

Hawley Infant School

Buck Street, London, NW1 8NJ

Inspection dates 14 – 15 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children in the Nursery make outstanding progress. In the Reception Year, many children make exceptional progress in writing and in their communication and language development.
- Standards at the end of Year 2 are above average and pupils in Key Stage 1 classes make good progress, especially in reading and writing.
- Teaching is outstanding in the Early Years Foundation Stage. It is good in Key Stage 1 classes.
- Pupils' behaviour is outstanding. From the outset in the Early Years Foundation Stage, children develop very positive attitudes to learning. Pupils feel very safe in school.
- The school makes excellent use of the many facilities available in London. Educational visits and close links with the community contribute well to pupils' outstanding spiritual, moral, social and cultural development and give rise to some high quality artwork.
- Despite previous staffing difficulties, the headteacher has maintained the key strengths found at the last inspection. She receives very effective support from other senior leaders in the drive to raise achievement.
- The governing body has a detailed knowledge of the school's work and makes a good contribution to its development.

It is not yet an outstanding school because

- Achievement in Key Stage 1 classes is good rather than outstanding and pupils' progress in recent years has been better in reading and writing than in mathematics.
- Checks on teachers' work are not sharply focused on increasing the amount of outstanding teaching.
- Some teachers with leadership responsibilities have taken over their roles quite recently and are only just starting to develop their skills.

Information about this inspection

- The inspector visited 12 lessons. One observation was carried out jointly with the headteacher. The inspector also observed an assembly and a special event where members of the community came into the school for a tea party with Reception children. She also listened to pupils reading.
- Meetings were held with the headteacher, the assistant headteacher, the special educational needs coordinator and the Early Years Foundation Stage leader. The inspector met with five members of the governing body and held a telephone discussion with a representative of the local authority.
- The inspector took into account the 19 responses to the online questionnaire, Parent View, letters received from a small number of parents and the 19 completed staff questionnaires.
- The inspector looked at the school's work and at documentation, including: leaders' evaluation of the school's effectiveness; the school development plan; information relating to safeguarding; and records of pupils' attainment and progress. She also looked at pupils' books and learning journals (which contain samples of children's work in the Early Years Foundation Stage).

Inspection team

Margaret Goodchild, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is high. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils for whom the school receives the pupil premium is a little below average. (This is additional funding for pupils known to be eligible for free school meals and looked after children.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is a little below average. The proportion of pupils supported at school action plus or with a statement of special educational needs has increased and is broadly average.
- Some children who attend the Nursery do not stay on into the Reception Year. Some join the school at the beginning of Reception having not been through the school's Nursery. Each year, a number of Year 2 pupils move on to local primary schools or to fee-paying schools before reaching the end of Key Stage 1.
- The school experienced staffing difficulties over the last two years and was without a deputy headteacher or assistant headteacher for much of last year. Since the previous inspection, the teacher in the Reception class has joined the school and the teachers in Years 1 and 2 both started in autumn 2013. A new assistant headteacher took over the role earlier this year.
- The school is scheduled to move to new premises and to expand to take in pupils from age three to 11 in September 2016.

What does the school need to do to improve further?

- Increase the proportion of pupils who make rapid progress in Key Stage 1, especially in mathematics, and increase the amount of outstanding teaching by:
 - checking closely to be sure that the most-able pupils are always making as much progress as they can when they are not directly supervised by an adult and always giving them work that is difficult enough
 - identifying the exact gaps in pupils' learning in mathematics and focusing particularly on increasing pupils' skills in these areas.
- Strengthen leadership and the school's push to become outstanding by:
 - making sure that senior leaders check on the quality of teaching more regularly and identify clearly what prevents teaching from being outstanding
 - developing the role of subject leaders so that they are all confident in leading their subjects, including through observing and judging the quality of teaching.

