

Hewens Primary School

Hewens Road, Hayes, UB4 8JP

Inspection dates 02 – 03 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors have successfully created an ethos where all pupils are expected to achieve their very best throughout the curriculum. Parents, staff and pupils are proud advocates for the school’s clear vision and culture.
- All members of the school community have worked together since Hewens Primary opened to ensure that the teaching, behaviour, safety and achievement of pupils are good.
- The vast majority of pupils across the school make good and sometimes rapid progress due to the high expectations of all staff.
- Support and induction of new pupils arriving mid-year and mid-key stage is exemplary. Pupils get off to a good start in their learning at Hewens.
- The teaching of writing is good. It is given a high priority in the school. Pupils write lively and interesting stories, poems and reports.
- Support for vulnerable pupils is good. The work to keep pupils safe and identify those at risk is thorough. It ensures that vulnerable pupils, including those in local authority care, make the progress they are capable of.
- The behaviour of pupils is good. They are welcoming and polite to their peers, staff and visitors.
- Parents are highly supportive of the school and testify to the difference the school makes to the lives of their children and families.
- The school’s curriculum provides rich and meaningful learning experiences for pupils. Trips, visitors and special curriculum events bring the curriculum to life and ensure that pupils enjoy learning and school.
- The governing body has a secure understanding of the school’s performance. It provides a good balance of challenge and support to ensure leaders continue to drive improvements in the school’s work.

It is not yet an outstanding school because

- The most-able pupils are not always challenged in mathematics, particularly at Key Stages 1 and 2.
- Leaders have not checked on the progress of the group of advanced bilingual learners. As a result, although they make good progress, leaders have not considered how to further accelerate their progress.
- Mathematical skills are not developed or applied effectively in other subjects.

Information about this inspection

- Inspectors observed teaching and learning in all classes, including two joint observations with the headteacher in the Year 3 and Year 4 classes.
- Inspectors observed pupils during playtime and lunchtime, including in the school lunch hall. A visit was made to the school’s breakfast club.
- Meetings were held with the executive headteacher, headteacher, subject leaders, and a number of governors from the local governing body, including the Chair, and the Chief Executive of Rosedale Hewens Academy Trust. A meeting was held with the lead officer for child protection and safeguarding. Inspectors met with parents at the beginning of the school day and with a parent who requested a meeting with inspectors.
- Inspectors listened to pupils read and held discussions with pupils from Years 3, 4 and 5. A group of pupils from Key Stage 2 took an inspector on a tour of the school and discussed the school’s curriculum. Pupils’ work and evidence of learning were scrutinised in all classes, including in the Early Years Foundation Stage.
- Inspectors took account of 22 responses to Parent View, the online questionnaire for parents, as well as the school’s own surveys of parental opinion. Eighteen responses to the staff questionnaire were also scrutinised and considered.
- Inspectors scrutinised a range of documentation provided by the school including: action plans, the school’s own checks on its performance and the quality of teaching. Health and safety records for building work were also considered. Inspectors also reviewed records relating to behaviour, attendance, safeguarding and the performance management of staff.

Inspection team

David Storrie, Lead inspector

Her Majesty’s Inspector

Kevin Jane

Her Majesty’s Inspector

Lynne Wilson-Leary

Additional Inspector

Full report

Information about this school

- This free school opened in September 2013 in a newly refurbished section of a former secondary school. At the time of inspection, further building work was underway to improve the school building.
- The school has expanded significantly in the last 12 months. It is now a larger than average primary school. The school started with nine Nursery children, and three full-time classes across the Reception Year and Key Stages 1 and 2. Currently there is one Nursery class which provides part-time education to 30 children each morning and 32 children in the afternoon. There are two full-time Reception classes, four classes in Key Stage 1 and a further four in Key Stage 2. The school will continue to increase in size until it reaches its maximum capacity of two classes per year group and 420 pupils.
- There were three pupils in Year 6 who completed national assessments at the end of Year 6. Seven in ten pupils have joined the school from other schools nationally or abroad.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- The proportion of pupils from minority ethnic backgrounds and those that speak English as an additional language is above average. Around four in ten pupils are advanced bi-lingual English language learners.
- The proportion of disadvantaged pupils who are supported by the pupil premium, which is additional government funding to give extra support to those known to be eligible for free school meals and to children who are looked after, is below average. Very few Year 6 pupils were eligible for this additional government funding in 2013/14.

