



Hobbayne Primary School

Inspection Report

Unique Reference Number 101888
Local Authority Ealing
Inspection number 286208
Inspection date 7 February 2007
Reporting inspector Glynis Bradley-Peat

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

Type of school	Primary	School address	Greenford Avenue
School category	Community		Hanwell
Age range of pupils	3–11		London W7 1HA
Gender of pupils	Mixed	Telephone number	020 8567 6271
Number on roll (school)	467	Fax number	020 8579 7389
Appropriate authority	The governing body	Chair	Mr Trevor Moores
		Headteacher	Mr Jeff Brown
Date of previous school inspection	16 September 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is larger than average and serves a socially and economically mixed area with some significant pockets of deprivation. The proportion of pupils from ethnic minority backgrounds is higher than average; about half have English as an additional language. The proportion of pupils eligible for free school meals is slightly above average. The proportion of pupils identified with learning difficulties and those with a statement of educational need is below the national average. The school has achieved the Basic Skills Quality Mark, Active Mark and Healthy Eating Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

One parent wrote, 'Hobbayne is an excellent school.' Inspection evidence confirms this view. This is an outstanding school which continually looks to improve further. It benefits from excellent leadership and management. Although the school knows itself well, it took too cautious a view about its effectiveness partly because of the high expectations it has of its staff and pupils and its pursuit of excellence. Senior and middle leaders work together extremely well and say that excellent communication is the key to their teamwork success. They, along with parents and governors are fully involved in everything the school does. A parent commented, 'I feel Hobbayne is a very open school, it values the creativity of the pupils, teachers and parents.'

The achievement of pupils is outstanding and the standards that they reach are high. Children typically enter the Nursery with skills just below those expected for their age. They receive a cracking start to their education in the Foundation Stage and make excellent progress. Plans are in place to improve the outdoor facilities for these pupils. Consistently high quality teaching ensures that pupils continue to make outstanding progress throughout the rest of their time in the school. Detailed, conscientious lesson planning caters well for the needs of all pupils, contributing much to the progress they make. Teachers make excellent use of electronic whiteboards to help enliven learning, and they liaise well with teaching assistants to ensure good quality support for pupils who need extra help. Teachers give up their own time willingly to run a huge variety of clubs both before and after school. This helps to contribute towards an outstanding curriculum which enhances pupils' learning. Pupils also participate in some special projects, such as 'International Week', 'Arts Week' and 'Black History Month' which they thoroughly enjoy.

The personal development and well-being of pupils is outstanding which is the result of the excellent care, guidance and support they receive in school and the highly creative curriculum which invites them to participate fully in all aspects of school life. Pupils behave extremely well both in and out of lessons. They show care and consideration for each other and really involve themselves well in the school and wider community. Visits to places of interest also give pupils an understanding of how the subjects they study relate to the real world.

The previous inspection found this to be a good school. Since then, it has gone from strength to strength. All the issues from the previous inspection have been tackled well and some, such as improving information and communication technology (ICT) have come on in leaps and bounds. The school has plans to improve ICT provision even further. In light of this, and the school's continuing highly successful track record, its capacity to improve is excellent.

What the school should do to improve further

- Implement the plans for improvement of resources in both the Foundation Stage and in ICT

Achievement and standards

Grade: 1

Standards are significantly above average, and this has been the case in most previous years. Quality in the Foundation Stage is excellent. Pupils achieve well and their progress is carefully tracked so that they all do as well as they possibly can. Throughout Years 1 and 2 pupils' progress is good and standards are significantly above average in national tests at the end of Year 2. Between Years 3 and 6, progress accelerates and pupils meet highly challenging targets. Standards at the end of Year 6 are high in mathematics, English and science. This exceptional progress is reflected by the school's consistent ranking among the top fifteen percent of schools nationally for achievement.

Pupils with learning difficulties and disabilities receive highly focused support which enables them to take great strides towards their targets. No groups of pupils underachieve.

Personal development and well-being

Grade: 1

Pupils are full of pride and enthusiasm for their school. They spoke excitedly about the wide range of clubs and activities they are involved in and praised the teachers who spend their own time running them. Their enjoyment of school is evident. One pupil said, 'School is not just for learning lessons, we learn how to be sociable and responsible.' Pupils feel safe and secure and report that they can always talk to an adult about anything they are worried about. They can also place any concerns into 'worry boxes' if they prefer. These are said to work well.

Pupils spoke enthusiastically about their participation in sporting events, French and Spanish lessons, visits to places of interest and much more. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils were particularly keen to talk about 'International Week' when some had participated in performing musical pieces, dancing, poetry reading and selling a 'fantastic variety of foods'. Their behaviour is excellent both in and around school and attendance is excellent. The school has worked particularly hard to make this the case. The school has very recently achieved an award for 'healthy eating' and pupils commented positively about events held in school, such as 'The Health Fair' where they had the opportunity to learn more about healthy living. Older pupils are particularly proud about being selected as lunch monitors. They reward younger pupils who select healthy food at lunchtime by giving them stickers, and said it helped them to make better choices about what they eat. Pupils quite clearly appreciate the benefits of exercise.