Inspection judgements

The achievement of pupils is good

- Pupils make at least good and sometimes outstanding progress during their time in the school. Work in books confirms this view that pupils make good progress over time.
- Children join the Nursery with skills that are broadly in line with those typical for their age, except in communication and language, where their skills are below those typically found. Some children who start in the Reception class have skills that are well below those typical for their age in reading, writing and in their knowledge of numbers.
- Children make outstanding progress in their language development, their counting and in solving mathematical problems, whilst in the Nursery. They also make exceptional progress in expressing themselves through art and design, for instance producing vibrant mixed-media pictures of sea creatures. Children also make excellent progress in their personal, social and emotional development.
- In the Reception class, many children make excellent progress in applying their knowledge of phonics (the sounds that letters make), in their writing and in their communication and language development. Progress is good in other areas of learning.
- Children move up to Year 1 with attainment that is above average for their age. Pupils who spend the whole of Key Stage 1 at the school make good progress, especially in reading and writing. However, the loss of some of the most-able pupils to other schools during this key stage has an adverse effect on standards at the end of Year 2. Since the previous inspection, standards have been significantly above average in reading, writing and mathematics every year except in 2013 when they dipped to average in reading and mathematics but remained above average in writing.
- Pupils produce high quality work in art and design, often inspired by the numerous educational visits they undertake. Observational drawings of St Paul's Cathedral by pupils in Year 1 show a high level of skill for their age. Watercolour paintings of the Tower of London by pupils in Year 2 display a great deal of technical control and strong skills in composition.
- Pupils currently in the school are making good progress in reading and writing. Their progress has been slower in mathematics. The school has identified some areas where pupils find learning in mathematics challenging but has not yet identified the exact gaps in their knowledge and skills.
- In 2013, pupils known to be eligible for pupil premium funding made better progress than their classmates in reading, writing and mathematics. However, there were too few pupils eligible for this funding to compare their attainment with the rest of the class without identifying individual pupils.
- Disabled pupils and those who have special educational needs make good progress because they receive effective support from teachers and teaching assistants. Staff provide them with clear guidance so that they know well how to succeed with their work.
- Pupils from minority ethnic backgrounds achieve as well as other pupils and those who speak English as an additional language. As a result of the very good support they receive, they make good progress.
- The most-able children in the Early Years Foundation Stage make outstanding progress. At Key Stage 1, the most-able pupils produce some good quality work. Occasionally, teachers do not check closely enough that the most-able pupils make as much progress as they can when they work on their own or make sure that work is always challenging enough for them.

The quality of teaching is good

- The school has maintained the outstanding quality of teaching found at the previous inspection in the Early Years Foundation Stage. Teaching in Key Stage 1 classes is good, particularly in English, and the teaching of mathematics has begun to improve as a result of recent staff training.

- In the Early Years Foundation Stage, teachers have created a magical learning environment, both indoors and outside, which is highly motivating to the children. This provides a wealth of learning opportunities. Staff have a thorough knowledge of how young children learn and use detailed assessment information to plan activities that enable them to make rapid progress.
- In the Nursery and Reception classes, teachers and teaching assistants are particularly skilled in promoting children's communication and language development, and talk to them in depth about what they are learning. Counting, addition and problem solving in the Nursery are linked to familiar stories so that learning is meaningful for the children. The teaching of mathematics is good in Reception and the teacher encourages children to develop as 'writers' who are confident in organising and recording their ideas.
- Throughout the school, teachers engage pupils' interest and classroom displays provide many examples of attractive work that pupils have produced. Teachers at both key stages draw strongly on the many trips, such as the visit to Kew Gardens on the first day of the inspection. The visit provided a good stimulus for pupils' writing and topic work. Pupils also have good opportunities to produce lengthy pieces of work inspired by books they have read, such as the retelling of traditional stories at Key Stage 1.
- Teamwork between teachers and teaching assistants is good, and teaching assistants provide effective support for pupils who need help with their learning. Disabled pupils and those who have special educational needs work effectively towards specific learning goals and benefit from good links with outside agencies.
- Teachers use questioning and discussion well to assess pupils' understanding and develop their thinking. Teachers' marking makes clear to pupils how to improve their work.
- Over time, the teaching of mathematics at Key Stage 1 has not been as good as the teaching of reading and writing. Recent training for staff has already begun to improve their skills in teaching mathematics. In lessons seen, teachers placed strong emphasis on pupils learning the language of the subject and provided pupils with practical equipment to help them to grasp new skills.
- Just occasionally in lessons in Key Stage 1, teachers do not check closely enough that all pupils are making as much progress with their work as they should or that work is difficult enough for all of them. When this happens, the progress of the most-able pupils slows for part of the lesson.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- In the Early Years Foundation Stage, children develop exceptionally positive attitudes to learning. They quickly become absorbed in activities and acquire a love of learning which stays with them throughout their time in the school. Pupils' eagerness to apply themselves and work hard is evident in their responsiveness in lessons, in the careful artwork they produce and in the amount of work in their books.
- Parents and pupils have positive views about behaviour, and records show that behavioural incidents are rare. When such incidents or minor difficulties between pupils occur, the school is prompt and very thorough in dealing with them. Pupils say that there is 'no bullying' and that they get on well with one another. The school celebrates cultural differences and ensures there is no discrimination.
- The school's work to keep pupils safe and secure is outstanding.
- Parents who wrote to express their views and those who completed Parent View all feel confident that their children are safe at the school. Pupils are known and valued as individuals and are looked after exceptionally well. They have a good understanding of how to stay safe, including when using computers.
- There has been an improvement in attendance since the previous inspection and it is now broadly average since the school is taking a firmer line with parents whose children are absent without good cause.

