

# The William Hogarth Primary School

Duke Road, London, W4 2JR

**Inspection dates** 30–31 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is popular with parents and pupils. It has a warm, friendly ethos.
- Pupils achieve well in their time in the school, making good progress in their learning from their individual starting points.
- Groups, including those with a range of additional needs, those eligible for the pupil premium, and the most able pupils, achieve well.
- Pupils do well in all subjects, and writing is a particular strength.
- Teaching is consistently good. Tasks are successfully planned to take account of pupils' differing interests and abilities. Marking is helpful in enabling pupils to make progress.
- The school keeps the pupils very safe. They feel secure and confident, and know how to keep themselves safe.
- The pupils behave well and are polite to visitors and considerate towards one another. An adult is always on hand to sort out any minor tiff or to pick up a child who has had a tumble.
- The school promotes pupils' spiritual, moral, social and cultural development well in lessons and in assembly.
- The school is well led. Pupils' progress is accurately measured. Senior leaders and governors ensure that there is a clear link between the good progress made by the pupils and teachers' salary progression.
- Senior leaders, middle leaders and governors know their school well and understand its strengths and areas for improvement. They have successfully implemented the recommendations from the previous inspection. The school is well placed to improve.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough to ensure that pupils always make the most rapid progress so that their achievement is outstanding.
- Activities in the Nursery and Reception classes are not always exciting enough and do not appeal sufficiently to the children's imagination.

## Information about this inspection

- Inspectors visited 26 lessons across a range of subjects, most observed jointly with the headteacher or the deputy headteacher.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, teachers with responsibilities for specific subjects, a representative of the local authority, and groups of pupils. A meeting was held with the Chair, vice-chair and two other members of the Governing Body. Inspectors took account of the views of staff in 21 questionnaires.
- There were 59 responses to Parent View, the online survey of the views of parents. Inspectors considered these, and also spoke to a number of parents during the inspection. Inspectors also took account of a letter from a pupil's parents received during the inspection.
- Inspectors observed the school's work. They looked at a range of documents, including the school's own views of how well it is doing, its plans for the future, information on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety and minutes of meetings of the governing body.

## Inspection team

Natalia Power, Lead inspector	Additional Inspector
Gill Whalley	Additional Inspector
Jill Thewlis	Additional Inspector

## Full report

### Information about this school

- William Hogarth is larger than the average primary school.
- The school runs a breakfast club, which was observed during the inspection. After-school childcare is managed by an outside provider, and this is subject to separate inspection.
- Around two in five pupils are known to be eligible for the pupil premium, which provides schools with additional funding for children looked after by the local authority, for pupils known to be eligible for free school meals, and for those with a parent in the armed services. This proportion is higher than the national average. At William Hogarth, nearly all of the pupils who qualify for the pupil premium do so through eligibility for free school meals.
- Around three quarters of pupils come from a wide range of minority ethnic heritages, and this proportion is higher than usual. Three in five pupils speak English as an additional language, and this proportion is also higher than average.
- The proportion of pupils who receive extra help in class (school action) is below average. The proportion who need more help than this (school action plus) or who have a statement of special educational needs is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Make sure that a higher proportion of the teaching is outstanding by encouraging all teachers consistently to stimulate and challenge their pupils and to have the highest expectations of what pupils can do.
- Provide more activities in the Nursery and Reception classes for children to use their imagination, so that more activities give them a sense of excitement about what they are learning.

