

# Hawksmoor School

Bentham Road, Thamesmead, London, SE28 8AS

## Inspection dates

17–18 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher is an excellent leader. She expects staff to do 'whatever it takes' to ensure that all pupils achieve their full potential; staff respond well to this and so expectations of what pupils can achieve are high.
- Leadership and management at all levels are of exceptionally high quality. Leaders check the quality of teaching thoroughly and quickly support any teacher who needs to improve their practice.
- Pupils achieve extremely well. They make excellent progress as they move through the school and reach standards that are significantly above those reached by most pupils nationally. This ensures that they are exceptionally well prepared for secondary school.
- Teaching is highly effective. Teachers know their pupils very well and plan activities precisely so that pupils learn exceptionally well.
- Pupils' behaviour is exemplary. Pupils are unfailingly polite and respectful. They feel extremely safe at school and make an excellent contribution to its very harmonious atmosphere.
- Although the school is performing at a very high level, there is no sense of complacency. Instead, there is a determination by all staff to seek improvement, including making sure that all groups of pupils do as well in writing as they do in mathematics.

## Information about this inspection

- Inspectors observed 26 lessons, of which three were joint observations with the headteacher and deputy headteacher. They looked at the work pupils were doing in their books and listened to groups of pupils read.
- Meetings were held with the headteacher, senior leaders, members of the governing body including the Vice-Chair, groups of pupils and a representative from the local authority.
- Inspectors took account of the 10 responses to the on-line questionnaire (Parent View) received during the inspection.
- The inspection team observed the school's work and scrutinised a number of documents including the school's improvement plan, the headteacher's reports to the governing body, data on pupil performance and records relating to behaviour, attendance and safeguarding.

## Inspection team

Joanna Toulson, Lead inspector	Additional Inspector
Maureen Coleman	Additional Inspector
David Nebesnuick	Additional Inspector
Susan Senior	Additional Inspector

## Full report

### Information about this school

- Hawksmoor is much larger than the average-sized primary school. The school is expanding year on year and there are currently two classes in each year group in Years 3, 4, 5 and 6 and three classes in each year group in Reception, Year 1 and Year 2. There is a Nursery with children attending in the morning or the afternoon.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government) is above average.
- The proportion of pupils supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- More than half of all pupils are of African heritage and just under a quarter are White British. Other pupils are from a wide range of ethnic minority backgrounds and over 30 different languages are spoken by pupils.
- The school meets the current floor standards which set the government's minimum expectations for attainment and progress.
- The school is a National Support School and the headteacher is a National Leader of Education. This means that the headteacher supports other schools.

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

- Ensure that all groups of pupils achieve as well in writing as they do in mathematics by sharing the best ideas and practice from the most successful lessons.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children join the school in the Nursery with levels of skills and understanding well below those expected for their age. By the time pupils leave Year 6, they have reached standards in their reading, writing and mathematics which are well above those nationally. This is outstanding achievement.
- Children make rapid progress in the Early Years Foundation Stage because adults plan activities which motivate and excite them, such as looking at snails, drawing spirals or making shapes with play dough. All adults play and work productively with the children and, as a result, children's attainment by the time they reach Year 1 is improving year on year; so that in 2012, they reached standards which were slightly above the national averages.
- All groups of pupils, including those who speak English as an additional language, make rapid progress as they move through the school; this is because teaching in all year groups is consistently strong.
- The achievement of pupils in mathematics is exceptional. All groups of pupils, including those supported by the pupil premium funding, disabled pupils and those with special educational needs, attain better than other pupils nationally.
- It is evident everywhere in the school that the teaching of reading is central to the school's purpose. The magnificent display in the entrance hall which shows pupils' responses to the story *War Horse*, together with a life size model of a horse, is an example of how the school places the importance of reading and enjoying books at the heart of what it does. All pupils read every day and the teaching of phonics (the linking of letters with the sounds they make) is particularly strong. As a result, pupils make rapid progress in their reading. For example, the reading test in Year 1 shows that most pupils are working at the required standard; this is from very low starting points.
- There has been a strong picture of improving attainment since at least 2007. In 2012 the proportion of Year 6 pupils attaining the higher levels in the national tests was particularly impressive; nearly two thirds attained the higher levels in mathematics, over half attained the higher levels in reading and nearly half of all pupils attained the higher levels in writing.
- There has been a very effective drive to improve pupils' achievement in writing with teachers drawing on the best practice to inspire pupils to write well. The school recognises the need to develop this still further so that the achievement of all groups of pupils in writing matches their extremely high achievement in mathematics.

