

# The William Hogarth Primary School

## Inspection report

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<b>Unique Reference Number</b>	133486
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	360522
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	John Carnaghan

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

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<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>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Rooney
<b>Headteacher</b>	Mrs C Driscoll
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Duke Road London W4 2JR
<b>Telephone number</b>	020 89944782
<b>Fax number</b>	020 87427736
<b>Email address</b>	head@hogarth.hounslow.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 15 lessons, given by 13 teachers. They held meetings with staff, pupils and governors. They observed the school's work, and looked at its assessments, policies and other documents as well as 49 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether recent assessment data show that improvements in attainment have been sustained.
- How consistently all groups of pupils achieve in different subjects.
- How well leaders and managers of the Early Years Foundation Stage have ensured that children's achievement and the quality of provision have been maintained.
- How effectively middle managers are driving school improvement.

## Information about the school

The William Hogarth Primary School has grown rapidly in recent years and is now average in size. Three quarters of pupils are from minority ethnic groups and this is very high. Pupils come from a wide range of ethnic backgrounds and almost two thirds speak a first language other than English. The proportion of pupils with special educational needs and/or disabilities is close to average; the largest group within this category has speech, language and communication needs. The school has relatively high numbers in Key Stage 1. It also has a high turnover of pupils.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

William Hogarth Primary School provides a good education. It welcomes pupils from a wide variety of backgrounds and with a range of needs. With little fuss, it ensures that each child receives the correct mixture of support and challenge, so enabling each to thrive, both academically and personally. The school has a caring, calm ethos much appreciated by pupils. They get on famously with one another and their teachers and behave well, relishing their experiences in this inclusive school. Parents are grateful for the school's numerous strengths. One typical comment was, 'My children love being at school. In fact, if it was open at weekends, they would gladly go!'

From below expected starting points in the Early Years Foundation Stage, children progress well to reach average attainment by the end of Year 6. Early identification of individual needs and well-targeted support enable all to learn effectively. For all groups of pupils, including those who started school with very limited skill in English, achievement is good. Pupils have a very good understanding of how to stay safe. They have been well briefed by experts from the police service to 'Debra the zebra' on issues like 'stranger danger' and road sense. Their knowledge of the potential perils of the internet and how to avoid them is extensive.

The interesting curriculum provides stimulating experiences, combining subjects creatively and offering particularly good opportunities in the arts. However, the school is aware that there are only tentative links with schools in contrasting environments. The school plans to address this and strengthen its promotion of community cohesion. Lessons are usually carefully planned and offer a variety of brief, stimulating activities. Pupils enjoy these sessions and take part energetically. Teaching assistants play a notable role in helping everybody to keep up. Work is well marked but pupils lack clear, readily understood targets to help them understand their next steps. Good care ensures all pupils rightly feel safe and know who to turn to when in difficulty.

The headteacher leads her cohesive leadership team well and they monitor the school thoroughly, demonstrating an accurate understanding of future priorities and maintaining an impetus of improvement. Governors are supportive but lack the detailed understanding to help the team provide more rigorous challenge. Since the previous inspection, the school has effectively tackled concerns, especially in writing, has improved the quality of teaching and raised pupils' achievement from satisfactory to good. Plans to empower newly appointed middle managers to play their part in the school's future are in place. The school's straightforward development plans provide an effective template for the future. The school has a good capacity for improvement.

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

- By January 2011, provide easily understood targets for all pupils in English, mathematics and personal development so that they have a good grasp of their next steps.
- By April 2011, improve the effectiveness of new subject leaders by providing appropriate professional development, enabling them to systematically monitor their areas of responsibility.
- By September 2011, develop the school's community cohesion offering so that it affords more opportunities to develop pupils' understanding of communities that are further afield.
- By April 2011, improve the monitoring activities of the governing body to provide them with a deeper understanding of the school and greater capacity to challenge it constructively.

## Outcomes for individuals and groups of pupils

2

Pupils now leave the Early Years Foundation Stage with attainment that is average. This is due to recently improved provision in the Nursery and Reception years. Older year groups in the school started Year 1 with lower attainment. The school also has a high turnover of pupils, so many who complete Year 6 did not start Year 1 at William Hogarth Primary. Attainment at the end of Key Stage 2 has slowly risen in recent years and is currently similar to the national average in all subjects. This represents good achievement from their low starting points. The school's effective work to support the learning of pupils with speech, language and communication needs and those who do not speak English as their first language ensures these pupils also achieve well.