## Inspection judgements

### The achievement of pupils

is good

- Pupils achieve well. They make good progress throughout their time at school, and no group falls behind. This shows how pupils benefit from the school's commitment to equality for all. Pupils leave school with results in the national tests taken at the end of Year 6 that are typically average in reading and mathematics, and above average in writing.
- Children get off to a good start in the Nursery and Reception classes, arriving with skills and aptitudes which vary but are generally below levels typical for their age. As a result of the good care and close attention they receive from all the adults, they make good progress in their learning.
- Pupils in Years 1 to 6 continue to receive consistently good teaching, and make good progress as they go through the school in reading and mathematics, and slightly stronger progress in writing.
- The school provides well for pupils of all abilities, including those with a range of additional needs. The most able pupils are encouraged to do as well as they can. For example, the proportion gaining Level 5 in writing in the national tests taken at the end of Year 6 has been above average for the past two years. This reflects determined action by school leaders to improve the quality of writing, not just in Year 6, but throughout the school.
- Pupils from a wide range of minority ethnic heritages, and those who speak English as an additional language, make similar progress to their fellow pupils because their needs are identified early and effective support is given.
- The school is responsive in providing additional support for disabled pupils and those who have a range of special educational needs, both within the classroom and in small withdrawal groups. As a result, these pupils make similar progress to the other pupils in the school.
- Pupils told the inspectors that they enjoy reading. One commented, 'I like to understand the book.' Pupils are encouraged to read at home as well as at school, and this makes a valuable contribution to their learning. As a result, there has been an improvement in the proportion of pupils in Year 1 meeting expectations in the annual check of their ability to read familiar and unfamiliar words. Older pupils consistently do better than average at Level 4 in the national reading tests taken at the end of Year 6.
- The school has a positive effect on the learning of pupils eligible for additional funding through the pupil premium. School leaders and governors systematically check the progress of these pupils and keep a close eye on how well the additional support for them is used. As a result, they make similar progress to all others in the school, and there is no appreciable difference in the attainment of those eligible to receive the additional funding and other pupils in reading, writing and mathematics in the tests at the end of Year 6.

### The quality of teaching

is good

- Teaching is consistently good throughout the school, and this secures good learning and progress.
- Pupils learn well because teachers successfully help them to rise to the challenge. Pupils' learning and progress are not always outstanding, however, and this is because teachers do not always have the very highest expectations, so as to spark the extra excitement in learning needed for outstanding performance.
- Teachers plan lessons well to take account of the differing needs and abilities of the pupils in their class. This ensures that all groups make similar progress and that none gets left behind.
- Pupils' work-books are marked consistently well, so that pupils know how to improve.
- Classrooms are spacious and there are helpful and attractive displays on the walls, so that pupils can quickly see for themselves how to spell important words and how to do sums. Pupils' work is

also well displayed. In the Year 6 classroom, for example, pupils had written lovely examples of metaphors, such as 'the lightning was a silver river flowing through the sky'.

- Pupils' learning is particularly strong when they enjoy the topics. For example, Year 2 pupils enjoyed preparing questions to ask Willy the Chimp, based on Anthony Browne's book *Willy the Wimp*. The task prompted the pupils to ask some sophisticated questions, such as 'Why did you dress so smartly, and why were you so proud?'
- Children in the Nursery and Reception classes are given activities that promote their reading, writing and number skills well. The indoor and outdoor areas are used successfully to promote such activities. However, there are fewer opportunities for the children to 'lose themselves' in the world of fairy-tale and make-believe, and this is because the activities provided by the adults are not always stimulating enough.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. They have positive attitudes to learning, and teachers rarely have to bring them to order.
- Pupils from all heritages and backgrounds get on well with one another and play peaceably together. The school is inclusive, and school leaders ensure that there is no discrimination.
- The school generally develops pupils' spiritual, moral, social and cultural qualities very well. The pupils enthusiastically celebrated one another's successes in a 'good work' assembly. Such events promote a strong community ethos, enabling pupils to feel secure. In the Nursery and Reception classes, however, opportunities to develop children's sense of wonder and awe are sometimes missed.
- Behaviour is not outstanding, because, very occasionally, as a few pupils and one or two parents mentioned to inspectors, pupils have squabbles and can be unkind to one another. Inspectors checked these concerns carefully with the school, and found that the adults step in quickly to sort things out. The school records show that there is no bullying, such as racial or cyber-bullying. Pupils told inspectors that the good behaviour seen during the inspection was typical.
- The school's work to keep the pupils safe and secure is good. Members of staff trained in paediatric and general first aid are always on site. Fire drills are carried out regularly. Pupils' medical needs, including food allergies, are known to staff and dealt with well. Pupils told inspectors that they feel safe as the school is protected by surveillance cameras, and parents and carers told the inspectors that they are confident that the school is safe. Their positive responses to the online survey of their views showed that they feel satisfied that the school keeps their children safe and looks after them well.
- Pupils move about the school quickly and safely, keeping to the left on stairs, as requested. At the end of play, they line up compliantly and move smoothly to lessons. During lessons, they make no fuss about moving from one activity to another, and time is not wasted.
- Children in the Nursery and Reception classes play considerately and quietly indoors and outdoors. They have many opportunities to develop their social skills in sharing and taking turns.
- Breakfast club gives the children involved a good start, with healthy food and good opportunities to socialise with children from other classes and year groups.
- At lunch pupils display good manners. They tidy up after themselves, and the staff ensure that they waste as little food as possible.
- Pupils' enjoyment of school is reflected in their attendance, which has been rising and is now above average.

