

Hobbayne Primary School

Inspection report

Unique reference number	101888
Local authority	Ealing
Inspection number	395384
Inspection dates	2–3 July 2012
Lead inspector	John Anthony

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	530
Appropriate authority	The governing body
Chair	Matthew Batchelor
Headteacher	Jeff Brown
Date of previous school inspection	7 February 2007
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Age group	3–11
Inspection date(s)	2–3 July 2012
Inspection number	39538484



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Introduction

Inspection team

John Anthony	Additional inspector
Mandy Snook	Additional inspector
Maura Docherty	Additional inspector

This inspection was carried out with two days' notice. The inspection team observed teaching and learning in 24 lessons taught by 18 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils. Inspectors observed the school's work, looked at pupils' books and listened to them read. They looked at strategic and curriculum planning, records of pupils' progress, safeguarding documentation, and monitoring records of teaching and learning. Inspectors met informally with parents and carers, and analysed 168 parents' and carers' questionnaire returns, as well as 54 from staff and 96 from pupils.

Information about the school

Hobbayne is a larger than average, two-form entry primary school that is currently expanding by one additional class per year. It serves a culturally diverse community. The proportion of children known to be eligible for free school meals is lower than average. The proportion of pupils with a statement of special educational needs, or who are supported at school action plus is higher than average. Although the largest group in the school are of White British origin, most pupils are from minority ethnic backgrounds. The largest minority groups are of Black African or Black Caribbean heritages, followed by those of Asian or Asian British heritage. More pupils speak English as an additional language than is found nationally, and this is increasing year on year. A very small minority are at an early stage of learning English.

The school has been awarded an ActiveMark and an ICT Mark, and holds Healthy School status. It meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. The school runs a daily breakfast club in the morning between 7.45am and 8.45am, which was part of this inspection. An independent provider runs an after-school club which will be inspected separately and the report will be available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Hobbayne Primary is a good school. This is also the view of the overwhelming majority of parents and carers. The school is not outstanding as the quality of teaching has given rise to good, rather than outstanding, achievement for pupils.
- Children's skills and abilities on entry to the school are generally lower than expected for their age, but they make good progress through each of the key stages, usually reaching above average attainment by the end of Year 6. A dip in attainment in mathematics in 2011 has been addressed, and school data indicate that pupils in the current Year 6 are achieving very well from their starting points.
- Teaching is good throughout the school. Lessons are well planned to meet the differing needs of pupils, and the very effective promotion of their spiritual, moral, social and cultural development in lessons is a particular feature of the curriculum. Detailed assessments inform teachers' planning, but some pupils are not always aware of how well they are progressing towards their targets; in some classes, feedback to pupils is less explicit than in others.
- Pupils' behaviour is outstanding. They are very attentive during lessons and have extremely positive attitudes to learning. Pupils are punctual and attendance is well above average. Pupils enjoy harmonious relationships with each other and with staff. They feel very safe in school and understand how to keep themselves safe in a variety of situations. Pupils' safety is a high priority for all and they are provided with a very secure and well-maintained environment.
- The headteacher and other leaders ensure consistently good teaching through effective performance management linked closely to pupils' achievement. The school has established excellent relationships with parents and carers.

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Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to further raise attainment by:
 - improving the quality of feedback to pupils, both in marking and in discussions during lessons, so that they are fully aware of how to improve, and how well they are progressing towards their targets
 - building on the school's programme of mentoring and coaching of teachers to ensure that the many strengths in teaching across year groups, particularly in Years 5 and 6, are replicated throughout the whole school.

Main report

Achievement of pupils

Achievement is good. Pupils, including disabled pupils and those with special educational needs, as well as pupils who speak English as an additional language, make good progress in their learning overall. By the time they leave the school at the end of Year 6, their attainment is usually at least above average, and sometimes well above, reflecting the good and sometimes rapid progress made by pupils over time. Parents and carers overwhelmingly confirm that their children are 'progressing very well'.