What does the school need to do to improve further?

- Ensure that teachers in Key Stages 1 and 2 set work in mathematics that is consistently challenging, particularly for the most able by:
 - providing work that allows pupils the opportunity to apply their calculation skills in problem-solving
 - helping pupils to develop a greater ability to reason and explain their thinking mathematically, both orally and in writing
 - giving pupils greater opportunities to apply their mathematical skills in other subjects.
- Senior leaders should further improve action planning to secure outstanding progress for pupils by:
 - analysing more precisely school-based pupil achievement information, particularly for different groups.

Inspection judgements

The leadership and management are good

- The headteacher's tenacious and determined leadership has ensured that all aspects of the school's work are good. Leaders and governors have high expectations of all pupils and staff.
- Despite the significant growth in pupils since the school opened, leaders have ensured that the school's vision is lived by all members of the school community; they strive to be reflective, responsible, resourceful, resilient and respectful. This has helped to create a consistently cohesive learning community that strives for excellence and cares for all.
- Senior leaders have ensured that pupils make good academic progress because of good teaching and pastoral support. All pupils in Key Stage 2 and many in Key Stage 1 have arrived from other schools or countries since the school opened. Leaders have ensured that all pupils are well supported and inducted so that they are quickly assimilated into the school's culture. This ensures that all pupils understand and share leaders' high expectations for their learning and behaviour. It also helps to foster good relationships between all pupils and staff.
- Leaders analyse and use the school's information about pupils' performance to plan improvements. However, leaders do not examine possible variations within groups, for example pupils new to speaking English as an additional language, or those who are advanced bilingual learners. Although both groups currently make good progress, leaders do not ensure they use the school's own information to plan for more rapid progress.
- All staff and the vast majority of parents are positive about the work of the school. Some parents testify strongly to the difference the school has made in the lives of their children and family. One parent explained, 'I am demanding as a parent, but the school has exceeded my expectations. They know my child well and match learning to her needs. They listen and act on my concerns quickly and help parents to be involved in learning alongside our child at home.'
- The curriculum is outstanding. It promotes a love of learning which is reflected in pupils achieving increasingly high standards in reading, writing and science. It covers a wide range of subjects and provides opportunities for pupils to excel academically, musically, artistically and in sport.
- Spiritual, moral, social and cultural development is planned throughout the curriculum. Learning is enhanced by the use of the school grounds, visits, cultural experiences and visitors to school. For example, pupils visit London Zoo, Hayes library, Hampton Court and Hillingdon's Beck Theatre. Pupils attend a range of extra-curricular activities. Pupils from disadvantaged backgrounds are financially supported to attend these after-school sessions. Families are enabled to take their children on family excursions potentially out of their reach, for example, to the seaside. This demonstrates the school's strong commitment to equal opportunities and to the school being at the heart of its community.
- Teaching and curriculum planning support the active promotion of fundamental British values. The school tackles discrimination effectively and teaches pupils tolerance and respect for a range of cultures and faiths. For example, pupils are taught about British Government and the similarities between religious festivals such as Hanukkah and Christmas as 'festivals of light'.
- Information about what is taught in the curriculum is shared with parents. Regular newsletters, ongoing home-school communication and formal reports help to ensure that pupils' personal and academic achievement is well understood by parents.
- Subject leaders have a secure understanding of the strengths and weaknesses in their areas of responsibility. They are taking increasing responsibility for actively checking standards and compliance with school policies. They have an active role in checking pupils' progress through regular performance meetings with other teachers. New subject leaders are supported and mentored effectively so that they introduce new practices which improve teaching and learning. For example, the science leader has introduced a class book which helps pupils and staff track the development of scientific skills. These books help pupils track their scientific success and staff to plan more effectively for further improvement.
- Leaders ensure that the pupil premium supports the learning and achievement of eligible pupils well. The school uses the primary sport premium to provide specialist physical education teachers from secondary schools within the Academy Trust. This is helping to develop the expertise and confidence of teachers and provide opportunities for a wider range of sports, such as athletics.
- Arrangements for safeguarding meet requirements. Leaders, staff and the Academy Trust are highly committed to their joint responsibility for keeping pupils safe. Staff know the school's procedures and systems thoroughly. Leaders make sure that action is taken quickly should any concerns arise. Governors check regularly that recruitment records are rigorous and up to date, including the school's single central record. They have ensured that the current building work and the school site are safe, secure and well

