

Hobbayne Primary School

Greenford Avenue, Hanwell, London W7 1HA

Inspection dates

20–21 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, learning and assessment is inconsistent, particularly for pupils who have special educational needs and/or disabilities. As a result, the progress of this group of pupils is variable across subjects and year groups.
- Teachers do not tackle pupils' mistakes consistently, particularly for those pupils who have special educational needs and/or disabilities. This limits the progress that these pupils make.
- Middle leaders have clearly defined roles and responsibilities for their subjects. However, they do not yet analyse and evaluate pupils' progress in their respective subjects. As a result, middle leaders are not fully aware of all groups of pupils' progress across the school.
- Although governors are supportive of the school's work, they do not sufficiently hold senior leaders to account for pupils' outcomes. Consequently, they are not ensuring that outcomes are improving for all pupils.
- Senior leaders have correctly identified the areas for improvement. However, not all senior leaders evaluate and analyse the impact of the school's actions consistently well to make a positive difference to outcomes for key groups of pupils, including those pupils who have special educational needs and/or disabilities, the most able and disadvantaged pupils.

The school has the following strengths

- Pupils are polite, courteous and respectful. They are well behaved. Pupils told inspectors that they enjoy coming to school and enjoy their learning.
- The school promotes pupils' spiritual, moral social and cultural development well. As a result, pupils are well prepared for life in modern Britain.
- Children in the early years happily learn in a calm, stimulating environment. Children make good progress and the large majority leave the early years well prepared for their learning in Year 1.
- In 2016, the progress pupils made in reading and mathematics at the end of key stage 2 was better than pupils nationally.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - ensuring that class teachers use their assessment information effectively to plan lessons that are matched to the learning needs of key groups of pupils
 - ensuring that class teachers correct pupils' mistakes and misconceptions quickly, particularly for those pupils who have special educational needs and/or disabilities
 - raising teachers' expectations of what all pupils can do and give them challenging work, particularly for the most able, so that they make consistently good progress
 - ensuring that pupils are given more opportunities to apply their mathematical skills to problem-solving and develop their reasoning skills.
- Improve the effectiveness of leadership and management by ensuring that:
 - middle leaders analyse and evaluate pupils' progress in their respective subjects effectively to raise achievement
 - assessment information is used effectively to ensure that pupils who have special educational needs and/or disabilities make consistently good progress in a range of subjects
 - leaders routinely check the quality of teaching and its impact on pupils' outcomes, and securing improvements rapidly where necessary
 - governors hold leaders to account more robustly for the progress made by different groups of pupils.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because the quality of teaching is inconsistent across the school, particularly for those pupils who have special educational needs and/or disabilities. Not all leaders analyse and evaluate outcomes for this group of pupils and they are therefore unsure of their progress. Progress for these pupils is variable across year groups and a range of subjects.
- Leaders have been overgenerous in their evaluation of the school's effectiveness, particularly in relation to the outcomes for pupils who have special educational needs and/or disabilities. Consequently, their evaluation is not sufficiently accurate to support swift improvement in this aspect of the school's work.
- The special educational needs funding is used appropriately to provide to provide a range of programmes. Leaders provide training to staff, and work with professionals such as speech and language therapists, to support these pupils. However, leaders do not consistently use the progress information for this group of pupils well enough to evaluate the effectiveness of the provision. This slows down pupils' progress.
- Middle leaders effectively check the quality of teaching and learning in their respective subjects. They talk confidently about the actions they have put in place to improve the quality of teaching. However, they are not secure in analysing and evaluating school assessment information to improve pupils' outcomes in their relevant subjects.
- Pupils told inspectors that they enjoy learning a wide range of subjects such as geography, history and religious education. The curriculum enables pupils to gain knowledge and develop skills across different subjects, including those that have a local, national and international focus. For example, the school recently held elections in line with the general election. This gives pupils an opportunity to develop their understanding of democracy. There are good links between subjects. For example, in Year 2, pupils enjoyed learning about the 'Great Fire of London' in history. In art they drew images of landmarks affected by the fire using a range of art materials, including pencils, charcoal and pastels.
- The school extends and enriches pupils' learning in a variety of ways. Highlights include special events, such as 'International Evening' to celebrate the cultural diversity represented in the school, educational visits to museums and theatres, and after-school clubs. Pupils talked proudly about these experiences.
- Leaders use the pupil premium funding effectively to improve outcomes for disadvantaged pupils. An external review was conducted and leaders have established a range of interventions and programmes to reduce the differences in attainment between disadvantaged pupils and others. Leaders identify this as an ongoing focus area and acknowledge that there is still work to do to embed these interventions fully.
- The physical education and sports funding promotes pupils' healthy lifestyles effectively. The school is part of a local sports partnership, which provides pupils with opportunities to engage in a wide range sporting activities, such as participating in

