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Sharmaine Yoosuf
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Dear Mrs Yoosuf

Additional, remote monitoring inspection of Hobbayne Primary School

Following my remote inspection with Andrea Bedeau, Her Majesty's Inspector (HMI), of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in November 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Since the previous inspection, five members of the governing body left the school. A new chair of governors was appointed in January 2020.
- During the autumn term 2020, approximately 20% of pupils had to be educated remotely. This included a group of pupils from Year 1 and all pupils in Year 3.
- At the time of this inspection, approximately 80% of pupils were being educated at home. Over 30% of vulnerable pupils and those with special educational needs and/or disabilities (SEND) were attending on site. The majority of pupils with education, health and care plans were being educated on site.
- At the time of this inspection, leaders did not have to manage significant staff absence.

Main findings

- You place a high importance on pupils' education and are taking the necessary actions to provide education in the current circumstances. Pupils study the school's usual subjects. This includes pupils who learn on site and remotely. Staff check which pupils participate in remote education, including those pupils who are vulnerable. They work relentlessly to make sure that all pupils can access their work. Parents and carers highly value leaders' determination to ensure that all pupils receive an education.
- Leaders have prioritised the development of the curriculum since the previous inspection. Leaders introduced new subject plans in September 2020. These are understood well by subject leaders. Subject leaders are now more secure in their understanding of what key knowledge pupils should learn and when.
- Leaders consider how best to adapt their plans so that all pupils continue to make progress. Staff explained that their professional development is given a high priority. They undertake regular training to reflect on their practice. This has helped teachers to make learning more manageable for pupils.
- Teachers consider how best to provide pupils with consistent and clear instructions. This helps to avoid pupils' misunderstandings. In the early years, staff aim for children to access all areas of learning. They plan for children to explore their surroundings. Teachers encourage children to take part in physical and creative activities. For example, children have regular 'movement sessions' to encourage them to be active.
- The leadership team ensures that reading is prioritised. Staff make sure that pupils progress in their reading whatever the circumstances. Pupils have

regular reading sessions which they enjoy. Pupils have positive attitudes to their reading. This is because staff encourage pupils to read widely and often.

- Leaders are ambitious for pupils' early reading development. Staff have had extensive phonics training, starting in October 2020. The school invested in buying books which closely match pupils' phonics knowledge. During the national restrictions, phonics sessions take place regularly. Staff have an understanding of what pupils can achieve. They aim for pupils to continue to progress through the phonics curriculum. Weaker readers receive support through extra phonics sessions, on site and remotely. Staff's ambition for pupils' reading starts in the early years. Children in Reception and the Nursery have well-planned story times. All children receive daily phonics teaching.
- Leaders have ensured that pupils with SEND have regular access to external expertise, including therapies. Training for school staff helps them to continue to provide pupils with bespoke support. Staff highly value these professional development opportunities. Staff deliver regular sessions to help pupils with SEND, at school and remotely. They also assist parents to support their children with learning at home.
- Governors have a clear vision for the school. Members of the governing body have a broad range of experience and expertise. New governors are well supported to carry out their roles. Governors continue to meet with leaders, including subject leaders. They have scrutinised the effectiveness of leaders' plans for remote education. This has helped governors to gain an understanding of the school's education provision in the current circumstances.
- The school maintains close links with the local authority. The local authority has provided support for leaders. The school has benefited from its work with the local mathematics and English hubs. Leaders have developed their expertise to further improve the school's phonics provision.

Evidence

This inspection was conducted remotely. We held meetings with the headteacher, senior leaders, middle leaders, pupils, staff, representatives of those responsible for governance and a representative of the local authority. We discussed leaders' actions to provide education to all pupils during a national lockdown.

We scrutinised plans for remote learning, sampled pupils' work, visited phonics sessions taking place within the school and sampled recorded sessions for pupils receiving remote education.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Ealing. This letter will be published on the Ofsted website.

Yours sincerely

Noeman Anwar
Her Majesty's Inspector