

The William Hogarth Primary School

Inspection report

Unique Reference Number	133486
Local Authority	Hounslow
Inspection number	316134
Inspection dates	18–19 June 2008
Reporting inspector	Sarah McDermott

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	147
Appropriate authority	The governing body
Chair	Mr Andy Rooney
Headteacher	Mrs Cathy Driscoll
Date of previous school inspection	20 October 2003
School address	Duke Road Chiswick London W4 2JR
Telephone number	020 8994 4782
Fax number	020 8742 7736

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The William Hogarth Primary School is small school. It opened in 2001 and has only become a full primary school in the last three years. The proportion of pupils who do not speak English at home is higher than average. A large majority of the pupils come from minority ethnic groups. The proportion of pupils who find learning difficult mirrors that found in most primary schools.

The school holds the Healthy Schools Award, Eco Schools Award and the Activemark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The William Hogarth School is a satisfactory school where interesting activities broaden pupils' experiences and boost their personal development. In the last year, the school has begun to improve significantly under the current good leadership of the headteacher. Previously, in 2007, the senior management team was not proactive enough in preventing a significant dip in standards in English and mathematics. In 2007, Year 6 pupils achieved as expected for a year group with very low starting points, but standards were too low compared with other primary schools. This year, the headteacher and staff, in effective partnership with the local authority, have raised standards to average levels for reading, mathematics and science. Pupils are achieving satisfactorily. Morale is good and new staff are keen to develop their teaching and leadership skills. Leadership and management are satisfactory, but subject leaders are not yet all fully accountable for standards. The senior management team is now organising effective support for pupils who are falling behind or find learning difficult. In 2007, very few pupils attained higher levels in the Year 2 or Year 6 tests. With the help of the school's recently introduced tracking system, higher attaining pupils are now achieving better. This is clear evidence that the school has satisfactory capacity to improve further.

Pupils thrive on the many good opportunities to have a go at activities they might not otherwise have. When asked what they like doing best at school, pupils found it very difficult to pick out a favourite activity from the many on offer. In particular, art is popular and successful because of the opportunities a dedicated art room brings for creativity. Not surprisingly, pupils enjoy school and their spiritual, moral, social and cultural development is good. They are cheery, behave well and have a good grounding in how to lead healthy and safe lives. Parents appreciate the good care and attention the school gives to their children. One parent wrote, 'I thank William Hogarth for making school such a positive experience.' Science is a well-liked subject where pupils consistently have standards in line with national averages because teachers create practical activities such as using the school grounds well to grow vegetables and study nature.

Teaching is satisfactory. Teachers organise their classes well and lessons generally proceed at a good pace. Teachers are starting to link subjects together in interesting ways, but there are not enough opportunities in subjects other than English for pupils to write at length and so standards in writing are still too low. Teachers regularly check pupils' work. Nevertheless, pupils are not always sure how to improve their work because teachers have too many different ways of marking and setting learning targets. Importantly, parents say that teachers are 'helpful, friendly and dedicated to the children'.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a flying start in the Foundation Stage. One Nursery parent commented, 'We have been delighted with the way our child has begun his education.' Home visits and the mixing of Nursery and Reception children for much of the school day means children settle in very quickly. Children are keen to come to school because of the wonderful variety of stimulating activities that give them chances to explore and investigate. Children enter the Nursery with a wide range of skills, although a significant number arrive with very limited language proficiency. They all make good progress whatever their starting points and largely leave the Reception class with abilities expected for their age. This year children particularly improved the way they link their sounds and letters. Children behave well, organise games sensibly together and are

able to concentrate for increasingly longer periods. Adults interact with the children well. The staff are adept at turning the enjoyment of children into positive learning experiences. For example, a charming group activity shelling peas together helped children to socialise, extend their vocabulary and learn more about healthy eating.

What the school should do to improve further

- Raise standards in writing particularly through providing more opportunities for pupils to write at length.
- Ensure teachers mark work and set targets to enable pupils to take the lead in their learning through knowing what to do to improve.
- Develop the roles of subject leaders so they are accountable for standards and can give the headteacher full management support.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In 2007, pupils attained very low standards in English and mathematics in their Year 6 tests although they performed well in science. Progress overall was satisfactory. Not enough of the more able pupils reached higher levels in their tests because teachers did not set them work which challenged them to achieve more.

Currently pupils are achieving satisfactorily. Pupils enter Year 1 with standards broadly in line with national expectations and make satisfactory progress through both key stages. Standards in reading, mathematics and science are now in line with national averages. However, standards in writing are still not high enough. The more able pupils are now progressing well because teachers are more adept at giving them appropriately stretching tasks. Carefully planned extra support helps pupils who learn at a slower rate or who are not fluent in English to make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and eagerly participate in lessons and clubs. Attendance levels are below the national average, but this is more an indication of parents taking their children on lengthy stays abroad rather than the unwillingness of pupils to come to school. Pupils know right from wrong and have a good knowledge of other ways of life. As one parent commented, 'Our daughter has made so many friends from different cultures and backgrounds.' Most pupils behave well, although there are a few who find it difficult to concentrate because of their particular educational needs. There have been no exclusions.

