

Inspection of Heston Primary School

Heston Road, Heston, Hounslow TW5 0QR

Inspection dates: 1 and 2 November 2023

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 Good

What is it like to attend this school?

The school is a welcoming place to be. Pupils are supported to settle quickly when they join the school.

Pupils behave responsibly. They are considerate of others. Older pupils often guide and help to supervise younger pupils in various breaktimes activities. These include den building, ball games and quiet time in the nature area. Pupils often enjoy dancing to their chosen music played through loudspeakers in the playground. Pupils are happy here.

The school encourages pupils to share their ideas. This includes through the pupil play leader group and as eco-warriors. The 'savvy-soap sellers' take pride in their role of recycling containers and selling soap products to parents and staff.

The school places high importance on safeguarding pupils' well-being. The school promotes trusting professional relationships. As a result, pupils report to the school any concerns that may arise. This includes concerns about bullying. The school deals with these quickly and effectively.

The school has high expectations for pupil achievement. Frequently, assessment information is used to adjust teaching and resources. As a result, typically, pupils achieve highly.

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

Pupils love reading. They have opportunities to read every day in school. At breaktimes, many pupils enjoy relaxing with a book in the 'reading dome' area, which was installed at the request of the school-council group. Pupils at the early stages of learning to read receive an effective introduction to phonics. This starts in the Reception Year or when pupils join the school. Teaching staff adapt teaching and resources for pupils with special educational needs and/or disabilities (SEND) appropriately. The school provides reading books that are carefully matched to the phonics that pupils know. Leaders share information to help parents support their children with reading at home. Pupils quickly learn to read with confidence and fluency.

The school's curriculum is ambitious. Pupils study a broad range of subjects, in line with the national curriculum. The school decides the important subject content they want pupils to know. Leaders sequence this knowledge effectively so that it builds cumulatively from the early years onwards. Subject leaders work closely with teaching staff to ensure the curriculum is implemented securely. The school collaborates with external professionals, therapists and parents. This ensures that pupils with SEND receive effective help to learn the same curriculum as their peers. The school provides teaching staff with effective training and takes their workload into account.

Pupils regularly recall content, concepts and ideas that they have learned previously. As a result, typically, pupils connect knowledge together, which helps them to know more and remember more. For example, pupils in Year 4 learn how plants make food. This helps pupils in Year 5 to understand the role of a producer in food chains. On occasion, some important knowledge is not made explicit enough to help pupils to recall it as securely when they move on to new learning. As a result, pupils have some gaps in their knowledge from the early years onwards. Leaders have identified and started work to address these issues.

Pupils are focused and attentive in lessons. In the early years, children concentrate on tasks for extended periods of time. Any low-level disruption is addressed quickly by staff so that it does not interrupt learning. Attendance rates are given high priority. The school works with a range of experts and partners to support regular attendance. As a result, the school uses a range of methods to help pupils and their families to understand the importance of regular school attendance. Consequently, attendance has started to improve for some pupils.

Pupils are taught age-appropriate information about healthy relationships. For example, the school organised visiting speakers who presented the dangers of coercion and control to pupils in Year 5. Pupils are taught about safety, including road safety and how to stay safe online. Pupils are taught the meaning of respect and why it is important to treat everyone equally. Pupils have opportunities to work together. For example, play and learning leaders organise and supervise a range of outdoor team-building activities. The school organises extra-curricular clubs for pupils. These include cookery and sports.

The knowledgeable governing body receives appropriate training to support and challenge the school effectively. The governing body fulfils its statutory responsibilities. This includes its duties regarding safeguarding the welfare of pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, important subject knowledge is not made explicit to pupils. As a result, pupils have some gaps in their knowledge. Leaders must make sure that important content is made explicitly clear so that pupils recall what they have learned and any gaps in knowledge are closed.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136191
Local authority	Hounslow
Inspection number	10293268
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	431
Appropriate authority	The governing body
Chair	Ann Broughton
Headteacher	Chandip Behar
Website	www.hestonprimaryschool.co.uk
Date of previous inspection	12 June 2018, under section 8 of the Education Act 2005

Information about this school

- The chair of the governing body took up post after the previous inspection.
- There is breakfast club and after-school provision for pupils registered at the school that is lead and managed by a separate provider and not by the school.
- The school does not make use of alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, computing, mathematics and physical education. For each deep dive, inspectors held

discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record took account of the views of leaders, staff and pupil and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed arrangements at breaktime and lunchtime.
- Inspectors spoke with some parents before school.
- Inspectors analysed staff, pupil and parent responses to Ofsted's online surveys.

Inspection team

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