Attainment at the end of Key Stage 2 had typically been high in all subjects prior to 2011, when the previous trend of high attainment in mathematics dipped considerably, and attainment in English remained only slightly above average. Immediate and effective steps were taken to identify where pupils had been less confident in mathematics. Key areas for improvement were identified, and strategies quickly introduced, which have been effective. Pupils' learning in lessons throughout the school is currently very secure, and preliminary test assessments for the current Year 6 indicate that attainment in mathematics has returned to its usual high levels. Inspectors have confirmed the school's assessment through lesson observations, scrutiny of pupils' work and hearing pupils read. For example, in a Year 6 mathematics lesson, outstanding learning over time was clearly evident in the pupils' confidence, knowledge and ingrained understanding of methods of calculation while exploring the properties of 2D and 3D shapes.

From starting points that are below those expected for their age, children usually make rapid progress in the Early Years Foundation Stage. Consequently, they enter Key Stage 1 having exceeded the expected goals for learning, with well-established skills in language, numeracy and other important areas of their personal development. Pupils continue making good progress to achieve well above average expectations by the end of Key Stage 1 in reading and mathematics, and at least above in writing. Their reading skills at the end of Key Stage 2 are also consistently above, and usually well above, national expectations. Pupils who have little English initially receive effective support and this enables them to make good progress over

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time in their other subjects too.

Quality of teaching

Teaching is good because pupils in all key stages are learning well and making good progress, and in some aspects attaining well above average. Pupils make good progress because teachers typically have high expectations of them, are very motivated themselves, and are methodical in planning to ensure that pupils build on their prior learning. One pupil said, 'I learn well because we do a lot of revision' and another that 'in Year 5 we get really hard work'. Teachers match the work closely to the needs and stages of development for all the pupils in their classes, including disabled pupils and those with special educational needs. Teaching also develops exceptionally well pupils' interest in reasoning about moral and ethical issues, as well as their learning about different values and cultures. For example, in a Year 5 religious education lesson, pupils maturely discussed the significance of a range of religious artefacts, emphasising the importance of respect for other people's beliefs and objects sacred to them.

Teaching is particularly effective when teachers cross subject boundaries when implementing the curriculum. This provides plentiful opportunities for pupils to practise and develop their literacy and numeracy skills in meaningful contexts. For example, a Year 6 history lesson integrated drama and literacy in an investigation of key events leading to the Second World War. Inspirational teaching encouraged pupils to engage in high quality discussions, listen to each other intently, and demonstrate excellent verbal and reasoning skills. Teachers are particularly adept in engaging pupils during lessons and retaining their interest and concentration. This was seen in two Year 1 literacy lessons involving a carousel of activities, including phonics (the linking of letters and the sounds they make), writing sentences, reading, and developing spelling, punctuation and rhyming skills. Pupils made good progress because the activities were well planned to match their differing needs, and the activities attracted their interest. As a result of outstanding behaviour and willingness to participate, the pupils achieved well in both classes.

Pupils' reading skills are good because they are encouraged to read from the very earliest stages of their education, helped by telling stories and using drama to discuss emotion. For example, in a Reception class lesson, good animated teaching meant that pupils were fascinated when reflecting on how the Three Little Pigs might have felt when the wolf appeared at their front door

Although good teaching is the norm, some less effective teaching was observed. Pupils achieve less well in lessons where opportunities for them to participate in more independent and group learning are limited by over-direction, or by unnecessary repetition, such as re-writing text without having a further challenge within the task. Feedback to pupils, both in marking, and during discussions in lessons, does not always inform them of how well they are progressing to meet their targets or how they could improve.

