

# Edward Pauling Primary School

## Inspection report

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<b>Unique Reference Number</b>	102514
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	308038
<b>Inspection dates</b>	6–7 December 2007
<b>Reporting inspector</b>	Sarah McDermott

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Barry Platt
<b>Headteacher</b>	Ms Gabrielle Quinnen
<b>Date of previous school inspection</b>	4 February 2002
<b>School address</b>	Redford Close Feltham TW13 4TQ
<b>Telephone number</b>	020 8831 0841
<b>Fax number</b>	020 8831 0851

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school, which was built in 1995 for a new housing estate. It serves a community that includes some areas of comparatively high deprivation where more families than average are eligible for free school meals. Although a high number of pupils are from minority ethnic backgrounds, the number with English as an additional language is average. There are more pupils with learning disabilities or difficulties than found in most schools, including a number with acute special educational needs. A third of the teachers are new to the school within the last two years.

The school has gained the Healthy Schools Award. It provides a wide range of extended services including a family learning programme, breakfast and after school care.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils do not make sufficient progress in their learning over their time at school. Children arrive in the Nursery with standards well below expectations. They do well in the Foundation Stage classes, but teachers in the main school are not all sufficiently effective in building on this positive start. Pupils make satisfactory progress in Key Stage 1, but do not keep up the momentum in Key Stage 2. By the time pupils leave school, standards are exceptionally low. In 2007, standards were particularly low in English and mathematics. Pupils did not achieve adequately because school leaders did not react quickly enough to stem the decline in their achievement. This legacy is still evident in the work of the current Years 3-6. Subject leaders are not confident in using the data gathered from assessments to pinpoint where pupils need extra help to make better progress. Leadership and management are inadequate. The school's view of its performance is over-optimistic, reflecting weaknesses in the approaches to self-evaluation. The limited impact of the school's actions on raising standards and improving pupils' achievements confirm that there is currently inadequate capacity to improve.

Parents appreciate what the school does for their children. The school works well with them and outside agencies to give good pastoral and personal support to the pupils. The personal development of the pupils is satisfactory. They enjoy coming to school. Attendance is just below the national average. Pupils behave satisfactorily and lead safe and healthy lives. They contribute well to school life and have a good knowledge of the world of work, but low standards in writing and mathematics do not bode well for pupils' future economic well-being.

Teaching and learning are inadequate because of significant weaknesses in Years 3-6. The analysis of these pupils' past work shows that teachers set different work for different groups but it is not always the right match. Consequently, academic guidance is not satisfactory and pupils do not make enough progress. Too many pupils still are not clear about what they need to do to improve their learning. The curriculum is satisfactory, enhanced by the interesting visits and themed days. However, the school has not been proactive enough in finding effective ways to bolster improvement in English and mathematics.

## Effectiveness of the Foundation Stage

### Grade: 2

Parents say that their children get a good start to their education in the Foundation Stage, and inspectors agree. Children feel safe and secure and leave their parents happily. Staff give a successful emphasis to promoting children's personal development.

When children enter the Nursery, their standards are well below those expected for their age. They make good progress in Nursery and Reception classes but their standards remain below the national expectations when they leave the Reception Year. Staff use assessment procedures effectively to measure children's progress. Children learning English as an additional language make good progress because staff build on their enthusiasm to pick up new skills. Children with learning difficulties are identified quickly, receive good support and also make good

progress. The headteacher is providing good leadership while the new co-ordinator settles into her role.

Lively teaching and interesting activities help children to learn well. Topics link all the six areas of learning required and capture the children's imagination. Carefully planned activities underpin the good teaching by providing plenty of practical 'hands on' experiences. However, occasionally a few children are given work that is too hard for them. The promotion of children's early literacy and numeracy skills is good. Nevertheless, sometimes staff accept nods and one-word answers, and miss opportunities to model language and encourage children to speak in sentences.

### **What the school should do to improve further**

- Improve teaching so that achievement is better, particularly in English and mathematics.
- Analyse data more quickly to identify underachievement and to put in effective strategies for improvement.
- Ensure subject leaders and governors are clear about the progress of pupils and are effective in raising achievement.

## **Achievement and standards**

### **Grade: 4**

With the exception of the Foundation Stage and Key Stage 1 pupils do not achieve well enough, or reach high enough standards. Pupils start in Year 1 with standards below national expectations. They make satisfactory progress in Key Stage 1. In 2007, standards were below average in reading, writing and mathematics at the end of Year 2. Pupils of all backgrounds and abilities fail to make adequate progress in Key Stage 2. In the Year 6 national tests for 2007 standards were low in science and exceptionally low in English, particularly writing, and mathematics. The school's own data identify similar underachievement in other classes in Key Stage 2.

The school failed to reach the targets agreed with the local authority for 2007. Staff have not yet undertaken a full analysis of the progress of the current Year 6 pupils. School records show that the progress these children made in Yr 5 was inadequate, so the targets for 2008 are particularly challenging.

## **Personal development and well-being**

### **Grade: 3**

Pupils enjoy coming to school because they know teachers care for them and they find activities fun. Behaviour is satisfactory. In most lessons, pupils are well disciplined and have positive attitudes to learning. However, boisterous behaviour and silly actions sometimes spoil the enjoyment of others outside at play and in the lunch-hall. Pupils lead healthy lives through regular exercise. One pupil made a point of writing to the inspectors to say 'My favourite lesson is PE and we do running and sports hall athletics'. Most pupils eat a balanced diet, but a few pupils bring packed lunches without sufficient fruit or salad. Pupils know how to keep themselves safe. A few pupils report bullying but they know who to turn for help.

