

Hounslow Town Primary School

Address: School Road, Hounslow, TW3 1QZ

Unique reference number (URN): 102491

Inspection report: 10 February 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Inclusion is at the forefront of the school's work. Leaders have created a culture, where all pupils are valued and supported. They have established high expectations for all pupils, regardless of any barriers they may face. Leaders' approach is underpinned by robust evidence and keen attention to detail.

The needs of disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language are identified quickly and accurately. Support for pupils is extensive. Leaders act with precision and ensure that support is promptly put in place so that pupils seamlessly access learning alongside their peers. Leaders draw on highly skilled, knowledgeable school staff and external professionals to overcome any barriers to learning pupils may have.

Pupils with SEND benefit from well-targeted help and support. The school environment supports pupils to succeed. For instance, access to sensory circuits, alternative learning spaces and a wide range of therapies all help to meet and support pupils' specific needs. Pupils attending the resourced provision receive individualised learning support while enjoying the rich curriculum and wider school life.

Leaders ensure that funding for disadvantaged pupils enables them to experience a range of opportunities at the school. Leaders routinely evaluate the impact of initiatives to ensure that strategies make a consistently positive difference to pupils' progress.

Expected standard ●

Achievement

Expected standard ●

Broadly, pupils' attainment is close to average by the end of key stage 2. Pupils learn the intended curriculum, generally developing appropriate knowledge and skills across a broad range of subjects.

A number of pupils start school with gaps in their knowledge. A high number of pupils also join the school mid-way through their primary education. Leaders ensure that pupils settle quickly. This includes those new to the country. The school's careful analysis of learning helps to ensure that these pupils receive the support they need to typically achieve well.

Younger pupils secure their basic knowledge of phonics, mathematics and writing. Pupils learn to read confidently and accurately. However, the quality of pupils' written work across the curriculum is not supported as consistently. Leaders' actions to address this are already evident in key stage 1, but the impact on pupils' writing in key stage 2 is still embedding.

Pupils with special educational needs and/or disabilities learn well from their varied starting points. At the end of Year 6, pupils are generally well prepared for secondary school.

Attendance and behaviour

Expected standard 

Leaders prioritise improving attendance and have taken appropriate action. They analyse attendance information carefully to identify patterns and trends. The school works in partnership with families and other professionals. They identify individual pupils' barriers to attendance and plan appropriate support. Although overall persistent absence is reducing, some pupils remain persistently absent. This important element of the school's work continues to be a focus for leaders.

Staff take a consistent and thorough approach to behaviour. Leaders have developed their approach in recent years to ensure it is underpinned by their commitment to inclusion. For example, there is consistent shared language among staff, which encourages pupils to be reflective. Pupils share the belief that everyone has a right to education and learning. Typically, they behave well and are attentive in lessons. Positive relationships between pupils are evident in their support and kindness to each other. This ensures that pupils feel included and ready to learn. Pupils interact happily at playtime. Where pupils need additional help to support their behaviour, leaders act swiftly and effectively. Pupils state that there is no bullying as pupils are respectful and do not discriminate against each other.

Curriculum and teaching

Expected standard 

Pupils learn a broad curriculum that is based on the national curriculum. Leaders recognise where the curriculum needs further refinement so that pupils secure the essential knowledge and skills they need to be fully ready for the next stage of their learning. For example, the school has developed the teaching of writing across all phases.

Leaders have accurately identified the need to prioritise pupils' learning of English, reading and mathematics. Phonics teaching is consistent. Teachers check regularly to ensure that pupils are learning sounds correctly and that books are matched to their reading development. Children's progression in reading is well supported as soon as they join the early years. Over time, pupils become fluent and confident readers.

Staff have the subject knowledge that they need to deliver the curriculum. Leaders review the curriculum, making improvements when needed. For example, they have successfully developed the teaching of vocabulary in recent years. Teachers plan the careful use of resources and provide additional support so that pupils with special educational needs and/or disabilities access the curriculum in full. Teaching is highly inclusive and typically effective. However, some staff do not routinely check what pupils know and can do before moving learning on. This means that some pupils have gaps in their knowledge that go unaddressed.

Early years

Expected standard 

Children get off to a positive start in the early years. There is a clear vision to provide a high-quality education that gives children a positive start. The curriculum is well structured from Nursery to the end of Reception across all areas of learning.

The early years curriculum promotes a love of reading. High priority is given to developing language, vocabulary and communication. Adults generally reinforce language development well, including through sharing stories, rhymes and songs.

Staff build warm relationships with children as well as with their parents and carers. Liaison with parents is effective. Parents are complimentary about the care and provision that their children receive. Clear routines and high expectations are established as soon as children start school. Children learn strategies to support their emotions and confidently express their feelings.

Staff provide support that accurately reflects children's needs and ongoing development. As a result, children achieve well and establish firm foundations, both in personal and academic skills. Overall, leaders ensure that the curriculum and how it is taught promotes children's achievement well. Children are ready for Year 1. Nevertheless, leaders know that further refinement is needed in the early years provision to ensure that children benefit from consistently high-quality teaching.

Leadership and governance

Expected standard 

Leaders and governors act in the best interests of pupils. This is especially true for disadvantaged pupils, those with special educational needs and/or disabilities or those who face other barriers to learning and wellbeing. Staff receive relevant professional development to provide highly effective support for pupils. This includes working with external professionals to train staff to deliver carefully tailored support for individuals. As a result, the school's inclusive culture is a strength.

Leaders support staff well, especially during periods of change. Staff appreciate leaders' consideration for their wellbeing. As a result, staff take pride in being part of a happy school that puts pupils at its heart. Parents and carers value the positive relationships that they have with staff at the school.