Progress in lessons is good. This is because teaching rightly focuses on meeting challenging learning objectives and hard-working pupils enjoy lessons. In a good Year 6 mathematics lesson, pupils took great delight in discovering how inverse operations helped to solve tricky problems. The teacher's good subject understanding, her effective planning to challenge pupils of all abilities and her quiet assurance drove learning forward relentlessly in this lively, enjoyable lesson.

Pupils appreciate the significance of a balanced diet to their healthy development. They enthusiastically grasp the good opportunities for exercise offered by the school, both during and after the school day. The school council provides opportunities for pupils to air their views but has limited influence on wider issues. For example, its views are not sought by the governing body and rarely influence school priorities. Great care is taken to aid pupils' transition into and out of the school. Strong links with secondary schools help older pupils decide on their future paths with confidence. The school has reduced some of the impact of families making long visits abroad during term time, so improving attendance which is now average.

Pupils show a good grasp of right and wrong. Their strong social and moral development is evident in their good behaviour and the positive relationships that exist across potential age, linguistic and ethnic barriers. Good links with the arts involving visits from, amongst others, a nationally renowned artist and members of the London Symphony Orchestra ensure pupils' cultural development is strong.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The curriculum provides interesting opportunities to stimulate pupils' enthusiasm. Plans connect subjects interestingly, such as the study of Tudors that links history with developing information and communication technology and English skills. Termly topics are bookended with lively starting and closing events, for example Year 6 pupils held an 'Oscars' evening where they showed short films on the environment to invited parents. A variety of visitors, such as religious leaders and sports coaches, add to the plethora of pupils' experiences. Coaches contribute to the range of popular after-school clubs. Pupils enjoy visits to local points of interest such as Chiswick House, which provides interesting gardening and artistic opportunities.

In most lessons, teachers plan carefully to engage and challenge pupils of all abilities, keeping up a good pace and using questioning effectively to check their understanding. Pupils behave well and, even where concentration lapses, they are well managed and are invariably soon back on task. Unobtrusive and effective deployment of teaching assistants to support those pupils with speech, language and communication needs or those who do not speak English as their first language helps support their good learning, which is similar to their peers. Teachers use interactive whiteboards well to inform and stimulate, employing them effectively to remind pupils of the lesson's learning objectives. Marking is thorough and offers helpful guidance. However, pupils only have targets in English and

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these are written rather formally and are less useful than they could be. Pupils lack easily understood, individual targets, having none in mathematics or to support their personal development.

Pupils are confident, friendly and enthusiastic about their school experiences. Teachers provide very positive role models, showing courtesy, tolerance and respect for ethnic and linguistic diversity, and pupils are quick to adopt their open approach. Pupils report they feel well cared for and know that should they approach any adult with a concern it will be addressed. Good information about pupils' progress triggers carefully targeted support and, as pupils grow, evens out most of the inequalities manifested in the youngest ones when they start school. Pupils with barriers to learning are identified early. They are very pleased that good support they receive which helps them to quickly overcome their difficulties. The breakfast club provides a caring environment for pupils to eat, meet and socialise at the start of each day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and senior leadership team have a good understanding of all aspects of the school and their ambitions for the future are widely shared by staff. A planned cycle of monitoring of lessons, planning and pupils' books keeps leaders well informed and promotes better teaching. There are plans to help newly appointed middle managers develop the skills they require to monitor and improve their subjects.

Assessment procedures and analysis of pupils' attainment and progress are thorough. Regular reviews of each pupil's progress with class teachers, holds staff accountable and triggers additional interventions for under-performing pupils. This can include the most gifted or those facing emotional and other barriers to learning. Such attention to detail means the school provides good equality of opportunity for all.

The governing body meets its responsibilities and supports the school strongly. Most governors know the school's strengths and weaknesses, but the governing body lacks the structures to monitor in depth. The governing body lacks the detailed knowledge to provide a consistent challenge to the school. However, it plays a strong role in the school's good safeguarding. Policies fully comply with requirements. Staff have suitable skills and are well trained in areas like child protection. The school is very secure and pupils feel very safe when on the site. Pupils facing risks in their daily lives are well known to the school and effectively supported.

