

Hawkedon Primary School

Hawkedon Way, Lower Earley, Reading, RG6 3AP

Inspection dates 15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Hawkedon is a welcoming and caring place. Pupils feel valued and are proud of their school. Pupils' spiritual, moral, social and cultural development is promoted well. They show respect and consideration for others.
- The recently appointed headteacher, together with an enthusiastic and committed governing body, is working effectively to ensure the quality of teaching and the achievement of all pupils continues to improve. Parents are pleased with his approach and have confidence in the school and its staff.
- Pupils make good progress in reading, writing and particularly mathematics. Standards in these subjects are rising.
- A well planned range of subjects, suitably enriched by exciting trips, inspire pupils to work hard. Music and sport are prominent.
- Pupils feel safe, well cared for and valued at school. They like their teachers and enjoy school work. They behave well and attend regularly.
- Teachers have high expectations of their pupils. Lessons are planned to interest and engage pupils. Teaching assistants are skilful in their roles and help the pupils they support to make good progress. Teachers frequently assess pupils' work.
- The Early Years Foundation Stage is well led and managed. Staff ensure the Reception area is safe and children feel secure. Children settle in quickly, developing confidence and good social skills. They make good progress in all areas of learning through well planned and stimulating activities.

It is not yet an outstanding school because

- Pupils are not consistently provided with clear guidance when teachers mark their written exercises and as a result are not always sure on how to improve their work.
- Assessment information is not always used well enough to plan activities that really stretch pupils.
- Pupils do not make as much progress in writing as they do in reading and mathematics.

Information about this inspection

- Inspectors, together with other senior leaders, observed pupils of all ages engaged in a range of activities in different subjects. They also looked at pupils' written work and work and observations (known as learning journals) of children in the Early Years Foundation Stage.
- Meetings were held with the Chair of the Governing Body and five other governors, the headteacher and other school leaders. A telephone discussion took place with a representative of the local authority.
- Inspectors spoke to two groups of pupils and informally with other pupils in lessons and around the school. They listened to pupils reading and talked to them about their reading habits.
- Inspectors examined several of the school's documents. These included: the school's own evaluation of its performance and its improvement plan; information about pupils' progress and the support given to disadvantaged pupils, disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- The inspector took account of 84 responses to the online questionnaire (Parent View), two letters from parents and the views expressed by parents as they arrived at school. Seven questionnaires returned by staff were analysed.

Inspection team

Jim McVeigh, Lead inspector	Additional Inspector
Christine Bennett	Additional Inspector
David Wolfson	Additional Inspector

Full report

Information about this school

- Hawkedon is larger than an average primary school. There are three classes in each year group from Reception to Year 6. All children attend full time in the Early Years Foundation Stage. The school also runs a family centre and there is a pre-school group that rents part of the school buildings. These were not part of this inspection.
- Almost 60 per cent of pupils come from a White British background and around 20 per cent have Indian heritage. There are more pupils than average, around a third, who speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals or in children who are looked after) is around seven per cent and below the national average.
- Almost 10 per cent of pupils who are disabled or have special educational needs, similar to the national average, are supported through school action. Around five per cent are supported through school action plus or a statement of special educational needs, which is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher took up his post in September 2014.
- Major building work last year to house the school's growing number of pupils was completed for the start of the academic year.
- The school runs a breakfast and after-school club.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion is outstanding by ensuring:
 - teachers are consistent in giving pupils guidance on how to improve their work
 - all teachers make better use of information about pupils' standards and progress in planning activities to stretch pupils so they make more rapid progress in their learning.
- Accelerate pupils' progress in writing by providing them with more opportunities to practise writing extended pieces in a variety of styles.

Inspection judgements

The leadership and management are good

- The newly appointed headteacher, senior leaders and governors are united in their ambition to make Hawkedon outstanding, encapsulated in the school motto 'Together We Can'. They strive for excellence in all areas of the school's work, most noticeably in teaching and learning. Pupils' achievements by the time they leave school and the quality of teaching are rising. In response to the last inspection report, the school has improved provision in its Early Years Foundation Stage and Key Stage 1 and involved pupils more in checking their own work.
- Leaders have evaluated the work of the school accurately. They know its strengths and have prioritised its areas for improvement appropriately. Together with governors, they have developed a clear plan for further improvement. Subject leaders work well together to help improve teaching. They are appropriately supported to develop their leadership skills. This includes working alongside senior leaders to check the quality of teaching and leading training for a group of local schools. Teachers new to the profession feel well supported and that their teaching is getting better as a consequence.
- Senior leaders regularly check how well teachers are performing by looking at their lessons and pupils' work. Teachers and teaching assistants are set challenging targets for improvement. Suitable opportunities for further training are provided for teachers and teaching assistants, such as external courses, visiting consultants and sharing good practice with other schools.
- Leaders follow pupils' progress closely and, together with their class teachers, set them targets for improvement. Extra well-focused support is provided for any pupils in danger of falling behind and the impact of that support is watched carefully to ensure its effectiveness.
- Children study a broad and balanced range of subjects, with a suitable focus on literacy and numeracy, which promotes high standards. Topics, combining several subjects, are richly enhanced through trips and visits. For example, pupils in Year 6 visited Ypres, including museums and the cemetery, as part of a topic about the First World War. However, leaders have yet to raise achievement in writing to match that in reading and mathematics and ensure that pupils have more opportunities to write extended pieces.
- Music has a high profile at Hawkedon. For example, Year 4 pupils have the chance to practise with a musical instrument. Others have worked with professional musicians and Hawkedon choirs have performed at the Royal Albert Hall and the Reading Hexagon. The use of display to celebrate pupils' achievement is improving.
- The school promotes pupils' spiritual, moral, social and cultural development well through assemblies, lessons, and trips. International Days at the family centre, where parents and children share some aspects of their culture, promote understanding and tolerance of people who come from different backgrounds. Also, a good understanding of British values is promoted, for example, democracy when pupils learn about voting for representatives on the school council.
- The school is fully committed to equality of opportunity for all and discourages all forms of discrimination. For example, pupils who are disabled or have special educational needs are well supported to make similar progress to their classmates. Staff are proud of their school and feel part of a successful team. Most parents speak positively about staff: how accessible and supportive they are. They say communication has improved this year.
- Extra funding to support disadvantaged pupils and to promote more physical activity amongst primary pupils is used effectively. The school ensures disadvantaged pupils make more rapid progress, for example, by making sure they can take advantage of trips and clubs. More sports clubs have been created and coaching experts have been engaged to share their expertise with teachers. This is improving pupils' skills in sports such as in fencing, athletics and dance. More pupils are now regularly participating in a wider range of sports with its consequent positive impact on their health.
- Safeguarding is promoted strongly and all statutory requirements are in place. All staff are suitably trained and there are good links with the local authority. Child protection issues are recorded appropriately and dealt with sensitively.
- The local authority recognises that Hawkedon is a good school. It offers effective, 'light-touch' support, including external evaluation of its work.
- **The governance of the school:**
 - The governing body has a wide range of relevant expertise, supplemented with up-to-date training. Governors are clear about their roles and responsibilities and have a good understanding of the school's performance information. Governors check on the quality school's work through regular reports from the headteacher and their own visits. The governing body holds leaders firmly to account. Governors set demanding targets for the headteacher and regularly check progress towards meeting them.

