

Inspection of Edward Pauling Primary School

Redford Close, Feltham, Middlesex TW13 4TQ

Inspection dates:	22 and 23 October 2024
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils enjoy attending Edward Pauling Primary School. Consideration has been given to pupils' social and emotional development. Relationships between staff and pupils are positive. This helps pupils to feel secure and safe in school. Most pupils behave well. However, in some lessons, pupils lose focus and find it difficult to sustain concentration. This means that the learning in some lessons is disrupted.

Pupils enjoy learning a wide range of subjects. This starts in the early years, where staff focus on encouraging children's language and communication skills. Younger pupils particularly enjoy the books that staff read to them. Pupils demonstrate respect and understanding for people from different backgrounds and cultures. The school enables pupils to celebrate the diversity within the school community.

While pupils learn successfully in some subjects, this is not consistent. The expectations of what pupils can achieve in their learning are not high enough. There is much variability in how well the curriculum is implemented. For example, there are inconsistencies in the way teaching helps pupils with special educational needs and/or disabilities (SEND) to access the curriculum. As a result, some pupils do not learn as well as they should. They are not as well prepared as they need to be for the next stage of their education.

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

The school has designed a curriculum that identifies the key knowledge it wants pupils to learn. However, the standards that pupils achieve in reading and mathematics are not high enough. Staff are ambitious for what pupils can achieve, including those with SEND. Staff and leaders at all levels want to see a return to the high-quality education that they know pupils deserve. While the school has rightly taken action to make improvements, for example through revising the curriculum, these ambitions are not yet fully realised in practice.

The curriculum is not taught consistently well. Systems to check pupils' understanding and address misconceptions are not securely in place. In some subjects where the curriculum has been recently revised, the work given is not always well matched so that it builds on pupils' prior knowledge. Pupils do not develop secure knowledge when the curriculum is not monitored carefully to ensure pupils' learning is strong.

Pupils with SEND are accurately identified. However, the adaptations made by teachers to support these pupils are not matched to their needs precisely enough. As a result, some pupils with SEND do not make as much progress through the curriculum as they should.

Children make a strong start in early years. Staff accurately identify their various starting points from the Nursery onwards. They follow a carefully designed curriculum that helps to develop children's understanding across all areas of learning well. Meaningful interactions between adults and children support their development. Staff communicate with parents regularly and show them what their children have learned. Learning is

further enhanced by a well-resourced and carefully designed outdoor play space. There are a wide variety of opportunities for children to develop their fine and gross motor skills.

The school has recently introduced a new approach to teaching phonics. This programme is not fully embedded. There is inconsistency in how well it is delivered. Recent training has been well received by staff. However, the strategies pupils should use to help them read unfamiliar words are not modelled with sufficient accuracy or precision. As a result, too many pupils do not keep up with the pace of the phonics programme. These pupils do not receive the help that they need to catch up quickly.

Some pupils find it hard to concentrate at times. This can lead to them becoming disengaged from their learning. When this happens, staff do not follow the school's agreed strategies for managing behaviour consistently well. This is because staff do not have a strong shared understanding of how to use the school's recently revised behaviour policy and approaches. Leaders have taken effective action to ensure that pupils attend school regularly and on time.

Leaders' work to encourage pupils' personal development is well considered. Pupils take on roles of responsibility, such as representing their class on the school council. They take part in fundraising activities for carefully chosen local and national charities. The school enables pupils to develop an understanding of the fundamental British values of democracy, mutual respect and tolerance. There are opportunities for pupils to develop their talents and interests through a range of after-school clubs. Pupils were excited to share their experiences of recent trips linked to the curriculum, such as to local museums.

Parents and carers appreciate the care and support the school provides for their children. Governors have pupils' best interests at the heart of their work. Governors visit the school regularly to find out what is happening and to monitor the school's priorities for improvement. They have recently strengthened systems to ensure more rigorous oversight of the school's work. Many staff feel well supported in terms of their training and professional development. The school is aware that there is work to do to ensure all staff are well equipped to make the changes that are needed in 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)

- The school has not ensured that staff deliver the school's phonics programme consistently well. This hinders pupils in learning to read because they do not develop the phonics knowledge required to decode unfamiliar words. The school should ensure that it has a rigorous process in place to monitor the effectiveness of early reading so that it can swiftly identify any staff who need support to improve their practice.

- In some subjects, the curriculum is not delivered consistently well. This means that some pupils, including some with SEND, do not build strong bodies of knowledge in these subjects. The school should ensure that staff receive the support that they need to deliver the curriculum well in each subject.
- Some pupils are not engaged in their learning during lessons and, at times, this is not noticed by staff. This means these pupils are not learning the curriculum as well as they should. The school should ensure that staff apply the new behaviour policy and recommended strategies consistently effectively so that pupils can engage with their learning and achieve more highly.

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	102514
Local authority	Hounslow
Inspection number	10345816
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	434
Appropriate authority	The governing body
Chair of governing body	Subramaniam Sundaram
Headteacher	Felicity Sulma
Website	www.edwardpauling.hounslow.sch.uk
Dates of previous inspection	11 and 12 December 2014, under section 5 of the Education Act 2005

Information about this school

- Edward Pauling Primary School is a two-form entry school.
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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, mathematics, computing and design and technology. 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, inspectors: 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.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with members of the governing body. They also spoke with a representative from the local authority.
- Inspectors reviewed a range of school documentation, including records related to attendance, behaviour and pupil movement.
- Inspectors considered the views of parents, pupils and staff, including through their responses to Ofsted's online surveys.

Inspection team

Robert Grice, lead inspector

His Majesty's Inspector

Helen Lockey

Ofsted Inspector

Alan McDougall

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024