inter-school competitions. This supports the development of pupils' leadership skills. Similarly, the funding is improving the quality of teaching and learning in physical education. Pupils say they enjoy physical education and feel that everyone is included in sporting activities.

- A range of activities promotes pupils' spiritual, moral, social and cultural development effectively. For example, pupils have opportunities to take on leadership roles and exercise responsibility through the school council. This also helps pupils to develop their social skills.
- Pupils are proud of their own heritage and value cultural diversity. They learn about different religions. In the words of pupils, 'It helps us to respect other cultures and religions. It helps us to see how other people live their lives and teaches us that other people's beliefs are theirs and it does not matter what race or religion you are.' This demonstrates the school's promotion of the British values of tolerance and mutual respect.

Governance of the school

- Governors know the school well and play a key role in its strategic direction. They are aware of the school's key areas for development. However, they do not challenge leaders sufficiently by asking searching questions about pupils' progress, particularly for those pupils who have special educational needs and/or disabilities. As a result, governors cannot be sure that these pupils are making enough progress.
- Governors visit the school regularly to check that safeguarding arrangements are effective. For example, governors regularly check on health and safety and act on any areas that need improving.
- Members of the governing body are fully involved in the financial management of the school. They evaluate closely the impact of pupil premium funding in improving outcomes for disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective. Staff receive regular training on safeguarding issues such as the 'Prevent' duty and the latest legislation on keeping children safe in school. As a result, they understand the changes in pupils' behaviour that would give cause for concern, including the dangers associated with radicalisation and extremism. Staff know the school's internal procedures well, should they need to raise a concern about any pupil.
- Pupils told inspectors they feel safe at school. There are prominent displays around the school, which provide pupils with information about whom to turn to and what to do if they have a problem or feel unsafe at school.
- The school works effectively with external agencies and parents to ensure that pupils are safe and well supported. An overwhelming majority of parents responding to Ofsted's online survey agree that pupils are safe at the school. Most parents say their children are well looked after.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is variable across the school. Pupils do not always get work that challenges them enough, especially the most able pupils. As a result, pupils' progress in a range of subjects is inconsistent.
- Work in pupils' books shows that sometimes teachers do not address pupils' misconceptions and mistakes quickly enough. This is particularly the case for those pupils who have special educational needs and/or disabilities. This means that they do not make consistently good progress from their starting points.
- Mathematics teaching is mostly effective and pupils learn a range of mathematical concepts such as number and measurement. The work in pupils' books shows that pupils make good progress in mathematics. However, opportunities for pupils to develop their reasoning skills are inconsistent across the school.
- Phonics teaching is effective in key stage 1. Teachers demonstrate good subject knowledge and question pupils well to ensure that they have a good grasp of phonics. During visits to lessons, inspectors noted how well pupils were using their phonic skills to read and write sentences. Consequently, most pupils are on track to meet the expected standard in the Year 1 phonics screening check.
- Inspectors listened to pupils read from key stages 1 and 2. Pupils read with fluency, accuracy and demonstrated a good understanding of texts they have read. There are daily opportunities for pupils to read.
- Improving the teaching of writing has been a priority for the school. The work in pupils' books shows that pupils know how to write in a range of styles and contexts. For example, in Year 1, pupils use their writing skills to write 'The Hobbayne Times' to compare past and present explorers like Neil Armstrong.
- Pupils told inspectors they enjoy their learning. There are stimulating displays in classrooms to support and extend pupils' learning and thinking. Pupils and staff enjoy positive relationships, which contribute to a positive learning climate.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development is good.
- Pupils are proud of their school and achievements. They are confident and enthusiastic learners. Pupils speak eloquently about the school's motto. In the words of one pupil, 'This is a caring and sharing school.'
- Pupils happily take on additional roles and responsibilities, such as school councillors. They raise funds for charity during national events, such as 'Red Nose Day'. This helps pupils to develop their social skills and a sense of empathy for children beyond their own school community.
- Pupils know how to stay safe. They are knowledgeable on how to keep themselves safe online. Additionally, there are computer captains, who oversee online safety in their individual classes. Pupils know how to stay safe through a range of situations such as