The leadership and management

are good

- The headteacher has been successful in maintaining the good quality of education and the outstanding features found at the previous inspection despite a period of staffing difficulties. She receives outstanding support from the Early Years Foundation Stage leader. The appointment of a new assistant headteacher has strengthened the senior leadership team and increased the school's capacity to improve.
- The school is a vibrant community and leaders are ambitious for the school. They are closely involved in planning the move to new premises, and are making good use of links with other schools in readiness for the scheduled expansion.
- Senior leaders' evaluation of the school's effectiveness is accurate and they identify the right priorities for improvement. In order to raise achievement in mathematics, the school has been working with a local training school and has visited outstanding schools to observe their practice. This is resulting in improvements in the teaching of mathematics.
- The school has a great deal of information about pupils' attainment and progress and the assistant headteacher has greatly improved the way this is organised. Leaders are now able to draw clearer conclusions about the achievement of different groups of pupils. They quickly identify those who need additional help and make sure all receive equal opportunities.
- The curriculum in the Early Years Foundation Stage enables children to get off to an excellent start in their learning. Subjects and topics at Key Stage 1 provide pupils with good opportunities to make progress in reading, writing and mathematics. Opportunities for pupils to develop their art and design skills are outstanding. All pupils go on at least two educational visits each term: these experiences and those brought by visitors to the school contribute not only to pupils' learning but to their outstanding spiritual, moral, social and cultural development.
- The school works very closely in partnership with parents and encourages them to take as full a part as possible in their children's development. The provision of family learning sessions in the Early Years Foundation Stage informs parents about ways of supporting their children's learning at home. Parents also attend workshops and parenting classes.
- Teachers have good opportunities to develop their skills through training. The headteacher often makes short visits to classrooms to observe parts of lessons and advises teachers on their work. Formal checks by senior leaders on teaching are not frequent enough, however, and do not clearly identify what needs to be done to move good teaching to outstanding. Teachers who have recently taken on responsibility for the leadership of mathematics and science are developing their roles. They have not yet received training in how to observe and make judgements on teaching.
- The school is making effective use of its primary school sport funding to increase pupils' participation in sport and promote their health and well-being. It is introducing gymnastic skills to children in the Early Years Foundation Stage, and tennis, country dancing and a range of outdoor skills at Key Stage 1. It is using some funding to develop teachers' expertise in sport and physical education.
- The local authority has an accurate view of the school's effectiveness. It has provided training courses which have been of help to staff and governors. It is currently working closely with the school in preparation for the scheduled expansion and move to new premises.
- **The governance of the school:**
 - The governing body is well informed and a review of governance has strengthened the contribution governors make to school improvement. A number of governors have a good understanding of data so that they are able to compare pupils' achievement with that of schools nationally. Governors ask challenging questions of the headteacher and make sure that financial management is strong. They know how pupil premium funding is spent and the effect this had, for instance, on the progress of the pupils eligible in 2013. They make focused visits to the school to gather information for themselves. This helps them to understand how

well initiatives are working, especially related to the quality of teaching and how the most effective teaching is rewarded. They check that statutory requirements are met, including those for the safeguarding of pupils, and are fully involved in planning for the new school build.

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	100015
Local authority	London Borough of Camden
Inspection number	439481

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

Type of school	Infant
School category	Community
Age range of pupils	3 – 7
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Jane Brett Jones
Headteacher	Anne Fontaine
Date of previous school inspection	9 July 2009
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