Governors are committed to supporting and challenging the school to continue in its success. They fulfil their statutory duties effectively, for example, in relation to safeguarding and financial accountability.

Overall, leaders understand the key areas within the school that need to develop further. Typically, actions are taken in a timely manner. For instance, leaders have identified and started to take action to improve the quality of writing. In a small number of aspects that require further development, leaders' evaluation of the school's work shows a more limited level of precision and accuracy. Where this is the case, actions to bring about improvements are, at times, not taken as quickly as they could be.

Personal development and wellbeing

Expected standard 

Leaders provide well for pupils' personal development, ensuring that all pupils, including those who are disadvantaged, access new experiences. Staff work determinedly to support pupils with barriers to their learning or wellbeing to take part in the full life of the school. Pupils new to the school talk warmly about how they were welcomed, both by staff and other pupils. The personal, social, health and economic education curriculum is comprehensive.

Pupils with special educational needs and/or disabilities are well supported to access this. The school uses pupil premium funding carefully to ensure that disadvantaged pupils fully participate in all aspects of the personal development programme.

Pupils show tolerance and respect in their behaviour and relationships. They know that people are individuals and they respect differences. Pupils also celebrate and value the diversity of their school community. They enjoy learning about their peers' religions and cultural heritages. Pupils understand the importance of fundamental British values, equality and diversity.

A range of clubs and extra-curricular opportunities develop pupils' talents and interests. Pupils of all ages enjoy activities, such as art, choir and a variety of sports clubs. Reading is brought to life through author visits and workshops. Pupils take on a range of leadership roles, including in the school council, as anti-bullying ambassadors, play leaders, reading ambassadors and extending language ambassadors. These roles develop pupils' understanding of what it means to be an active citizen. Pupils also engage in charity work, such as the recent sponsored 'Duck Walk'. Pupils learn to keep themselves safe and well. For example, pupils learn about healthy relationships, mental health and how to manage online risks in an age-appropriate way. However, the school has not supported some pupils to be confident in recalling all of their learning.

Leaders are mindful that vulnerable and disadvantaged pupils may need additional pastoral support. They provide this and ensure that staff are trained to promote pupils' positive wellbeing.

What it's like to be a pupil at this school

The school is a welcoming, inclusive place, where pupils are listened to, supported and well prepared for life beyond school. As soon as children join in the early years, they are welcomed with warm and nurturing open arms. Pupils feel safe and well cared for in their school. They are proud to share their learning and show excitement when they talk about their school community.

Staff build positive relationships with pupils and set high expectations. Pupils are known well as individuals and their barriers to learning are quickly identified. Staff routinely remove any challenges that the most vulnerable pupils, including those with special educational needs and/or disabilities, face. Staff act on advice from leaders and external professionals. This helps pupils to succeed in their learning. Typically, pupils make secure progress through the curriculum.

Behaviour is very positive. Pupils are polite, respectful and courteous. Pupils say that any issues that do happen are resolved quickly and fairly. Routines are clear and consistent, and this helps pupils know what is expected of them. They appreciate the rewards on offer, including 'behaviour champion' tokens. On the rare occasion bullying happens, pupils report this so incidents are resolved very quickly. They are confident that staff will listen and act if they have any worries. Most pupils are keen to attend school. Some pupils continue to receive ongoing support to attend school regularly.

Pupils value opportunities to participate in enrichment activities, such as outdoor learning, educational trips and clubs. Leadership roles, including those on the school council, help pupils to develop a sense of responsibility and confidence. Pupils understand fundamental British values as well as topics, such as consent and online safety. This helps to prepare pupils well for life in modern Britain.

Next steps

- Leaders should continue to closely analyse attendance rates and implement strategies to improve the attendance of a small proportion of pupils that continue to be persistently absent from school.
 - Leaders should continue their work on raising standards of attainment in writing for all pupils.
 - Leaders should ensure that highly effective teaching is embedded across the school so that all groups of pupils securely know and remember the intended learning.
 - Leaders should ensure that there are effective systems in place to enable them to undertake insightful analysis of school performance and evaluate the effectiveness of their provision more accurately.
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About this inspection

The chair of the board of governors in this school is Richard Broad.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

Inspectors spoke with several pupils and staff as well as parents and carers. They also considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school also, under the same registration, runs a nursery provision for children aged 3 and 4 years old.

There is an on-site resourced provision for pupils with moderate learning difficulties.

The school does not currently use any alternative provision.

Lead inspector:

Sam Johnson, His Majesty's Inspector

Team inspectors:

Janice Howkins, Ofsted Inspector

Sean Flood, Ofsted Inspector

Paul Lufkin, Ofsted Inspector

Nick Hitchen, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

1,102

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

1,154

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.43%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.90%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.97%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	61%	Close to average
2024/25 (revised)	50%	62%	Below
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	62%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	72%	Close to average
2024/25 (revised)	58%	72%	Below
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	76%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	46%	Close to average
2024/25 (revised)	44%	47%	Close to average
2023/24 (final)	40%	46%	Close to average
2022/23 (final)	54%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (revised)	68%	63%	Close to average
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	62%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	73%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (revised)	53%	61%	Close to average
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	68%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	68%	-22 pp
2024/25 (revised)	44%	69%	-25 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	40%	67%	-27 pp
2022/23 (final)	54%	66%	-12 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (revised)	68%	81%	-13 pp
2023/24 (final)	65%	80%	-15 pp
2022/23 (final)	62%	78%	-16 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-17 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	73%	77%	-4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-20 pp
2024/25 (revised)	53%	81%	-28 pp
2023/24 (final)	58%	79%	-22 pp
2022/23 (final)	68%	79%	-12 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.0%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	17.7%	13.3%	Above
2023/24 (3 term)	16.8%	14.6%	Close to average
2022/23 (3 term)	22.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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