assemblies. For example, younger pupils learn how to stay safe on the roads. Older pupils receive talks from the police on safety and attend workshops where they learn how to keep themselves safe in a range of situations.

- Pupils told inspectors, both verbally and through the online survey, that bullying is dealt with effectively. The school holds special events such as an 'anti-bullying week' to help combat bullying. Pupils told inspectors that they could talk to adults, including the school counsellors, who take their concerns seriously. The school's behaviour records confirm that the school deals with bullying effectively.

Behaviour

- The behaviour of pupils is good. Pupils are polite, considerate and respectful.
- Pupils are familiar with the school's behaviour management systems. They conduct themselves well around the building, which contributes to a calm and orderly school environment. Most parents say that pupils are well behaved.
- Leaders check effectively the safety, well-being and progress of pupils who receive some of their education in other settings. They communicate regularly with professionals of other settings to ensure that pupils' needs are met well.
- In 2016, attendance was particularly low for pupils eligible for free school meals and those who have special educational needs and/or disabilities. The school works closely with parents to improve pupils' persistent absence. However, attendance is still slightly below the national average for these two groups of pupils.

Outcomes for pupils

Requires improvement

- The outcomes for some groups of pupils, particularly those who have special educational needs and/or disabilities, are below average in a range of subjects. This is a result of inconsistencies in the quality of teaching across the school.
- The most able pupils do not consistently make the progress of which they are capable. Inspectors' visits to lessons and their scrutiny of pupils' books confirm that this group of pupils is not sufficiently challenged. Consequently, they do not reach their full potential.
- In 2016, the proportion of pupils who met the expected standard in the Year 1 phonics screening check was above the national average. The school's current assessment information shows that most pupils are on track to achieve well in phonics this year.
- In 2016, the proportion of pupils achieving greater depth standards in reading, writing and mathematics at the end of key stage 1 was below the national average. This was especially the case for pupils with middle and high starting points. In addition, disadvantaged pupils did not perform as well as other pupils nationally in reading, writing and mathematics.
- This year, the school's assessment information for the current Year 2 pupils looks more positive. For example, more pupils are attaining at a greater depth in reading, writing and mathematics. The proportion of disadvantaged pupils who are working at a greater depth is also improving. This is because of the interventions and programmes that

were put in place using the pupil premium funding.

- In 2016, progress for all pupils at the end of key stage 2 in reading and mathematics was better than was the case in schools nationally. Although pupils' progress in writing was not as strong, the achievement of the current Year 6 pupils has improved. Last year, disadvantaged pupils' progress in reading, writing and mathematics was average compared to other pupils nationally.
- This year, the school's assessment information and the work in pupils' books confirms that disadvantaged pupils are not consistently making good progress in writing and mathematics across the school. It is early to assess the full impact of leaders' actions identified in the school's pupil premium strategy.