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Partnerships make a strong contribution to the curriculum and pupils' development. Local secondary schools and arts organisations, such as the Ballet Rambert, enable the school to offer exciting opportunities that might otherwise be denied to pupils. Effective liaison with the education welfare officer has improved attendance. The school communicates effectively with parents and carers, not least informally at the start and end of each day when many staff are happy to chat. Regular parents' evenings are informative and weekly newsletters keep everyone up to date. There is reasonable information on the support afforded to pupils needing extra help but parents' involvement in individual education planning for those who have speech, language and communication and other needs is too infrequent.

Leaders have started to audit the school's community cohesion activities, identifying what needs to be developed. The school has an informed understanding of its local context and uses its varied ethnic and multicultural population very well to promote a better understanding of the values, beliefs and practices of a wide range of cultures. The school is a cohesive community but has only had limited success in pursuing links with schools and institutions in contrasting environments within the United Kingdom and across the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents and carers describe the Early Years Foundation Stage as welcoming and safe. Nursery children, in their first days at the school, were confident and eager to start their activities. Children behave well, and quickly develop good relationships with one another, whatever their background, and with adults. They are able to make choices from a range of activities. They enter the Nursery with skills and aptitudes below those expected for their age. Staff skills in assessing each child's needs ensure that all children, including

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those with little or no command of English and very low levels of speech and language development, make good progress. Attainment at the end of the Reception class is average, representing good achievement for all children.

These good outcomes are the result of effective planning and teaching. For example, children were excited to find snails and spiders in their hunt for minibeasts. Good ongoing assessment by teachers and teaching assistants builds a clear picture of children and their progress. The environment is stimulating and well equipped, indoors and out. However, the present separation of the Nursery and Reception Years in different buildings restricts opportunities for these groups to work and play together.

The staff team work with a common sense of purpose to promote good progress. Robust procedures ensure that children are safe at all times. Staff analyse assessment data carefully so as to deploy resources to the best effect. Good links with homes and the onsite children's centre enables a smooth transition into the school and early identification of any issues that children may face.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are generally most supportive of the school, although the return rate of inspection questionnaires was low. Most testify how much their children like school, one parent writing, 'My son enjoys every day at the school and comes home enthusiastic about his day there.' The vast majority of parents responding to the questionnaire are happy with their child's experience at the school. A few expressed concerns over the way the school deals with behaviour. Inspectors observed pupils' behaviour in classes and around the school, held discussions with teachers and pupils and scrutinised behavioural records. They found that behaviour is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at the William Hogarth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	69	13	27	2	4	0	0
The school keeps my child safe	28	57	20	41	1	2	0	0
My school informs me about my child's progress	27	55	21	43	1	2	0	0
My child is making enough progress at this school	25	51	19	39	4	8	0	0
The teaching is good at this school	26	53	18	37	1	2	0	0
The school helps me to support my child's learning	26	53	19	39	2	4	0	0
The school helps my child to have a healthy lifestyle	21	43	26	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	27	24	49	2	4	0	0
The school meets my child's particular needs	20	41	21	43	4	8	0	0
The school deals effectively with unacceptable behaviour	16	33	27	55	4	8	1	2
The school takes account of my suggestions and concerns	22	45	21	43	2	4	1	2
The school is led and managed effectively	17	35	25	51	4	8	0	0
Overall, I am happy with my child's experience at this school	27	55	19	39	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 September 2010

Dear Pupils

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

Thank you for the friendly welcome you gave to the inspectors when we visited your school recently. We were very pleased to meet such polite and happy children and would like to congratulate you on your good behaviour. Well done!

The inspectors find The William Hogarth Primary is a good school. It has a lot of strengths but, most importantly, it helps pupils from all sorts of backgrounds to enjoy school and learn well. With the good teaching and support, you all make good progress in school and, by the end of Year 6, reach attainment similar to other schools across the country. You are well cared for and the school is a safe place for you to grow and learn.

Like most schools, some things could be better. We have asked the school to concentrate on the following.

- Providing you with clear targets in English, mathematics and personal development to help you improve. If you do not know how to improve, you should ask your teachers.
- Subject leaders need more training to help them check up on their areas more thoroughly.
- The school should develop better links with schools in different parts of the country and the world.
- The governing body should check up on and challenge the school more strongly.

Once again, thanks for all your help. It was lovely meeting you.

Yours sincerely

John Carnaghan

Lead inspector

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