

Prospects Learning Services Ltd  
Prospects House  
19 Elmfield Road  
Bromley, Kent  
BR1 1LT

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 020 8315 1250  
Direct F 020 8315 1279  
[Heather.Yaxley@ofsted.gov.uk](mailto:Heather.Yaxley@ofsted.gov.uk)



22 October 2008

Ms Gabrielle Quinnen  
The Headteacher  
Edward Pauling Primary School  
Redford Close  
Feltham  
TW13 4TQ

Dear Ms Quinnen

Special measures: monitoring inspection of Edward Pauling Primary School

Following my visit with Stephen Parker, Additional Inspector to your school on 15 and 16 October 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in December 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good

Progress since previous monitoring inspection – good

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services & Lifelong Learning for Hounslow.

Yours sincerely

Heather Yaxley  
H M Inspector

Special measures: monitoring of Edward Pauling Primary School

Report from the second monitoring inspection on 15 and 16 October 2008

## Evidence

Inspectors observed the school's work, scrutinised documents and met with groups of staff, governors, the headteacher from the federated school and the link advisor from the local authority (LA).

## Context

There have been several changes in the staff team since the last monitoring visit. Four full time teachers, one part time teacher and three teaching assistants have joined the school and there are new coordinators for many areas of the school's work. The deputy headteacher and the Key Stage 2 coordinator have been released from class based responsibilities. There has been a slight reduction in the number of pupils and an increase in those speaking English as an additional language. The senior leadership team has been extended from four to five members. The school continues to work with a local primary school within a soft federation arrangement.

## Achievement and standards

Provisional results for the end of Key Stages 1 and 2 in 2008 show that levels of work in English and mathematics remain below national averages. Results for writing were particularly weak and well below national averages at the end of Key Stage 2. However, there are signs of improvement and this can be attributed to effective intensive support for targeted groups of pupils. For example, at the end of Key Stage 1, attainment in reading and mathematics improved and at Key Stage 2 there were gains in the proportion of pupils reaching Level 4 in mathematics and science. Fewer pupils reached the higher levels in both key stages. The school's tracking system shows that more pupils are making expected progress in relation to their starting points. New approaches to the teaching of spelling and handwriting have been consistently applied across the school, whereby pupils practise these skills for short periods of time throughout the week, but this has not been in place long enough to make a significant impact on results.

## Personal development and well-being

There continues to be a positive learning ethos around the school. Pupils are well-behaved and keen to do their best. The school's approach to individual targets has been revised and extended since the last monitoring visit and is well understood by the pupils. As a result, they are now more actively involved in their learning.

Too many pupils do not attend school as often as they should. The attendance rate for the last academic year was well below national averages and although a good

start has been made this term to reverse the decline the school needs to ensure that the improvement is maintained.

### Quality of provision

Although there have been significant changes to the staff team this term, there has been no loss of momentum in improving the quality of teaching and learning. This is a considerable achievement and has been possible because of the quality of the new appointments, the school's approach to professional development, the induction of new staff, and as a result of rigorous monitoring by the senior leadership team. The in-service training days at the beginning of term were used very effectively to ensure that all staff were fully involved in debating what needs to be done and then agreeing courses of action. The difference that this has made to the quality of teaching is noticeable in all classes. Steps taken to ensure consistency have been effective and are benefiting pupils in a variety of ways. For example, teachers' marking is more focused on what has been achieved and provides pupils with the next steps to improve the work. Pupils are expected to respond to the comments made. Similarly, newly introduced curriculum targets are helping pupils to know what they need to focus on in their literacy and numeracy work, if they are to improve.

Lesson planning formats have been revised and ensure a good level of consistency in the use of learning objectives, success criteria for pupils and planning activities for different levels of ability. Improvement to the school's tracking system is providing teachers with good information about the levels of work that they can expect from pupils and how to move their learning forward. It is also helping the senior leadership team and subject leaders to more closely monitor the appropriateness of different tasks in a lesson to ensure that they reflect the wide range of ability in each class.