maintained

- Staff from the Rosedale Hewens Academy Trust Schools provide effective support for the headteacher, subject leaders and local governing body. The Trust checks the school's performance by regular visits from the executive headteacher and external consultant. This enables them to provide challenge and ensure they have an accurate understanding of the school's effectiveness. Effective links are made with other schools in the Academy Trust and local authority officers to moderate pupils' achievement and ensure these are accurate.
- **The governance of the school:**
 - Governors have an accurate understanding of pupils' achievement information and are able to compare this to national expectations. This knowledge helps governors to hold leaders to account and provide constructive challenge about the effectiveness of the school's work. The local governing body vigorously checks the school's performance by shadowing leaders as they evaluate the progress of improvement planning. For example, they accompany senior leaders as they visit classrooms, scrutinise pupils' books and speak to pupils about the school. These visits and regular reporting from senior and subject leaders ensure governors have a highly accurate understanding of the school's strengths and weaknesses. They ensure that underperformance of any kind is quickly tackled and that good teaching is linked to pay progression. Governors have a secure understanding of how the funding for disadvantaged pupils is spent and closely check that its impact is effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are keen and enthusiastic to learn.
- There is a positive learning atmosphere through the school. Pupils take pride in their work and school. For example, even the very youngest Nursery children look forward to wearing their blazer in Year 1. One parent explained, 'When they put on their uniform it is like they become ready to learn.' Another said, 'My three year old daughter loves wearing her uniform, she can't wait to wear the blazer!'
- Pupils' behaviour outside of lessons is good. The playground and lunch hall are harmonious places for pupils to play, relax and to socialise together. Pupils are respectful towards peers, other adults and visitors. This judgement is shared by the vast majority of parents. One parent explained to inspectors that, 'Pupils consistently behave well, even during an assembly when there was a fire alarm. Pupils responded calmly and restarted the assembly without one problem.'
- Pupils who start the school with behavioural difficulties are quickly supported to conform to the expectations of the school. As a result the school has successfully helped a range of pupils secure significant improvements in their behaviour.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils know how to stay safe. They receive clear guidance through assemblies and teaching which helps them to develop the skills to stay safe in and out of school, for example while using a computer or other modern technology such as games consoles.
- Policies and procedures are in place and permeate all aspects of the school's work with pupils. They are attuned to issues that may affect a child's ability to be safe. Staff understand the procedures they need to follow when they have concerns and how to report them as they arise. They have a secure understanding of a range of issues, such as female genital mutilation, forced marriage, self-harming, eating disorders and neglect.
- Effective links with other agencies help the school to keep potentially vulnerable children safe. The school seeks appropriate support from specialist services when required from within and beyond the Academy Trust.

The quality of teaching is good

- Teaching is typically good across the school. Teachers have high expectations of what pupils can achieve and ensure that pupils make good progress across the curriculum.
- Pupils write enthusiastically and with imagination as a result of both good teacher knowledge and the exciting resources chosen to engage pupils. Classroom displays are used to help pupils enliven their writing and reflect on models. For example, a Year 4 pupil was observed considering a writing display illustrating how some pupils had achieved the writing target they were working towards. Vocabulary is

extended through more complex words being taught, including in subject areas. This helps all pupils, but particularly those learning English as an additional language, to improve their writing and use new vocabulary in a written context.

