Inspection of a school judged good for overall effectiveness before September 2024: Edison Primary School

Vicarage Farm Road, Hounslow TW5 0AQ

Inspection dates: 17 and 18 December 2024

Outcome

Edison Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Geraldine Valentin. This school is a single academy trust and part of Edison Trust Limited, which means other people in the trust also have responsibility for running the school. The trust is run by and overseen by a board of trustees, chaired by Suvir Rai.

What is it like to attend this school?

Pupils are very happy in the school. They know that members of staff will support them if they have any worries. Staff have developed positive relationships with the pupils. They know the pupils very well. This helps to ensure that pupils are kept safe.

The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy being challenged and are enthusiastic during lessons. The school supports them to achieve highly across the curriculum.

Pupils behave well during lessons and at breaktimes. They are kind and caring towards each other. Pupils can take on leadership responsibilities to support their peers. This includes the 'playground patrol' and 'staircase supervisors.' In the Reception Year, staff support children to follow routines and instructions. Children interact and share with each other well.

Many pupils take part in the broad range of clubs provided by the school. These help to develop pupils' talents and interests. They include a range of sports, dance, and cooking clubs. Pupils regularly have the opportunity to perform to an audience and lead assemblies. This helps to develop their confidence and public speaking skills.

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

The school has developed an ambitious curriculum for all pupils, including pupils with SEND. It ensures that new knowledge builds effectively on what pupils have learned before. In the early years, the school has carefully considered how children should progress through the curriculum across all areas of learning. Staff check and develop children's use of language and vocabulary effectively.

Teachers have secure subject knowledge. They present information clearly during lessons. The school identifies the individual needs of pupils effectively, including pupils with SEND. Teachers understand the needs of the pupils in their class. They make effective adaptations to ensure that pupils with SEND can access and learn the curriculum successfully. For instance, support staff work effectively with individual pupils to provide further adaptations and support.

Sometimes, teaching does not identify and address pupils' misconceptions. As a result, there are occasions where pupils do not retain knowledge securely or sometimes lack depth in their understanding.

The school has placed a sharp focus on the teaching of early reading. Staff are well trained in the delivery of the phonics programme. They identify and support pupils who fall behind the pace of the programme and help them to catch up. The books that pupils read are well matched to the sounds that they know. Staff work with parents and carers to help them to understand the purpose of the books that pupils take home. Pupils read a wide variety of texts daily and enjoy reading for pleasure. This helps pupils to become fluent and confident readers.

Pupils have very positive attitudes towards their education. They are enthusiastic to learn and enjoy contributing their ideas and opinions to lessons. Leaders ensure that systems to support pupils' behaviour are clear. Pupils are taught how they can regulate and recognise their own behaviour. The school has put in place a number of measures to improve attendance. It works closely with parents to support pupils to attend school regularly. As a result of this, absences are reducing.

The school has designed a personal development programme that helps to prepare pupils for life in modern Britain. Pupils understand how to keep healthy and stay safe, including online. They have a strong understanding and awareness of different faiths and cultures. Pupils attend annual visits to a variety of places of worship. External speakers visit the school to deliver workshops on a range of topics. These include finance, careers, and safety in the local area. The school also delivers a range of events for parents. For example, it provides sessions for parents on online safety, reading and how learning is adapted for pupils with SEND.

Leaders at all levels, including trustees, have a firm understanding of the strengths and priorities of the school. They have a clear strategic vision. Trustees provide appropriate support and challenge for the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not identify gaps in knowledge and check pupils' understanding, particularly of core concepts, subject-specific vocabulary, and prior learning. This means that, occasionally, pupils are not fully ready to learn new content and find it harder to commit knowledge to their long-term memory. Leaders should develop teaching expertise so that it identifies and addresses any gaps in pupils' understanding.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in July 2019.

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 special educational needs and/or disabilities (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	142889
Local authority	Hounslow
Inspection number	10346019
Type of school	Primary
School category	Free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	Board of trustees
Chair of trust	Suvir Rai
Headteacher	Geraldine Valentin
Website	www.edisonprimary.org
Dates of previous inspection	10 and 11 July 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2024.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, members of the senior leadership team and a range of staff. They also met with members of the board of trustees.
- The inspector visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector

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