

Hawkesbury Church of England Primary School

Hawkesbury Upton, Badmington, GL9 1AU

Inspection dates 13–14 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
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 school has improved since the previous inspection due to the headteacher's inspirational drive for continuous improvement.
- All adults in school share the same enthusiasm for wanting to do their very best for the pupils in the school.
- Pupils make excellent progress in each class and because of this attainment is well above average by the time pupils leave the school at the end of Year 6.
- Teaching is never less than good and much is outstanding. Teachers are enthusiastic about learning and encourage pupils to do their very best.
- Pupils are given outstanding guidance on how they can improve their work. Consequently, the progress they make is rapid.
- All groups of pupils make accelerated progress because of the excellent level of support they receive from additional adults.
- Pupils of all ages collaborate, share and learn effectively from each other.
- Pupils behave very well because of the consistent approach to behaviour management and the mutual respect that exists between pupils and adults.
- Pupils are polite and courteous. They are happy and very proud of their school.
- Pupils understand how to learn effectively. By the time they leave the school at the end of Year 6 they have developed a very enthusiastic, mature and positive attitude towards learning.
- Governors are well informed, fully involved in the life of the school and provide the headteacher with support and an effective level of challenge.
- Parents and the local community are very supportive of the school.
- The school's curriculum is well designed to take account of pupils' individual needs. Because of this pupils are motivated to learn and make rapid progress.
- All parents agree that their child is well taught and nearly all parents would recommend this school to others.

Information about this inspection

- The inspector visited nine lessons. Five lessons were observed jointly with the headteacher. The inspector heard pupils read, examined work in their books, attended an assembly and observed activities in the playground and dinner hall.
- The inspector held discussions with pupils, the headteacher, deputy headteacher and other senior leaders. Meetings were held with a representative of the local authority and members of the governing body.
- The inspector examined a range of documents including a summary of the school's self-evaluation, the school improvement plan, minutes of governors' meetings, the report the headteacher regularly provides for governors, documents showing how the quality of teaching is evaluated, the school's information on pupils' progress, teachers' plans and records relating to pupils' safety, behaviour and attendance.
- The inspector analysed 47 returns to the online Parent View questionnaire and spoke informally to parents to seek their views.
- The views of pupils were gathered from discussions and from the meeting with representative pupils. The views of the 17 staff who returned questionnaires were also considered.

Inspection team

Chris Chamberlain, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- The proportion of pupils supported by the pupil premium (additional government funding for children in the care of the local authority, pupils known to be eligible for free school meals and children of service families) is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The vast majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics in Year 6.

What does the school need to do to improve further?

- Continue to improve the quality of presentation of pupils' work by:
 - making sure that the handwriting policy is reviewed and that the teaching of handwriting is consistent across the school
 - developing an agreed whole-school policy for presentation which is shared with all staff, pupils, governors and parents.

Inspection judgements

The achievement of pupils is outstanding

- Pupils join Reception with knowledge and skills in line with those typically expected. They make very good progress and by the time they finish their Reception year their attainment is above average in all areas of learning. This very rapid progress continues in each year group across the school and by the time pupils leave the school at the end of Year 6 their attainment is well above average.
- All groups of pupils, including disabled pupils and those who have special educational needs, make very good progress due to the well-designed curriculum and the targeted support they receive in small groups or on an individual basis. This means that all pupils have equal opportunities to succeed.
- Pupils who are supported by the pupil premium make outstanding progress. Because of this the attainment of these pupils exceeds the attainment of all other pupils.
- Pupils have a wide range of excellent opportunities to apply their knowledge of reading, writing and mathematics to other curriculum areas. For example, older pupils wrote at length detailing instructions for the construction of moon buggies. Pupils are very well prepared for their secondary school.
- The proportion of Year 1 pupils reaching the expected standard in phonics (the knowledge of letters and the sounds they make) is well above average.
- Pupils read widely and standards of reading across the school are high. Pupils have access to books written by a wide range of authors. Pupils very confidently use a raft of skills when reading and the school instils a love of reading in its pupils.
- All parents who responded to Parent View are very happy with the progress their children make. Parents who have moved their child to the school midway through their primary education say they are very pleased with the progress their child has made in this school.

The quality of teaching is outstanding

- The quality of teaching is never less than good and is typically outstanding. This enables pupils to make very good progress in each year group across the school.
- Teaching is outstanding because pupils are effectively challenged to make very rapid progress. The school has introduced a system enabling pupils of all ages to choose activities which will make the most demands on them. In the Reception class children understood clearly how adding descriptive words and an introduction to a piece of writing was ambitious. They enjoyed the reward of visiting the headteacher to receive a special sticker when they had attempted this. The supportive ethos of the school gives pupils the confidence to select activities which accelerate their progress.
- Pupils understand how well they are doing and know how they can make further progress. Detailed marking shows pupils exactly how they can improve their work. Time to read the feedback provided by adults is built into the school day so that pupils can act upon it. Regularly updated and reviewed target cards in pupils' books also give them clear reminders about what they need to do to reach a higher level of attainment.
- Teachers make sure that pupils know clearly what is expected of them so that they can make accelerated progress. One teacher identified the best vocabulary as 'ice-cool' which appealed to the pupils and motivated them to want to improve their own writing by including high quality words.
- Some of the work in pupils' books is not always well presented and the handwriting of a small number of pupils is not effectively joined. At present, the school's handwriting policy is not being followed consistently across all classes and there is no agreed whole-school policy for the presentation of pupils' work.
- All teachers show pupils how they can be successful in learning so that they know how to do

well. For example, older pupils working on writing poetry knew that if they included literary devices such as metaphors, similes, alliteration and personification then they would be achieving at a high level.

