School report

Inspection of The William Hogarth Primary School

Duke Road, Chiswick, London W4 2JR

Inspection dates: 3 and 4 July 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

The well-being of staff, pupils and their families is at the heart of The William Hogarth Primary School. All pupils are welcomed and expected to do well. Leaders provide pupils with a wealth of experiences through the 'Learning to Lead' programme. Parents and carers are pleased that their children come here. Comments such as, 'the teachers are lovely and helpful,' were typical of parents' views.

Pupils behave well and are polite and friendly. They conduct themselves sensibly as they move around the school. Pupils are happy to come here. They are kept safe. They comment that bullying is rare. Any incidents are dealt with effectively by staff. Pupils are keen to learn and work hard.

Leaders have high expectations. The broad and balanced curriculum is well designed and, in most subjects, supports pupils to remember more over time. Pupils produce work of good quality in different subjects.

Provision for pupils' personal development is exceptional. Leaders and staff encourage pupils to have the confidence to do what is right rather than following popular trends. Pupils are taught about being global citizens and affecting change in positive ways. For example, the eco-warrior ambassadors have worked to make the school more sustainable.

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

Leaders have designed a broad curriculum, which meets pupils' needs. Pupils achieve well and are engaged in their learning. They are proud when talking about their work.

Leaders have made careful choices about what they expect pupils to learn and remember. This includes for pupils with special educational needs and/or disabilities (SEND). Leaders identify and meet the needs of pupils with SEND well. Teachers adapt learning for these pupils so that they have secure knowledge and understanding.

Teachers find out what pupils have already learned. Sometimes, they do not focus enough on checking how secure pupils are in their understanding of key ideas. As a result, misconceptions can go unnoticed. This means that some pupils struggle to draw on and apply what they have previously learned to new and more complex ideas.

Leaders have made reading a priority. They know how vital it is to pupils' educational success. Pupils learn to read using phonics from the start of Reception. Leaders check pupils' progress in reading at regular intervals. They give extra help to pupils who need it. Pupils quickly gain the knowledge and skills that they need to

become confident and fluent readers. Pupils read for pleasure, both at school and at home. In the early years, leaders ensure that children have regular opportunities for play and story time, as well as to develop their early language and mathematical skills. For example, children are supported to expand their vocabulary of feelings through exploring the different emotions experienced by characters in the books they read. They also get to revisit and show their understanding of different quantities, such as when they sort toy animals and make fruit kebabs.

Pupils' good behaviour contributes well to their learning. They are enthusiastic and engage well in lessons. This is because clear and established routines are understood by pupils of all ages, including in the early years. Leaders have robust systems in place to monitor and follow up absences.

Provision for pupils' development is excellent. Respect and tolerance are key aspects of this carefully planned curriculum. These are promoted meaningfully and thoroughly in all aspects of school life, including lessons and assemblies. Leaders and members of staff act as role models for how they would like pupils to conduct themselves. This includes qualities such as being caring and considerate towards others, both within the school and the wider community.

Pupils experience an extensive range of activities and skills as part of the 'Learning to Lead' programme, which prepares them for their future lives. For example, the 'digi-leaders' have worked with parents and pupils to emphasise the importance of online safety. Play leaders develop games tailored to each year group and provide accompanying instructions. The school offers diverse music options, which enables pupils to express themselves with others in a calm and meaningful way, fostering positive relationships.

The governing body knows the school well. Leaders at all levels engage with staff and prioritise staff well-being and workload. They provide regular training and professional development opportunities. Staff comment that leaders listen to them and that they appreciate working in a positive environment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular and up-to-date safeguarding training. As a result, staff recognise the signs that a pupil might be at risk of neglect or abuse. Any concerns are reported promptly. Leaders take swift action when they consider a pupil to be at risk of harm. This includes working in partnership with outside agencies. Leaders seek advice, when necessary, so that families get the help that they need. Leaders and governors ensure that all required pre-employment checks are completed.

The curriculum has been designed to help pupils learn about staying safe. For example, pupils are taught about online safety and the importance of speaking to a trusted adult if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teaching does not ensure that pupils revisit key knowledge effectively. This means that pupils do not always build on prior learning as successfully in these subjects, and misconceptions are not addressed. Leaders should ensure that pupils are provided with regular opportunities to practise and reinforce important content, enabling consistent deepening of their understanding.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133486
Local authority	Hounslow
Inspection number	10287208
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	Local authority
Chair of governing	Debra Kane
Headteacher	Avril Stockley
Website	www.williamhogarthschool.co.uk/
Date of previous inspection	1 May 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher, senior leaders and subject leaders and a range of staff.
- The lead inspector met with members of the governing body.
- Inspectors carried out deep dives in reading, mathematics, computing and design and technology. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects, such as science, history and Spanish.
- Inspectors listened to pupils reading to a familiar adult. They also met with different groups of pupils.
- Inspectors considered the views of parents through informal discussions at the beginning of the day.
- Inspectors considered responses to Ofsted's online surveys for staff, parents and pupils.

Inspection team

Karen Kent, lead inspector	His Majesty's Inspector
Helen Rai	Ofsted Inspector
Jenell Chetty	Ofsted Inspector

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