### **The leadership and management** are good

- Leadership is good. Leaders have created a supportive team that provides a caring environment for all the pupils. As a result, the pupils feel secure, behave well, and are ready to learn.
- Leaders have fully met all the recommendations from the previous inspection. For example, all

pupils have clear targets to help them know exactly how to improve. The older pupils know which level they are currently on and which level they are hoping to reach. Writing had been identified by the school as an area in need of improvement. Leaders and middle leaders took decisive action, for example, to ensure that teachers set challenging writing tasks. As a result, writing is now a strong area of the school's performance in all year groups.

- Leaders and middle leaders check the pupils' progress regularly and carefully to make sure that all are making good progress and receiving the right support for their needs.
- Leaders know their school well and are accurate in pinpointing its strengths and what remains to be done. Their plans for the future are well informed and detailed.
- The headteacher fosters good links between school and home. One parent was impressed by how the headteacher knows the names of younger brothers and sisters who do not yet attend the school. Another parent commented in a letter to inspectors, 'The headteacher has earned the very strong support of parents. Her leadership is reflected in the enthusiasm and energy of all staff, teaching and non-teaching.' This view is supported by the staff questionnaires, which were wholly positive.
- The headteacher, her deputy and the middle leaders are effective in ensuring that the quality of teaching is consistently good. Their lesson observations focus closely on how well the pupils are learning. Any development points are quickly followed up to ensure that the teachers continue to deliver good-quality teaching. Their approach to performance management is supportive while being professional. However, although leaders are thorough, they have not yet secured enough outstanding teaching for pupils' achievement to be outstanding.
- The local authority knows the school well and provides suitable support for a good school.
- The curriculum has a good focus on the basic skills of reading, writing and mathematics, and this prepares pupils well for the next stage of schooling. Outside the classroom, pupils have many chances to learn new skills. Pupils told inspectors that they particularly enjoy trips to places of interest, and listening to visitors who talk to them about art and science. The additional sports funding is used primarily to pay for a secondary teacher to train teachers, so that they have confidence in introducing pupils to new sports. In this way improvements are designed to be sustainable.
- **The governance of the school:**
  - Governors know the school very well. They take an active interest, visiting the school and reporting their findings to other governors.
  - Governors have a clear understanding of how well the pupils achieve in relation to those in other schools. They are familiar both with published figures on the school's performance and with the school's own figures on pupils' achievement.
  - Governors are keenly aware of how well the pupils eligible for the pupil premium do in relation to others in the school and nationally. In this way they ensure parity between the groups. They spend the additional sports funding wisely to ensure that new participants are attracted to joining in the wide range of sports activities available and to ensure long-term sustainability.
  - Governors are ready to ask searching questions and to hold the school to account, particularly when it comes to managing the budget to benefit the pupils. For example, they have a good awareness of the quality of teaching, and understand the link between teacher's pay and the progress made by pupils. This ensures good value for money.
  - Governors are very well trained and knowledgeable about safeguarding issues and safe recruitment. They effectively carry out their statutory obligation to keep the pupils safe. They make sure that all groups of pupils are well catered for, not just in lessons but also outside the classroom through clubs and sporting opportunities. In this way they ensure equality of opportunity for all.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133486
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	441085

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Rooney
<b>Headteacher</b>	Cathy Driscoll
<b>Date of previous school inspection</b>	28 September 2010
<b>Telephone number</b>	020 8994 4782
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