- Pupils work well collaboratively and often learn from each other. A class of younger children worked in small groups to share methods to produce calculations equalling the number twelve. The cooperative nature of the lesson enabled pupils to reinforce their own knowledge and develop new skills. In another lesson older pupils taught slightly younger pupils the skill of using a protractor accurately and how to avoid common errors. This process reinforced previous learning and enabled all pupils to make rapid progress.
- Learning is often inspiring, which makes pupils want to learn and make further progress. A session where pupils had to produce an advertisement for a chocolate biscuit thoroughly motivated pupils as they were able to sample the biscuit, make an audio recording of the final result and have the advertisement shared with the local community on the school's website.
- Throughout the school teaching assistants who are trained well work very successfully with individuals and groups of pupils, developing their knowledge and skills. This helps pupils to make good progress through well-planned teaching sessions and effective relationships.
- Parents who spoke to the inspector commented that the school provides very good support for pupils based on their individual needs. 'The school knows pupils' strengths. They know the pupils well.' Every parent who responded to Parent View agreed that pupils are well taught.

The behaviour and safety of pupils are outstanding

- Pupils say that 'the school is a friendly place' that 'you can be yourself' and 'everything is good'. This is true. The behaviour of pupils is outstanding in lessons, around the school and in the playground. Pupils are very polite, well mannered and courteous. Attendance is above average.
- Pupils in all classes are enthusiastic about their learning. They are shown how to learn most effectively and by the time they leave the school at the end of Year 6 are mature, motivated learners, well prepared for secondary school.
- Pupils say that bullying is extremely rare and are confident that if it should occur it would be extremely effectively dealt with.
- Adults in school work effectively as a team, share the same ethos and use very carefully thought through approaches to managing behaviour so that pupils behave extremely well.
- The school's work to keep pupils safe and secure is very good. Staff are appropriately trained in child protection; pupils understand the importance of e-safety and agree that the school works hard to keep them safe by training pupils as 'peer mediators' and 'buddies'.
- Pupils make a positive contribution to the local community. For example, pupils regularly visit a local residential home near the school to entertain the residents by singing and sharing the work that they have produced in school. Pupils also recently supported their local village community by taking part in a 'big clean'.
- All parents who responded to Parent View agreed that pupils behave well and that their child feels safe in school. Parents who talked to the inspector before school commented that they are impressed with behaviour and that the school is a very caring environment.

The leadership and management are outstanding

- The headteacher has been highly effective at raising the standards of teaching and learning and pupils' achievement across the school. Every adult involved with the school wants to do their very best for the pupils. Everyone spoken to during the inspection showed great commitment and enthusiasm for continued school improvement.
- Senior and other leaders are experienced, confident, enthusiastic, and knowledgeable about their areas of responsibility. They undertake effective and accurate checks on the school's work and lead staff training focusing on raising standards of pupils' achievement through effective

teaching.

- In a relentless drive to improve the quality of teaching the headteacher has made clear links between checks on teaching, teacher appraisal and pay decisions. Nobody is given a pay rise unless the improvement in pupils' progress justifies it. Support staff also have regular appraisal and are regularly included in whole-school training and because of this feel valued members of the school team.
- The curriculum matches the needs of the pupils effectively and encourages pupils to be enthusiastic learners. The school promotes pupils' spiritual, moral, social and cultural education very well. These aspects, including equal opportunities, are promoted well through all that the school does and make a strong contribution to pupils' personal development.
- The school has developed very strong links with a range of local primary and secondary schools to share training and expertise as well as supporting the development of senior and other leaders. The school is also well supported by the local community through volunteers, with a range of useful skills, working with pupils.
- The school's arrangements for safeguarding pupils fully meet statutory requirements.
- Leaders have used the primary school sport funding successfully to improve pupil participation in sport, enable the school to increase staff training and broadened the range of opportunities for pupils to play sport against schools in the wider community. The school has also given additional support to those pupils who are more able at physical education and improved the skills of those pupils who require additional support through the use of two lunchtime sports clubs.
- The school engages well with parents. Almost all parents who responded to Parent View agree that the information they receive from the school about their children's progress is useful. The school organises regular opportunities for parents to find out about the curriculum and approaches to teaching and learning. For example, the day before the inspection the school held a parent information session about e-safety and also for parents to see numeracy and literacy learning in action across the school and know how to support their children.
- The local authority has provided a low level of support for this outstanding school.
- **The governance of the school:**
 - The governing body provides the school with effective support and a good level of challenge. Governors regularly undertake appropriate training to improve their skills and understanding. They know what needs to be improved further because they are able to compare school achievement information with the national average. Governors communicate effectively with all interested parties to gather feedback about the school and are also regularly involved in the life of the school. Governors have an overview of standards of teaching, how teachers' performance is checked and supported, and how teachers' pay is directly related to their performance. They understand how the pupil premium is being used and the impact of this on pupils' progress. They closely monitor the use of the school's funding. They make sure that the headteacher's annual performance objectives focus on the main areas of improvement for the school.

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

Unique reference number	109161
Local authority	South Gloucestershire
Inspection number	434592

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Andrew Pember
Headteacher	Louise Lewis
Date of previous school inspection	14 July 2009
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