Pupils have a good understanding of how to lead healthy lives. In particular, many walk to school and cycling is growing in popularity. The well-balanced school dinners are popular. Pupils understand how to avoid danger by asking appropriate adults for help. They look after their environment well and are particularly proud of the strawberries grown in the recycled baths. However, the school council does not have sufficient say in helping school improvement. Meetings are organised by teachers, rather than developing the councillors' roles to decide the

agenda or take the minutes. By the time pupils reach Year 6 they are mature, sensible and have the necessary skills to take them on to secondary school.

Quality of provision

Teaching and learning

Grade: 3

Good relationships between teachers and their pupils lead to confident learning. Teachers prepare interesting resources to bring lessons to life. For example, the use of Plasticene and matchsticks in a mathematics lesson helped the pupils to understand three-dimensional shapes. Teachers are improving the way they plan work to match the needs of individual pupils. One girl exclaimed, 'if you get it all done, your teacher gives you even more!'

Pupils who do not speak English at home and those who learn at a slower pace than others benefit from teachers' clear explanations. Teachers are still trying out different ways to involve pupils more in their own learning. For example encouraging pupils to discuss ideas with their neighbours works for confident pupils, but is less successful for shy pupils or those with limited English. In some lessons, teaching assistants provide good support, but teachers do not always make the best use of this valuable resource.

Curriculum and other activities

Grade: 2

The school is imaginative in the way it plans the curriculum. For instance, knowing that many pupils would benefit from the chance to be still for a short time each day, teachers in Years 3 and 4 have introduced a successful daily reflection slot. Participation in projects, such as Junior Citizenship and Go Bike, positively help pupils' understanding of safe and healthy living. Pupils not only highlight sport and art as popular subjects, but also talk with animation about historical visits to Fulham Palace and Chiswick House. A wide range of clubs, such as the sewing club or the Garage Band, gives pupils valuable experiences beyond the normal curriculum. The school grounds are used well to highlight the importance of caring for the environment. Links between subjects are satisfactory. On occasion, pupils' writing sparkles when exciting projects, such as the Olympic theme, stimulate their imagination. All acknowledge that this is better than their reliance on uninspiring worksheets. There are not enough opportunities for pupils to write at length.

Care, guidance and support

Grade: 3

Pupils are safe and secure at school. The school meets all health and safety requirements. Staff know the pupils and their circumstances well so can give them good pastoral support. The Friendship Boxes and Bug Hug give pupils good chances to be thoughtful about the attributes of their classmates. Academic guidance is satisfactory. Teachers are getting to grips with the system to track the progress of each pupil. They are using it well to arrange special out of class support to pupils falling behind. However, teachers are not yet all confident enough in ensuring all pupils precisely know what they need to do to improve their work. The school rightly recognises that progress towards individual targets should be addressed more fully in feedback to pupils so they can take more of a lead in their learning.

Leadership and management

Grade: 3

The headteacher is clear about the strengths and weaknesses of the school. The school's self-evaluation is accurate and the school development plan reflects what the school needs to do to improve. In the past, improvement targets have not been challenging enough. Now a more rigorous approach to setting targets means teachers are more ambitious for their pupils. This is reaping rewards with improved attainment for many pupils. Analysis of results by the senior managers showed the lack of pupils achieving the higher levels. This spurred them on to provide better support for higher attaining pupils and so their achievement has risen.

The new subject leaders are growing in confidence with handling pupil data to identify pupils who are not making expected progress. However, they have not had sufficient chance to observe their colleagues teach, so their ability to give specific guidance on learning is limited. Together, senior managers are ensuring pupils have equal chance to achieve. Governors provide sound support to the headteacher and are a steady force in the school's improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

02 July 2008

Dear Pupils

Inspection of The William Hogarth Primary School, London, W4 2JR

Thank you very much for helping me on the inspection by talking to me and showing me what you can do. I certainly enjoyed meeting you all. Your parents are pleased with your school because they believe you are well looked after. I agree.

The William Hogarth is a satisfactory school. You are making adequate progress because teaching is satisfactory. It is good to see that your work is regularly marked and that you are starting to have learning targets. I would like to see one style of marking and clear targets so that you know what you need to do to improve your work. It is obvious you enjoy writing when the topic is interesting – you now need to have more opportunities for lively writing. Mrs Driscoll and her team of teachers lead the school satisfactorily. They are clear about what needs to improve and are already starting to tackle this. However, subject leaders do not come to see how you are doing in lessons frequently enough.

You told me that you like coming to school and I am not surprised. Behaviour is good and you get on well with your teachers and friends. I am pleased that you understand how to lead healthy and safe lives. Some of you miss too many days of school when you go with your parents abroad in term time. I am particularly impressed with the way you join many after school clubs and look after your school grounds. It is not very often I see children picking strawberries in their playground! Those of you who are school councillors are proud of your positions. I think the school council could take a bigger role in helping to run the school.

To make your learning even better, I have asked your school to do three things.

- Improve your standards in writing.
- Ensure you always know through the targets you are set and the marking of your work exactly how you can improve your learning.
- Ensure that the teachers who lead subjects spend more time watching your lessons and looking at your work.

I thoroughly enjoyed my visit to your school. I know that your teachers make your school a special place for you. You can do your bit by continuing to be very positive and by making the most of your time at The William Hogarth Primary School.

Yours sincerely

Sarah McDermott

Lead Inspector