Appropriate changes have been made in significant parts of the curriculum. There is a renewed focus on handwriting and a structured phonics programme has been implemented across the school. The necessary drive to improve pupils' writing is only just beginning to gain momentum. The school agrees that in order to raise standards in this area there needs to be more planned opportunities for pupils to improve their writing across the curriculum. In addition, pupils need clear guidance in lessons to know and understand how to develop these skills. Work is also underway for a more coordinated approach to make sufficient and relevant links with mathematical skills in other subjects.

There is some good teaching across the school and, as at the last monitoring visit, all teaching is at least satisfactory. Through their regular monitoring of lessons and pupils' work, the senior leadership team are providing staff with clear information about how to develop their practice, as well as appropriate training and coaching. This is well received by staff, who, as a united team are well motivated and working hard to implement agreed changes.

Progress since the last visit on the areas for improvement:

- Improve teaching so that achievement is better, particularly in English and mathematics – good

### Leadership and management

Good improvements have been made to the school's system for assessing and tracking pupils' progress. Teachers now assess standards in reading, writing, mathematics and science every half term. Assessments are entered onto new tracking sheets that show the progress of each pupil over time compared with national expectations and a prediction for performance at the end of Year 6. These records guide teachers to identify and respond to pupils' developing needs more precisely and at an earlier stage. The first round of pupils' progress meetings is currently taking place. At these meetings teachers discuss their class' performance with senior managers to decide on future action for each pupil, particularly those making slower progress than expected. This helps to identify pupils' needs. It also supports and standardises teachers' judgements, ensures resources are used effectively and reinforces the school's expectations to raise standards. All pupils have targets for English and mathematics and these are set in collaboration with the pupils and their families. This is encouraging some parents and carers to give more help at home now that they have a clearer understanding of their children's needs.

The chair of governors has made great strides in developing the work of the governing body. Communication between themselves and with staff has been improved through the use of email. Information is circulated prior to governor meetings to encourage reflection and questioning. As a result, there is a greater level of challenge to senior staff about the significance of tracking data and the impact of the support given to groups of pupils identified for additional help. All of these things add to the effectiveness of conducting their business. They have quite rightly identified the need to pursue training opportunities to further improve their skills in evaluating pupils' performance.

As a result of staff changes, many areas of the curriculum are under new leadership. Nevertheless, the role of subject leaders continues to improve. This has been possible because of good hand-over sessions last term between coordinators and their successors, as well as access to a range of support within the school and from the good network of support from outside professionals. The headteacher has effectively ensured a good balance between the professional development needs of subject leaders and the importance of minimising the affects on pupils when their teacher is absent from the class. Subject leaders are now in a secure position to drill down even further to find out more about why particular groups perform as they do and to evaluate the extent to which interventions have made a difference to pupils. The reports from subject leaders to governors have improved, helping governors to keep well informed. These reports are at their best when the impact of their actions is directly related to outcomes for the pupils so that governors can challenge whether or not achievement and standards are good enough.

Progress since the last visit on the areas for improvement:

- Analyse data more quickly to identify underachievement and to put in effective strategies for improvement – good
- Ensure subject leaders and governors are clear about the progress of pupils and are effective in raising achievement – good

### External support

The LA support plan was updated following the last monitoring visit and will be revised in light of this visit and their own review. Good support from the LA and from the federated school is well appreciated by the staff and suitably responsive to the school's determination to make rapid progress. The school can and does access support and training when it will make the most difference. Staff are taking advantage of a range of opportunities to exchange ideas, seek out best practice and then apply it to their situation. The main focus of support last term was for science and mathematics and initial results show that standards of work improved in these subjects. Developing pupils' literacy skills will now have a higher profile, particularly for writing. The LA is confident in the school's ability to make the necessary changes and is committed to maintaining the current level of support as required and orchestrated by the school. Financial support from the LA has enabled the release of staff for training and increased time out of class for some of the senior leadership team to support and promote areas of school improvement. This is working well to embed consistent practice.

### Priorities for further improvement

- Improve attendance.