

Inspection of Hewens Primary School

Hewens Road, Hayes, Middlesex UB4 8JP

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Kingsley Thomas. This school is part of The Rosedale Hewens Academy Trust, which means other people in the trust also have a responsibility for running the school. The trust is run by the chief executive officer (CEO), Marie Ashley, and overseen by a board of trustees, chaired by Stewart Duguid.

What is it like to attend this school?

Respect underpins the positive relationships found throughout this happy school. Pupils say they feel really safe because they trust that adults will look after them. Bullying is very rare, and pupils have every confidence that adults would sort it out if it did happen. Parents are really complimentary about the school, using phrases such as 'super happy', 'confident' and 'excited to come to school' about their children's experiences.

The school has high expectations for pupils' academic performance. This has led to pupils achieving very well in subjects such as reading and mathematics. Expectations for behaviour are equally high, resulting in pupils showing delightful manners, collaborating well in lessons and playing harmoniously at breaktimes.

The school caters for pupils' personal development exceptionally well. The school develops pupils' leadership through an array of useful roles such as school councillors, prefects and fruit ambassadors. They are fully involved in planning and presenting assemblies, such as for the Year 6 leavers. Pupils are really excited about all the trips they go on such as the day trip to France, where they get to practise the French they have learned.

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

The curriculum is broad and ambitious. Pupils who may need extra help, such as those who recently arrived in the country or pupils with special educational needs and/or disabilities, are identified quickly. Staff make adaptations so that these pupils can learn the curriculum effectively. In this way, pupils achieve well.

The trust ensures that pupils will become fluent, capable readers. Staff have received comprehensive training so that they teach phonics confidently and effectively. Staff check pupils' understanding in phonics frequently. This means, right from the Reception Year, they tailor teaching to pupils' needs optimally. Pupils take home books that match the sounds that they know. This enables them to practise and develop their fluency. Older pupils use their reading skills assuredly across a range of subjects. This prepares them well for the harder reading they will encounter in secondary school.

A similar commitment in mathematics ensures pupils quickly develop a solid understanding of number. Ongoing work on times tables means pupils do well in the multiplication check in Year 4. Children are immersed in mathematical language and concepts in the early years. For example, they explore pairs of numbers that make 10 and count in different languages. Staff ensure that activities help cement pupils' understanding further.

Pupils show a good understanding in subjects such as modern foreign languages, where teachers ensure pupils revisit key content regularly. For example, pupils were confident introducing themselves and remembering numbers, colours and how to say their age. However, in some subjects, pupils' recall was more limited. Activities in these subjects are

not as effective in cementing pupils' understanding, and there are fewer opportunities for pupils to revisit key learning.

Pupils take great pride in how they present their work. Books are presented neatly, and pupils write their explanations carefully, with clear information in tidy, legible handwriting. This, along with how they listen and respond in lessons, shows they have positive attitudes to learning.

The school takes attendance very seriously, carefully analysing the data it collects. This has resulted in marked improvements in attendance over time. The school is effective at identifying and supporting any families who struggle to attend regularly.

The school's values, its six Rs, underpin its exemplary work on personal development. This is a high priority for the school and the trust. The school ensures pupils can explain what the values mean in great detail and how this relates to life skills. For example, the school ensures that pupils have the opportunity to listen and debate different ideas, bearing in mind the values of being respectful and rational. The school thinks carefully about the experiences it provides to ensure pupils leave Hewens Primary having had a broad range of experiences, such as visiting a zoo, watching a pantomime and performing with other choirs. The school uses its pupil premium funding effectively to ensure that disadvantaged pupils are fully included in the many opportunities provided to enhance learning.

This is a trust that places high importance on providing the best for its stakeholders. There is a strong focus on well-being and mental health. Any pupils or families that are struggling receive excellent support, both practical and emotional. This enables pupils to focus on their learning as other needs have been met.

The school and trust work together effectively to engage positively with staff. For example, they prioritise staff well-being by creating a culture of support and personal and professional growth. Similarly, the school diligently takes account of staff workload when planning changes or improvements. As a result, staff feel rightly valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils do not remember knowledge and skills systematically, which means they are less well prepared in these subjects for the next phase of their education. The trust should ensure that pupils have the opportunity to revisit key learning in these subjects and that teachers provide activities that help pupils cement their understanding so that pupils' learning in all subjects is equally strong.

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	139909
Local authority	Hillingdon
Inspection number	10345966
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	Board of trustees
Chair of trust	Stewart Duguid
CEO of the trust	Marie Ashley
Headteacher	Kingsley Thomas
Website	www.hewensprimaryschool.co.uk
Date of previous inspection	9 December 2020, under section 8 of the Education Act 2005.

Information about this school

- The school is part of The Rosedale Hewens Academy Trust.
- The school runs a breakfast club and an after-school club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with school and trust leaders, trustees and members of the local advisory board. They also met with a range of staff, including administrative staff, well-being staff and teaching partners.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, geography and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with parents as they dropped their children off in the morning and took account of the surveys, including the Ofsted Parent View survey responses. They also considered the responses from the staff and pupil surveys.

Inspection team

Jeanie Jovanova, lead inspector	Ofsted Inspector
Joel Sager	Ofsted Inspector
Meena Walia	Ofsted Inspector

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