### The quality of teaching

### is outstanding

- High quality teaching is enabling pupils to become confident learners. Teachers and teaching assistants have high expectations and use what they know about each pupil to set activities which extend and challenge pupils' thinking.
- Teachers and teaching assistants use questioning effectively so that, rather than telling pupils the answers, pupils are prompted and encouraged to think problems through for themselves.
- Very effective use is made of links between subjects such as history, science and information and communication technology so that pupils have good opportunities to apply their literacy and mathematical skills across the curriculum. This deepens their understanding and makes learning meaningful and fun.
- Pupils routinely work well together to develop and share their ideas. Even where pupils have been in school for a very short time in the Early Years Foundation Stage, routines for sharing and working cooperatively are quickly established. Older pupils say they like working together because, as a pupil said, 'It helps you to learn when you explain something to your partner.'
- Teachers mark pupils' books well. Marking is often linked to pupils' individual targets and this

helps pupils to make rapid strides in their learning.

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

- Pupils have highly positive attitudes to learning. They concentrate in lessons and work hard. They know how important it is to do their best and many pupils have high aspirations for their future. They are enthusiastic learners and are keen to take on the challenges that teachers set for them.
- Pupils behave outstandingly well. They are very friendly and welcoming and are proud of their school and their achievements. They behave well around the school, in the dining hall and on the playground.
- Pupils understand about the different types of bullying and are adamant that there is no bullying of any kind at the school. However, they are very confident that, if it were to occur, adults would be swift to deal with it.
- The extremely clear and well-written behaviour policy ensures that every adult knows what to do if a child misbehaves. It also means that every pupil knows what is required of them at all times.
- Pupils feel very safe. They are aware of the dangers they face and know, for example, how to keep themselves safe when using the internet.
- The attendance of pupils is high. This is a marked improvement since the previous inspection and is a result of the school working closely with those families who find it difficult to ensure their child attends school regularly. This high attendance is also a reflection of how much pupils enjoy school.

### **The leadership and management** are outstanding

- The headteacher leads with determination and energy. She has built a highly skilled leadership team and all work together very successfully to ensure pupils excel in their personal development as well as academically.
- The performance of teachers is managed very effectively. Those teachers who are paid the most all have clear additional responsibilities and are held accountable for what they do. Senior leaders check the quality of teaching thoroughly and use information from lesson observations, pupil progress data and pupils' books to find out if teaching is as good as it can be. Extra support is quickly given to any teacher who needs it. Newly qualified teachers, for example, receive excellent support and so rapidly become confident and effective.
- The school successfully recruits strong teachers and gives excellent support so that new staff quickly understand what is expected of them at Hawksmoor. This is ensuring the continuity of excellence, even though the school is expanding and taking on additional staff each year.
- The headteacher, together with other school leaders, frequently checks how well pupils are doing. If any are not making the progress that they should, extra help is provided. This additional support is then monitored to make sure that it is working and that pupils catch up quickly. This is ensuring equality of opportunity for all pupils.
- The school uses the additional funding it receives from the pupil premium funding well. In 2012, of the 23 Year 6 pupils who were supported through the use of the pupil premium funding, 16 attained higher than the expected level in reading, 13 attained higher than the expected level in writing and 20 attained higher than the expected level in mathematics.
- Leaders' drive and ambition inspire all teachers to do the best they can for pupils. Learning is at the heart of everything the school does. As a result, staff morale is high and there is a very positive, up-beat atmosphere in which both adults and pupils thrive.
- The curriculum is exciting and provides memorable, inspirational experiences. The high expectations that staff have of all pupils are reflected in the opportunities that are provided. For example, texts often studied in secondary school are used with success, for example *Holes* by

Louis Sachar and *War Horse* by Michael Morpurgo. PhD students from a local university lead tutorials with pupils and groups of pupils visit Oxford or Cambridge University. Pupils are encouraged to learn to save through the school 'bank'. Professionals visit the school and lead workshops on Shakespeare, African drumming, dance and art.

- The extremely well-developed partnerships with outside agencies support the excellent leadership of the provision for disabled pupils and those with special educational needs. Staff receive appropriate training and, as a result, these pupils achieve exceptionally well.
  - Leaders place a strong emphasis on working in partnership with parents and provide many opportunities for parents to learn more about how they can help their child learn and make the most of school life.
  - The local authority provides appropriate, light touch support for this outstanding school.
  - **The governance of the school:**
    - brings a wealth of expertise, including in education, to the school and this enables them to both support and challenge the school in order to help it continue to improve.
    - manages the finances of the school efficiently, including the pupil premium and its impact on pupils' achievement.
    - regularly check that the correct recruitment and safeguarding procedures are in place.
    - receives excellent information from the headteacher about pupils' achievement and the quality of teaching and this ensures that they know what is happening in the school and what needs to be done.
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## 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>	100197
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	402822

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	607
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Lewis
<b>Headteacher</b>	Briony Brammer
<b>Date of previous school inspection</b>	8–9 July 2008
<b>Telephone number</b>	020 8310 2140
<b>Fax number</b>	020 8311 0262
<b>Email address</b>	headteacher@hawksmoor.greenwich.sch.uk



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