of consent and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers do not consistently focus on the important concepts that have been identified in the curriculum. In these instances, pupils' understanding is not as secure. Leaders should ensure that teachers routinely focus on pupils, including those pupils with SEND, securing the most important concepts as identified in the curriculum for each subject.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2017.

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.

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

Unique reference number	140974
Local authority	Hounslow
Inspection number	10255458
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	700
Appropriate authority	The governing body
Chair of governing body	Udaya Shankar
Headteacher	John Norton
Website	www.alexandra.hounslow.sch.uk
Dates of previous inspection	12 and 13 July 2017, under section 5 of the Education Act 2005

Information about this school

- The current headteacher joined the school in September 2017.
- The school runs a breakfast and after-school club.
- Leaders make use of one registered alternative provision.
- The school is part of 'Collabor8', a soft federation of schools that work closely together to share practice.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteachers and members of staff. They also spoke with a representative of the local authority, and met with members of the governing body, including the chair of governors.

- Inspectors carried out deep dives in these subjects: early reading, history, mathematics and physical education. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also considered other subjects as part of this inspection.
- Inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- Inspectors spoke with the headteacher of the alternative provision used.
- The views of pupils, parents, carers and staff were gathered through both discussions and their responses to Ofsted's online surveys.

Inspection team

Sophie Healey-Welch, lead inspector

His Majesty's Inspector

Samantha Ingram

His Majesty's Inspector

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