The spiritual moral social and cultural development of the pupils is good. Religious education and personal, social, health and citizenship (PSHCE) lessons help pupils to grow in maturity and appreciate the lives of others. Pupils are starting to realise how they can improve their learning, but a significant number wait to be told what to do rather than take the initiative themselves. Pupils contribute positively to the school community. The peer mediators sport

their colourful tabards proudly and help to sort out squabbles amongst the younger pupils. A wide range of jobs through the Meaningful Work programme introduces pupils effectively to the world of employment. However, preparation for life beyond school is inadequate because their very low numeracy and writing skills hamper progress.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning are not consistent enough to ensure pupils in every phase of the school make adequate progress. They are good in the Foundation Stage, satisfactory in Key Stage 1 and inadequate at Key Stage 2. Progress in learning over time is inadequate because teachers have had inconsistent leadership and do not make sufficient use of assessment information to ensure that pupils have work that matches their learning needs. Teachers explain the purpose of the lesson effectively so that pupils know what they are aiming to learn. They use interactive whiteboards well to engage pupils in their learning. Pupils benefit from the chance to discuss work with peers, to develop their speaking and listening skills.

However, pupils are not sufficiently clear about how to improve their work. Pupils who struggle to read sometimes do not understand their targets because the vocabulary is too difficult. Teachers mark pupils' work regularly, but too often comments refer to untidy presentation rather than identifying how pupils could improve the content of their learning. The school's own data identifies considerable underachievement in pupils' performance in writing, science and mathematics in the past year.

### **Curriculum and other activities**

#### **Grade: 3**

The school organises the timetable effectively to promote the pupils' enjoyment of learning. The 'Context to Learning' is successful in allowing pupils to make realistic connections between different subjects. There is sufficient time each day for English and mathematics lessons. However, subject leaders have not yet been able to identify strengths and weaknesses in their curriculum areas to improve provision and raise pupils' standards and achievement.

The curriculum is effective in promoting the personal development of the pupils. The school's programme of PSHCE includes useful skills that help pupils to become healthy, safe and responsible people. Celebrations, such as Black History Month, and themed days make the curriculum exciting and stimulating. Many visitors such as the Puppet Theatre, artists, storytellers and speakers from different faiths bring learning to life. Pupils enjoy a good range of lunchtime and after school clubs.

### **Care, guidance and support**

#### **Grade: 4**

Overall, the care, guidance and support of pupils are inadequate. Pastoral care is good. The welfare of the pupils is a high priority for the school. Parents are pleased with the way the school looks after their children. Staff are acutely aware of the social needs of both pupils and their parents. Child protection procedures meet legal requirements. Pupils are safe and secure while in the care of the school. There are good links with outside agencies to support the pupils' wide range of needs.

Academic guidance is not sufficiently effective. Teachers scrutinise pupils' work regularly, but systems for using the information collected to check whether pupils are making the right progress are in a state of flux. Pupils have individual targets in English and mathematics but these do not contribute consistently to helping the pupils achieve better. Pupils with learning disabilities and difficulties have special support but this does not always ensure that they make sufficient progress..

## **Leadership and management**

### **Grade: 4**

The headteacher leads a team committed to caring for the pupils. However, leaders and managers are not making sufficient impact on raising the standards and achievement of pupils. Several subject leaders are new and not confident in their role. They do not have a sufficiently broad view of achievement in their subject, so are not able to give an effective lead to their colleagues to improve standards. The school has set challenging targets for the pupils, but it is not using available data effectively to ensure these pupils successfully reach them. Without an accurate analysis of how pupils are progressing, the senior leaders are finding it difficult to secure progress and improve standards and achievement.

All pupils have a fair chance to take part in the school's activities. However, the school is not effective enough in ensuring that all pupils have the opportunity to make the academic progress they should. Governors are supportive, but they have not questioned and challenged the senior leaders on why standards and achievement have been falling. The school has worked hard to extricate itself from a financial debt. However, as achievement is inadequate, the school does not give value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

29 January 2008

Dear Pupils

Inspection of Edward Pauling Primary School, Feltham, TW13 4TQ

Thank you very much for helping us on the inspection by talking to us and showing us what you can do.

We think your attendance has improved and that you behave well in lessons, although some of you are a little rowdy at break and lunch times. There is a small amount of bullying, but you have friendly adults to sort out problems. We know you get on well with your teachers and this helps you to learn and enjoy school. You take part in plenty of sport, but a few of you could ask your parents to give you more fruit in your packed lunches. We were impressed with the grown up way you take on jobs through the Meaningful Work programme, but you also need to improve your writing and maths skills to help you get jobs when you are older. Your parents are pleased that you go to Edward Pauling School because they believe you are well looked after. We agree.

Our main concern is that you are not doing as well in English and mathematics as we would expect. We have put the school into 'special measures,' which means that the headteacher and governors will be given extra help to improve your learning.

To help the school improve we have asked Ms Quinnan and the governors to do three things:

- To make sure teachers help you to make better progress and reach higher standards in English and mathematics.
- To find out quickly if you are falling behind and to help you to catch up.
- To help the teachers who lead subjects to find ways to improve your standards in their subjects.

We thoroughly enjoyed our visit to your school. I am sure all your teachers will continue to work to make your school a special place for you. You can do your bit by continuing to be positive, helpful and make the most of your time at Edward Pauling School.

Yours sincerely

Mrs McDermott

Lead Inspector