

Inspection of Hobbayne Primary School

Greenford Avenue, Hanwell, London W7 1HA

Inspection dates: 14 and 15 June 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy and kept safe here. This is because there are always adults to help them should they need it. Pupils appreciate the 'worry box' to report any concerns they may have, as well as the access to the school counsellor in 'The Space'.

Pupils are polite and helpful, showing high levels of respect towards each other. They accept responsibility for managing their own conduct. This is instilled through the 'You own your own behaviour' approach taken in school. As a result, behaviour is exemplary.

Leaders want all pupils to achieve well. The curriculum is broad and ambitious. In most subjects, this helps pupils to deepen their knowledge and understanding. As a result, pupils are well prepared for the next stage of their education.

Pupils appreciate the opportunities provided to take on extra responsibility. This includes representing their peers on the school council, as part of the eco-team, in managing the library and as playground buddies. They know that leaders value their opinions and contributions. Consequently, they feel part of the school and any decisions that are made. For example, girls asked for a football club to increase their confidence in playing competitively.

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

Early reading is prioritised right from the start. A new programme was introduced last year to better support pupils to become fluent readers. All staff have been trained to teach phonics consistently. Reading books are carefully matched to the sounds pupils know, providing opportunities for them to practise and develop their fluency and accuracy. Those at risk of falling behind are identified and supported to catch up quickly. A strong culture of reading is evident across the school. Pupils enjoy both reading and being read to.

Leaders have developed an ambitious curriculum that sets out the knowledge, skills and vocabulary that pupils need to understand from Nursery to Year 6. Children get off to a good start in early years. Learning progresses in a logical order, with opportunities for pupils to revisit and practise what they have learned before. This ensures that pupils typically learn and remember the essential content and are well placed to access more complex learning over time. For example, in mathematics, children in Reception secure their understanding of key mathematical concepts, such as counting. These strong foundations help older pupils to understand place value when calculating larger numbers. Similarly, in history, pupils practise using different sources of information to find out about the past. This supports older pupils to discuss the relative reliability of sources when learning about propaganda.

In most subjects, teachers check that pupils have understood what they have learned. Errors and misconceptions are swiftly identified and corrected. This helps pupils to deepen and embed their knowledge. However, this is not consistent. Some

subjects have been developed more recently and are not as well embedded. In these subjects, teachers do not check as carefully that pupils have learned and understood the essential content. This limits some pupils' understanding.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Leaders work well with outside agencies to secure the support that pupils with SEND need in order to access an ambitious curriculum. Suitable adaptations typically enable access to the same curriculum as their peers.

Behaviour in lessons and around the school is excellent. Disruptions to learning rarely happen, and consequently every lesson is focused solely on learning. The majority of pupils come to school regularly and on time. Effective support is put in place for those whose attendance needs to improve.

Pupils' broader development is a high priority. Leaders' work to develop pupils' strength of character is strong. For example, the school's values, 'The 6 Rs' (respect, resilience, responsibility, reflectiveness, readiness and resourcefulness) are interwoven through the curriculum and the attitudes towards learning that pupils demonstrate. This learning starts in early years to help children take ownership of their choices. The 'we live, we speak, we act' approach is an integral part of building pupils' understanding in this area.

Leaders, staff and those responsible for governance have worked together effectively to address the weaknesses identified in the previous inspection. They have a secure understanding of the school's effectiveness and are committed to continuous improvement. Their detailed understanding of the school's strengths means that they have identified the right aspects to improve further.

Staff, including those at the start of their careers, are overwhelmingly positive about leaders' care and consideration of their workload and well-being. They feel valued and trusted.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding has a strong focus and is central to the school's culture and ethos. All staff and governors are well trained to identify pupils who may be at risk of harm. They understand their responsibilities and report any concerns they have swiftly.

Leaders know families well. They are proactive in seeking support and advice from external agencies when needed to ensure that pupils and their families receive the support they need.

The curriculum has been designed to help pupils know how to stay safe. For example, pupils learn about the concept of consent at an age-appropriate level.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are at an earlier stage of development. In these areas, teachers do not check as carefully that pupils have secured the important ideas they need. As a result, errors and misconceptions are not consistently identified and corrected. Leaders should ensure that teachers check pupils' understanding and make the links with prior learning explicit. This will help to ensure that pupils develop a deeper understanding across the curriculum.

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 information from Ofsted Parent View 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.

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

Unique reference number	101888
Local authority	Ealing
Inspection number	10284650
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	468
Appropriate authority	The governing body
Chair of governing body	Margaret Allan and Jo Brianti (Co-chairs)
Headteacher	Sharmaine Yoosuf
Website	www.hobbayneprimary.co.uk
Date of previous inspection	10 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school runs a breakfast club.
- The school uses no alternative education provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The inspectors met with the headteacher, the deputy headteacher and members of staff. The lead inspector also spoke with a representative of the local authority and met with four governors, including the co-chairs of the governing body.
- The inspectors carried out deep dives in early reading, mathematics, design and technology, history and science. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in other subjects.

- The inspectors considered early mathematics in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and carers, and staff were gathered through discussions, and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector	His Majesty's Inspector
Meena Walia	Ofsted Inspector
Karyn Ray	Ofsted Inspector

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