Early years provision

Good

- Outcomes for children in the early years are good and they make significant progress. This is because the provision in the early years is strong. The school assessment information and the work in children's books show that children are making consistently good progress towards the early learning goals.
- Leaders use the additional funding for disadvantaged children effectively. They have put in place language programmes and phonics interventions to support children's language development and improve outcomes in literacy. As a result, more disadvantaged children are on track to achieve a good level of development this year, compared to 2016.
- Children enter the early years with knowledge and skills that are typically below those of children their age. In 2016, the proportion of Reception children who achieved a good level of development was below the national average. The school's current assessment information shows that more children are on track to reach a good level of development this year. As a result, children are ready for their learning in Year 1.
- Phonics teaching is effective in the early years. Children use their knowledge of phonics well to read and write sentences. For example, inspectors noted how well children used their phonic knowledge and skills to write sentences about animals. Resources are used well to support children in their writing. For example, children use 'sound mats' to help them to spell unfamiliar words. This promotes children's language development effectively and supports them in their writing.
- The stimulating early years environment provides children with a range of exciting open-ended activities to support their learning and development. The activities excite their curiosity and thirst for learning, for example as children observed caterpillars hatching.
- Children are well behaved in the early years. They remain focused on their chosen or adult-led activities and are not easily distracted. Consequently, children learn and play in a calm learning environment.
- Early years staff engage well with parents. There are plenty of opportunities for parents to be involved in their children's learning and development. For example, during the inspection, parents enjoyed working with their children during the 'play and stay' sessions on offer.

- Safeguarding is effective in the early years. Children learn and play in a safe environment. Leaders complete risks assessments on the activities to ensure children's safety.

School details

Unique reference number	101888
Local authority	Ealing
Inspection number	10008662

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	668
Appropriate authority	The governing body
Chair	Mandy Combes
Headteacher	Jeff Brown
Telephone number	0208 567 6271
Website	http://hobbayneprimary.fluencycms.co.uk/
Email address	admin@hobbayne.ealing.sch.uk
Date of previous inspection	2–3 July 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium funding is broadly average.
- The proportions of pupils from ethnic minority groups and who speak English as an additional language are well above average.
- The proportion of pupils who have special educational needs and/or disabilities and receive support is broadly average. However, the proportion of pupils who have education, health and care plans is well above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at

the end of key stage 2.

- The school occasionally uses another educational setting, Ealing Primary Behaviour Support Services.
- The school runs its own breakfast and after-school clubs

Information about this inspection

- Inspectors made visits to 19 whole or parts of lessons, to observe pupils' learning, some of which were joint observations with senior leaders. They scrutinised pupils' exercise books, both during their visits to lessons and independently.
- Inspectors spoke with pupils within lessons, and during playtime and lunchtime. The lead inspector met with one group of pupils. Another group of four pupils accompanied an inspector on a 'curriculum walk'. This gave pupils the opportunity to express their views about school life and their learning experiences. Thirty-four responses to the pupil questionnaire were also taken into consideration.
- Inspectors held meetings with leaders at all levels. The lead inspector met with members of the governing body. She held two telephone conversations with representatives from the local authority.
- Inspectors took into consideration the school's internal parent questionnaire, the 31 responses to Parent View, Ofsted's online questionnaire, and 22 free-text responses. Inspectors talked to parents informally at the start of the school day.
- A meeting was held with both teaching and non-teaching staff and the 40 responses to Ofsted's staff questionnaire were analysed.
- Inspectors scrutinised a range of school documentation, including: the school's self-evaluation and plans for improvement; documentation related to safeguarding; assessment information about pupils' progress and documents related to behaviour and attendance.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Nicholas Cornell	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
Shaun Dodds	Ofsted Inspector
Meena Walia	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 www.gov.uk/ofsted.

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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017