They enjoy making a wide range of contributions to the community. There is a very active and influential school council, pupils commented that the school listens to them and acts on their suggestions. Some pupils take forward their views to the Local Authority Regional School Council which involves them more widely in decision-making. Pupils take an active part in organising fundraising events for many different causes. The school has developed links with other local schools which enables pupils to

participate in events which prepare them well for the next stage in their education. Along with their high level of basic skills, they are prepared outstandingly well for their future.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. One pupil commented, 'I think this is a good place for learning, it is fun!' Learners achieve very well because teachers successfully plan to meet their needs. Teaching assistants play a full part in lessons, supporting those pupils who need extra help. A particular strength of the teaching is the way that the teachers use questioning to make their pupils think. Teachers work hard to provide interesting lessons and activities, and are particularly good at enhancing learning by using the interactive whiteboards. High quality paired and group work ensures that pupils develop their speaking and listening skills well while working collaboratively.

Exercise books are regularly marked. Teachers' comments are extremely clear, and as a result pupils know precisely what they need to do to improve. Pupils demonstrated that they know their targets and how to reach them.

Pupils with learning difficulties and disabilities learn very effectively because teachers, teaching assistants and support staff make sure that the work given to them is challenging, but well matched to their needs. This ensures that they make as much progress as possible.

Curriculum and other activities

Grade: 1

All pupils are given the chance to join in with extra curricular activities, and they regularly do so. 'What ever your interest, there is something for you.' one said. Visits to local places of interest enrich the curriculum. Pupils have been to workshops where they have been given the opportunity to dress up as Romans and handle various artefacts. Others have taken part in a residential trip where they enjoyed an action-packed week including quad biking, abseiling, archery and sailing. Some took part in a mathematics challenge designed to develop problem-solving skills. Visitors bring their expertise and knowledge into school, for example a very successful 'Arts Week' enabled pupils to participate in a variety of activities supported by visiting artists.

The school has a strong tradition of music tuition, and pupils are given the opportunity to perform musical pieces during assemblies. Pupils in Years 4, 5 and 6 are taught French, and there are opportunities for pupils to learn Spanish and French through an after school club. Pupils' achievement and personal development is excellent because of the contribution made by the school's outstanding curriculum.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding because, in Hobbayne Primary, every child counts. Assessment and academic guidance are real strengths which contribute to the exceptional progress pupils make. The method of tracking and assessing pupils' progress is an example of a simple but very effective system which gives a really clear focus to the setting of challenging targets. The headteacher and his deputy have worked hard to bring assessment information into everyone's classroom. Teachers use it well and are easily able to pinpoint those who are at risk of underachieving. Support programmes can quickly be put into place which cater well for these pupils. Risk assessments, and the checks performed on adults working with children, are rigorous.

Leadership and management

Grade: 1

Leadership and management are outstanding, and the vast majority of parents agree. One wrote, 'Hobbayne is a wonderful school with staff that really care about our children.' High quality teamwork between senior and middle managers means that there is a very clear understanding of the strengths of the school and the areas which need improvement. Although modest, the school's self-evaluation is highly effective and clearly demonstrates its relentless drive for improvement. Its track record in recent years is outstanding, demonstrated by the pupils' excellent progress and achievement.

Monitoring and evaluation processes are robust. The quality of teaching is regularly monitored and areas for improvement link well into further training for teachers. The governing body is highly effective in acting as a critical friend. Parents are also fully involved with the school and have praised the 'Keeping up With the Children' workshops. One wrote, 'It was a practical and very useful way for me to learn how best to help my child progress.' The overwhelming majority feel part of the school community and say they are listened to and their views taken into account.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I had a really lovely time when I visited your school recently. You made me feel really welcome. Thank you very much for spending time talking to me about what you do in your school. You told me how much you enjoy attending school, how the teachers make learning great fun and how good they are at using the electronic whiteboards. I think that the visits you go on really help you to learn. You certainly know lots of things about healthy eating and taking exercise. You have lots of responsibilities in school and you really enjoy being monitors and helpers. You all said how much you like your school and that the adults there care for you very much and want you to do as well as you can. I agree with you and think that your school is outstanding.

Your headteacher and his deputy lead the school very well indeed. They have your best interests at heart. Along with all the other teachers and the school governors they have helped you to reach high standards and achieve really well. They are very keen that you are able to use the very latest equipment to help you and have lots of plans for new laptop computers and new ways to learn. I have asked that they put these plans into action as soon as they can. I have also asked them to improve the outside learning area for the youngest children in your school. They have already got plans for this too and will soon be starting to get things moving.

Once again, thank you for having me in your school and I look forward to seeing how well you do in the future.

Kind regards

Glynis Bradley-Peat

Additional Inspector