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Mrs V Cobb  
Headteacher  
Hawkes Farm Primary School  
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East Sussex  
BN27 1ND

Dear Mrs Cobb

**Ofsted 2010–2011 survey inspection programme: assessing pupils' progress (APP)**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 6 October 2010 to evaluate the impact of the APP initiative.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: a report from the local authority; scrutiny of other documentation; observations of teaching and learning; and discussions with senior leaders, other staff and pupils.

The overall use of assessment to support learning is outstanding.

**The APP initiative**

**Impact on pupils' achievement and attainment**

- APP has improved the accuracy of teachers' assessment and promoted a strong, collective accountability for pupils' progress. Teachers' understanding of progression in the targeted subjects has deepened as a result of their engagement with APP. These factors have contributed to the good progress that most pupils make, with some making exceptional progress, to achieve challenging targets.
- The school's systems for tracking and reviewing pupils' progress have been strengthened by APP. This is demonstrated through the timely interventions at individual and group level to tackle any gaps in pupils' knowledge and understanding.

## **Impact on the quality of pupils' learning and progress**

- APP is helping pupils, including those with special educational needs and/or disabilities, to gain an increasingly sophisticated understanding of how well they are doing and how they can improve.
- APP is supporting the development of pupils' learning skills and independence by clarifying the purpose of learning and the success criteria. Teachers and pupils make very good use of these criteria, particularly through peer- and self-assessment. Where learning is at its most effective, pupils have the confidence and understanding to devise their own measures of success.

## **Impact on the quality of teaching and the use of assessment to support learning**

- APP has been used successfully to develop consistency in assessment practice and encourage a breadth of assessment strategies. Generally, teachers are expert at evaluating and accelerating pupils' progress in lessons. They give pupils very good opportunities to make links with prior learning and continuously check and reinforce key learning points.
- APP has helped teachers to acquire a detailed understanding of pupils' strengths and weaknesses. This assessment information is used well to plan learning that builds on pupils' understanding and capabilities.
- APP has facilitated thorough moderation of pupils' attainment that has consolidated teachers' knowledge of National Curriculum levels and raised their expectations of what pupils can achieve.
- Effective marking and dialogue about learning between teachers, other adults and pupils have been informed by APP. Pupils benefit from a variety of written and oral feedback that gives them clear guidance about their next learning step and how to achieve it.

## **Impact on the curriculum**

- As teachers have developed a better understanding of pupils' individual needs through APP, they have become more confident in tailoring the curriculum to meet those needs.
- Through the implementation of APP and the development of effective assessment practices, the school has established a clear and coherent framework of learning objectives that underpins provision. This is increasing flexibility in curriculum design and cultivating pupils' learning skills and independence. The school is right in identifying this as one of its priorities for further development.

## **Areas for development, which we discussed, include:**

- extending pupils' learning skills and independence through creative and flexible curriculum design.

I hope that these observations are useful as you continue to develop assessment practice in support of school improvement.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Jacqueline White**  
**Her Majesty's Inspector**