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Ms Stockley
Headteacher
The William Hogarth Primary School
Duke Road
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Dear Ms Stockley

Short inspection of The William Hogarth Primary School

Following my visit to the school on 1 May 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

Since your appointment in September 2017, you have made changes that have already had a significant impact on the quality of education provided at the school. You accurately identified a number of areas that required immediate attention, including a more consistent approach to teaching phonics and raising expectations for pupils' attitudes to learning. You have appointed a new deputy to support you in your endeavours and instigated a new focus on 'values'. As a result, you have created an environment that is calm, productive and allows pupils to learn. You are clear that there is more to be done to ensure that the education you provide is of the highest quality, and have realistic plans to achieve this. Staff and parents and carers have welcomed your honesty, energy and enthusiasm. They share your high aspirations for the school and want to work together to achieve this. As one parent said: 'The school is being transformed in all areas by the new headteacher.'

The governing body is highly experienced and committed to providing the highest standard of education. They share your accurate understanding of what still needs to be done and are fully supportive of the changes required. Governors, school leaders and staff are proud that they have created a community school that embraces children from a wide range of backgrounds, cultures and faiths. They are keen to work closely with families to ensure that all pupils, irrespective of their starting points, make strong progress in their learning.

Pupils and parents are highly positive about the changes made since your arrival. You have instigated a school council and are currently asking pupils and parents for their views on a new school uniform. Pupils told the inspector that they enjoy all the clubs, trips and activities on offer, and feel safe. The Friday newsletter provides relevant information, celebrates successes and promotes events. Your staff work closely with parents and the PTA to strengthen the provision and improve the environment. Parents welcome the opportunity to come into school at the end of the day, socialise together and meet their children's teachers. Many commented that their children are happy at school and thrive academically, socially and emotionally.

You have prioritised plans for the next stage of school improvement. These include ensuring that teaching is of a consistently high quality across the school, that assessment of pupils' work is accurate and that the quality of the early years provision improves dramatically. These were identified as areas requiring attention during the previous inspection. You are clear what needs to be in place and the actions required to achieve this.

Safeguarding is effective.

You and your staff are highly vigilant in ensuring that you keep pupils safe, in the school and in the wider community. Your leadership team has ensured that all safeguarding arrangements are fit for purpose and that records are detailed and of high quality. You and your team understand the potential risks for your young people. These include female genital mutilation, radicalisation, and the impact of domestic abuse and substance abuse. Consequently, staff have had relevant training. They are vigilant in observing any signs or potential issues. Systems for passing on concerns are effective. In your role as designated safeguarding lead, you check regularly that referrals to outside agencies are timely, and that children and their families receive appropriate and rapid help and support. Checks on the suitability of staff to work at the school are comprehensive and meet statutory guidelines. Governors understand their statutory safeguarding responsibilities. They recently commissioned an audit and are in the process of acting on the small number of recommendations.

Pupils told the inspector that they feel safe in school. This is because you have ensured that the school site is secure and that pupils know whom they can talk to should they have a concern. You have ensured that pupils and their parents understand how they can keep safe online and what constitutes bullying. Your focus on celebrating pupils and staff who exhibit different values in their day-to-day lives is proving to be very successful.

Inspection findings

- One of your first priorities on arrival at the school was to improve the quality of the teaching of reading. You quickly implemented a whole-school, systematic phonics programme and invested heavily in appropriate resources. You have provided appropriate training for all early years and key stage 1 teachers, plus

support staff. You have trained a designated phonics leader to check on the quality of the teaching of phonics and offer coaching and support to staff, where required. You group pupils based on their reading ability, and carefully track their progress. Each morning, you devote time for pupils to practise known sounds, learn tricky words and read books together. This is reinforced throughout the school day in their writing, story sessions and reading for pleasure. The quality of the phonics lessons observed during the inspection was impressive. Pupils and staff understand the structure of these sessions, and what they need to do. Pupils at all stages supported each other, practised reading with fluency, speed and intonation, and were genuinely eager to improve.

- Equally, you have raised the profile of reading throughout the school. You have introduced designated reading times throughout the day, across all key stages. Daily story time is encouraged and enjoyed by pupils of all ages. Staff are encouraged to choose high-quality texts that will broaden pupils' reading experiences. You have appointed an enthusiastic key stage 2 reading lead to model, support and check on the quality of teaching in this area. Guided reading at key stage 2 supports pupils to read for information and inference. You have recently reviewed the use of classroom reading corners and wanted to reinvigorate the choice of texts available. Consequently, during the inspection, Hounslow library services were physically re-categorising classroom texts.
- The teaching of reading, particularly the early stages of learning to read, has become a strength in the school. Staff are confident in teaching in this area; pupils are growing in confidence and, together, there is a collective enjoyment in reading for pleasure.
- By the end of key stage 2, the majority of pupils leave William Hogarth School having made good progress and achieving above-average outcomes, particularly in mathematics. However, you know that the quality of teaching, particularly in key stage 2, is inconsistent. Improving the quality of teaching, learning and the accuracy of teachers' assessments is your current priority. You have accurately identified areas where further support is required for both teachers and pupils, particularly some girls. You are reviewing the current assessment system and have commissioned the support of external consultants to add capacity.
- You and your team have identified improving writing across the school as a key focus. From early years onwards, you now expect teachers to provide a wealth of regular opportunities for pupils to write for different audiences and purposes, and in different genres. Pupils' writing books looked at during the inspection indicated that there were still some inconsistencies in the breadth of these opportunities, and in teachers' expectations. You are fully aware of this and working with individual teachers to address any emerging issues.
- The early years area is colourful and creative, with an abundance of toys, apparatus and resources, and a large outside play area. Staff know the children well and keep accurate records of what they can do and the progress they make, in line with the early learning goals. Wall displays celebrate children's achievements, particularly in mark-making and early writing.
- You have rightly identified, however, that improvements in this area are a high priority. You are currently looking to appoint a strong leader in this area to bring

a sense of stability, vision and creativity. While staff manage children's behaviour well and engage them in activities, they do not facilitate enough learning opportunities, which hinders children's progress. The outside area is full of resources, but lacks educational purpose and attention. You are acutely aware of the need to revise and invest in this area, and have commissioned the support of an early years expert to start laying the appropriate foundations.

Next steps for the school

Leaders and those responsible for governance should ensure that all pupils make good progress from their starting points by:

- giving teachers further support and guidance so that pupils can improve the quality of their written work and presentation
- instigating, as a matter of priority, planned improvements to the early years provision
- continuing to focus on improving the consistency of the quality of teaching and accuracy of assessment.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hounslow. This letter will be published on the Ofsted website.

Yours sincerely

Helen Matthews

Her Majesty's Inspector

Information about the inspection

I met with the headteacher to discuss the school's self-evaluation and improvement plans. I held meetings with five governors and with a representative from the local authority. I scrutinised a range of documentation, including referrals to external agencies and the register of safeguarding checks made on staff prior to their appointment. I visited classrooms with the headteacher to gather evidence on pupils' progress and the quality of teaching, learning and assessment. I looked at a range of pupils' work with the headteacher and deputy headteacher. I met with the special educational needs coordinator and middle leaders, including those responsible for leading reading. I spoke to staff and pupils during informal times and in classrooms. I listened to pupils reading during phonics sessions and guided reading sessions. I took account of the 118 written responses to Ofsted's online survey Parent View, the 15 responses to the staff questionnaire and the 64 responses to Ofsted's online pupil survey.