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Behaviour and safety of pupils

Pupils' behaviour is outstanding over time; staff, and the vast majority of parents and carers, agree. A few parents/carers raised specific concerns about bullying and behaviour. These concerns are known to the headteacher, and have been fully investigated. Pupils themselves say bullying is a very rare occurrence and most pupils spoken to said there was none at all. Inspectors found no evidence of bullying in the school. Pupils say that the school sets a high priority on the importance of excellent behaviour, and that teachers are very firm in their expectations of pupils. As one said, 'The school does everything fairly.' The very large majority of pupils agree that behaviour is good and say that they are happy to come to school. Parents and carers say that this is because the school is 'warm and welcoming' and 'it's a really good community, very kind, and very child-centred', as some put it. As a result, pupils are punctual, their attendance is typically well above average and there are very few persistent absentees.

Pupils say they are very safe, as confirmed unanimously by parents and carers. They are fully aware of the different types of bullying, whether through cyber-bullying or teasing someone based on disability, race, or differing lifestyle choices. Some said that games can sometimes get a bit too competitive, leading to occasional disagreements, but this is rare, and teachers are always on hand to supervise. Pupils' behaviour in lessons is consistently of a high standard, being attentive and wanting to learn well. Behaviour at play is high-spirited and friendly. Pupils appear to be very happy, and enjoy each other's company. Scrutiny of behavioural records and discussions show that behaviour is exemplary over time too. Pupils were always polite and interested when spoken to by inspectors, and are confident and very articulate. They make an exceptional contribution to their own learning. They enthusiastically respond to opportunities to show initiative.

Leadership and management

Dynamic leadership has been the catalyst for the higher standards of achievement evident so far this year. An excellent partnership has been established with parents and carers, with many written responses highlighting the dedication of staff, typically summed up in the words of one, 'I can't praise Hobbayne enough – a dedicated team who are continuously going the extra mile to offer the children an amazing start in education – they amaze me with their energy and enthusiasm.' Some responses pay specific credit to the 'hands-on commitment and leadership' of the headteacher. Governors hold the school to account well and are instrumental in driving improvement. Meticulous and critical self-evaluation informs planning, and a highly collaborative working relationship among all staff is shared throughout the school. Lesson observations and mentoring are linked to continued professional development for all members of staff. The best practice is in Years 5 and 6 but is not shared as effectively as it might be.

A broad and balanced curriculum is designed to lift attainment, stimulate good

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progress and provide excellent promotion of pupils' spiritual, moral, social and cultural development. The school is particularly proud of its very successful 'Managed Learning Environment' which has been designated 'champion' status. Pupils benefit from a rich range of opportunities in music, art, drama and sport, leading to the award of an Activemark. Pupils also value the opportunity to learn French.

The school's breakfast club provides a bright and sociable start to the school day. Exemplary safeguarding procedures are in place and the school meets all statutory requirements. The school does not tolerate discrimination of any kind and has a strong commitment to equality of opportunity, illustrated by all groups achieving equally well. Issues from the previous inspection have been tackled successfully, especially in strengthening the provision for information and communication technology (ICT), demonstrated in the award of an ICT Mark. These successes and the return to above-average attainment clearly indicate that the school has good capacity to improve further.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 July 2012

Dear Pupils

Inspection of Hobbayne Primary School, London W7 1HA

Thank you very much for welcoming us to your school. On behalf of the team, I would like to thank you for completing the questionnaires, and especially thank those of you who met with us to tell us all about the many exciting things that you do, and how proud you are of your school. You go to a good school. These are some of the things that stand out.

- Your teachers and all the staff who look after you are totally committed to ensuring that you have a good education. You tell us that they help you to learn and that you are happy to come to school. You work hard and, as a result, are making good progress in your lessons.
- You tell us that you feel extremely safe in the school because your teachers and all the staff look after you very well. You also tell us that there is little or no bullying in the school. We think that is because you are responsible, attend school regularly, and are very well behaved. You enjoy taking part in the many opportunities provided in music, drama, art, and sport, but feel that you do not always know how well you are doing in your work.

We have asked your headteacher, staff and members of the governing body to help you to learn better by ensuring that you always know how well you are progressing towards your targets and how to improve further. You can play your part by continuing to work as hard as you currently do.

With best wishes for the future,

Yours sincerely

John Anthony
Lead inspector

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