

# Inspection of Hobbayne Primary School

Greenford Avenue, Hanwell, London W7 1HA

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Inspection dates: 5–6 November 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this school?**

Pupils are very happy in this school. They really like and trust the staff and say that there is always someone who will help them. Staff care about the pupils. They encourage pupils to believe in themselves and have confidence. When pupils find their work hard, they do not give up. They say, 'I can't do this yet!'

Parents and carers appreciate the warm and welcoming atmosphere in the school. They also value the wide range of activities pupils can take part in, for example coding, singing and Zumba. Pupils achieve many successes in sports competitions and have a real sense of pride in being able to represent their school.

Pupils behave very well in their lessons and at playtimes. They are very polite. They said that staff stop bullying quickly and keep them safe. Pupils told us enthusiastically about what they enjoy in school. They are very proud that in Year 6 they run the lunchtime 'Times Tables Office' where they test pupils from younger classes to quickly recall their table facts.

Children make a strong start in the early years. However, leaders and teachers do not have high enough expectations of what pupils can achieve as they move up the school. Leaders are putting plans in place to improve this.

## **What does the school do well and what does it need to do better?**

Leaders have made improvements to the school and are aware of what still needs to be done. There are well-designed plans for how pupils learn in some subjects, such as mathematics and physical education (PE). Leaders ensure that teachers fulfil these expectations. As a result, pupils' skills and knowledge have improved, for example in mathematics. However, in other subjects, including history, geography and science, leaders' planning does not make clear how lessons link together to help pupils know more and remember important facts. Pupils are sometimes not sure which subject they are learning. This means that pupils do not do as well as they should. Leaders and governors have not checked that teachers plan learning in ways which build up knowledge gradually as pupils move up the school.

School leaders are working hard on developing pupils' enjoyment of reading. They are increasing the range of vocabulary that pupils use. There are lots of books for pupils to read in the school and to take home. Parents can attend book fairs and workshops. However, teachers do not plan precisely how time will be spent improving pupils' reading. Teachers do not provide pupils with enough guidance on what and how much to read. Some pupils who fall behind take too long to catch up with their reading in Years 1 to 6 because leaders have not carefully planned how to help them do so. Pupils' reading does not develop as well as it should.

Pupils' behaviour and their attitudes to learning are strengths of this school, including in the early years. Pupils enjoy opportunities to demonstrate the school's values and are rewarded for doing so. Teachers use assemblies and personal, social

and health education (PSHE) lessons to teach pupils about tolerance. Pupils share their cultures and religions with others. They treat each other with respect. Lessons are rarely interrupted by poor behaviour.

Pupils are taught how to keep their minds and bodies healthy. They learn about healthy eating and the importance of physical activity. Pupils learn how their bodies change as they grow up and about different types of relationships.

Staff look after children in the early years very well. Leaders plan activities around children's interests. Staff are skilful in adapting what is taught to make it fun and memorable for children. They play and learn together happily in the classroom and the outside area. Staff share information about the children's learning with parents.

Teachers show sensitivity in supporting pupils with special educational needs and/or disabilities (SEND) and other vulnerable children. They adapt work and give pupils extra help so pupils with SEND achieve success. Leaders ensure that pupils with SEND are included in all lessons.

Governors have undertaken training and sought external advice since the last inspection. They have a better understanding of the role of the governing body. Governors are continuing to develop their work with leaders on improvement planning and to ensure that all pupils achieve well across a broad range of subjects.

Staff are proud to work at the school. They aspire to make the school as great as it can be. They enjoy working together as a team and appreciate the guidance and support that leaders and governors give them.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff make sure that keeping pupils safe is a top priority. If staff are worried about a pupil, they report it immediately to the designated safeguarding leaders. Leaders follow up the concerns quickly. Leaders make careful checks on all adults who work in the school to ensure that they do not pose any risks to pupils.

Staff understand the dangers pupils may face, both inside and outside school, and teach pupils how to keep themselves safe. Pupils take this seriously and understand how important these aspects are.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The teaching of reading is not planned well enough to ensure that all pupils are confident, fluent readers. Leaders should ensure that they amend their plans for teaching reading in key stages 1 and 2 to make sure that those who fall behind catch up. They should also ensure that the development of specific reading skills

is planned and delivered effectively as pupils move through the school.

- The plans for subjects such as science, geography and history do not support teachers to build pupils' knowledge sequentially so that pupils understand and remember key facts and ideas. Leaders need to ensure that the content of all subject plans is well chosen, carefully sequenced and that the end points are clearly identified.
- While the school has made some improvements since the last inspection, these have not been implemented well enough. Governors must check that leadership systems are robust and that improvement plans are suitably precise to ensure that the school offers a good quality of education to all pupils.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	101888
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10110353
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	604
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mandy Combes
<b>Headteacher</b>	Sharmaine Yoosuf
<b>Website</b>	<a href="http://www.hobbayneprimary.co.uk">www.hobbayneprimary.co.uk</a>
<b>Date of previous inspection</b>	20–21 June 2017

## Information about this school

- The headteacher was appointed in September 2017.
- The school is reducing its roll to two forms of entry from three forms of entry. The current Reception is two forms of entry.

## Information about this inspection

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

- We met with the headteacher and deputy headteachers, the inclusion leader, members of the governing body, including the chair, and subject leaders. The lead inspector spoke to a representative from the local authority.
- We did deep dives in these subjects: reading, mathematics, writing, history and PE. This included discussions with leaders about how they plan the curriculum to ensure that pupils systematically learn and remember more; the guidance they give to teachers; and how they ensure that teachers gain strong subject knowledge. Inspectors also visited lessons, spoke with groups of pupils in some of those classes about their learning, and scrutinised pupils' work. We had discussions with the teachers of the classes visited. Other subjects were also considered as part of the inspection.

- We checked the school's policies and records and spoke with the designated safeguarding leader, senior leaders, governors, pupils, staff and parents to check on the school's culture of safeguarding.
- We also checked a range of other documentation. We had formal meetings with staff and pupils and spoke with pupils during social times. We observed pupils arriving and leaving school.

### **Inspection team**

Michelle Thomas, lead inspector	Ofsted Inspector
Tim McLoughlin	Ofsted Inspector
Jayne Jardine	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector
Clementina Aina	Ofsted Inspector

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