- Pupils are keen and enthusiastic about reading and read often at school and home. This is illustrated by the views of one pupil, 'You are never alone when you have a book. They are good company.' Pupils make good progress in their ability to read through effective teaching of phonics (the sounds that letters make).
- Teachers have developed their skills in areas they were less confident in teaching, for example science and religious education. This ensures that pupils also receive good teaching beyond English and mathematics.
- Teachers and support staff provide pupils with good questioning which helps teachers gain an accurate understanding of what pupils have learned and can do, and their next steps in learning. Feedback to pupils is thorough and regular; it is of a consistently good standard both in lessons and in their books.
- In mathematics, key skills are taught well and frequently. However, progress is not consistently rapid, particularly for the most-able pupils at Key Stages 1 and 2. Pupils have too few opportunities to apply their calculation skills in problem solving or in other subject areas. Teachers do not regularly expect pupils to explore why they solved problems using a particular method, either orally or in writing.
- Teachers insist on high standards of behaviour and manage their classes well. Pupils listen attentively to adults and to each other.
- Support staff challenge and question pupils, extending their thinking. Their intervention work has ensured pupils at risk of not achieving their full potential are helped to catch up with their peers and 'get back on track'.

The achievement of pupils is good

- Pupils, including those from minority ethnic groups and those who speak English as an additional language, achieve well overall in reading, writing and mathematics.
- As too few pupils took part in the 2014 national assessment there is no information to compare the achievement of disadvantaged pupils with other pupils nationally. The school's attainment and progress information provides confirmation that over time, disadvantaged pupils attain as well as other pupils at the school. Additional funding is used effectively to provide support and intervention to close any gaps.
- Pupils, including those who have not started their educational career at Hewens, are making good and sometimes better progress. Pupils do particularly well in reading; those who were behind expectations for their age are catching up with their peers. For example, around 7 in 10 pupils attained the level of reading expected at the end of Nursery. By the summer term of Year 1 around 9 in 10 pupils have caught up with expectations and some are doing better than expected. This represents good progress over time.
- The most-able pupils achieve well. High levels of challenge are evident in the teaching of reading and writing. As a result some pupils make rapid progress, particularly in the Early Years and Key Stage 1. This is not always the case in mathematics where pupils' problem-solving and reasoning skills require further development.
- Disabled pupils and those who have special educational needs benefit from tailored support and interventions. This ensures that most pupils make the same good progress as their peers in school.

The early years provision is good

- Children start in the Nursery with skills and abilities that are below that typical for their age. From their individual starting points most make good progress in their learning and their personal development through the Nursery and Reception classes. By the time they leave Reception, most are ready for Year 1.
- Staff work well as a team in the Nursery and Reception classes. The curriculum is well planned and provides for a balanced range of activities that develops children's learning.
- Teaching is typically good. For example, the children's excitement that accompanied a dinosaur hunt in the school grounds was a joy to observe. Their knowledge of the characteristics of different dinosaurs and their use of technical vocabulary, such as 'carnivore' and 'herbivore' in context, was impressive. This activity was then used to good effect to reinforce skills in writing as pupils wrote simple accounts. More-able children were able to write more extended and complex sentences.
- There is a strong focus on communication, learning and literacy within the provision. The investment that the school has made in focused and regular teaching of letters and their sounds is resulting in good levels

of development in reading and writing for the majority of children.

- Assessments of children’s achievement are accurate. While the checks on the progress of children are comprehensive, analysis of this information to target interventions is not sharply focused on the progress being made by groups of children.
- Children’s behaviour is good as a result of secure relationships with teaching staff, parents and each other. Classroom routines are understood well and children thrive in a safe and secure environment. Home–school links are well established. Parents are fully involved and are expected to engage with their child’s education and this is contributing well to the academic progress and social development that children make.
- The Early Years is led and managed well. Self-evaluation is accurate and the leader has an accurate understanding of strengths and weaknesses in the provision. There is a strong commitment to continuous improvement through staff development and effective links with other provision in the Academy Trust.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139909
Local authority	Hillingdon
Inspection number	450080

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

Type of school	Primary
School category	Academy free school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Maureen Atkinson
Headteacher	Lorna Anderton
Date of previous school inspection	Not previously inspected
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