- Governors make sure the school's finances are prudently spent, such as the recent building work, and for the benefit of pupils' achievement. They ensure teachers' pay awards are closely linked to their performance and that any underperformance is tackled promptly. Governors know the impact of the additional funding for disadvantaged pupils and for improving physical activity and that it is used effectively
- Governors are making themselves more prominent at events for parents so they can gather parental views more effectively to help with planning further school development.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils' attitudes to work and learning are good. They are proud of their school. They like their teachers, find classroom activities interesting and settle down to work quickly. They are keen to contribute in lessons and engage in sensible discussions. They know their behaviour affects the progress they make. Written exercises are usually well presented and complete. Occasionally, some pupils become restless if they find the work boring, and do not try as hard as they could.
- Pupils know the school's rules and that they are fairly applied. They are keen to earn house points and show their work at assemblies. They say that there is little misbehaviour that disrupts their learning in lessons. Around the school, pupils are courteous and considerate towards others. Parents, staff and governors agree with pupils that behaviour is good.
- At break times, all pupils have someone to talk to or play with. They play happily with one another and make friends with classmates from a range of different backgrounds. Pupils learn to respect people who are different or have different opinions.
- School records indicate very few incidents of misbehaviour. There have been almost no racist comments or other derogatory language. No pupils have been excluded in recent years.
- For their age, pupils have a good understanding of the different forms of bullying and discrimination. They say that bullying is uncommon and sorted out quickly.

Safety

- The school's work to keep pupils safe and secure is good.
- The site itself is secure and pupils are well supervised in all areas. Emergency procedures are practised regularly and visitors are appropriately vetted. Pupils say they feel safe at school.
- Pupils know about health and safety issues. They get a balanced diet from school lunches, which they enjoy, and have learnt how to eat healthily. They know that regular physical exercise is important. Pupils have learnt how to be safe when using the Internet. They remember the key points from visits from police and fire officers that have built on the school's promotion of such things as 'stranger danger,' road and fire safety.
- The school promotes good attendance well. Attendance has been maintained above average in recent years. Punctuality is checked closely and is good. Parents are thankful for the breakfast club facility, which helps them, in part, to make sure their children start school on time.

The quality of teaching is good

- Consistently good teaching ensures pupils make good progress in reading, writing and particularly in mathematics.
- Teachers have high expectations of pupils' behaviour and what they can achieve. Teaching, and consequently learning, is strongest in mathematics. Pupils say they are made to think harder and that teachers always find better ways to explain things to them if mathematical concepts seem difficult.
- Teachers plan activities that most pupils enjoy and persevere with. For example, a class of more able pupils in Year 6 made rapid progress working with their classmates devising their own methods to solve problems in mathematics. Also, pupils in Year 1 made similar progress in computing when enthusiastically engaged in writing and drawing pictures using a software program.
- Relationships between pupils and their teachers are very good in all classes. Classrooms are calm and purposeful places. Teachers manage behaviour well and pupils usually respond to instructions promptly.
- Pupils are successfully encouraged to discuss their ideas with others so that they are all involved in

thinking. Teachers have good subject knowledge and question pupils effectively to make them think harder.

- Technology is often used well by teachers to share pupils' work with the rest of the class or to model what they expect pupils to do. For example, pupils in Year 2 knew exactly how to use rulers to measure leaves following the teacher's clear demonstration which was enlarged for the whole class to see in close-up.
- Teachers design activities carefully to cater for pupils of different abilities so that they are suitably stretched. They plan the deployment of their skilled teaching assistants thoughtfully so that they help pupils make the most progress they can. Disabled pupils and those who have special educational needs or English as an additional language are well supported, including through well-focused one-to-one and small group work.
- Teachers ensure the accuracy of their assessment of pupils' standards by working with colleagues at their own and other schools. Several teachers have been trained by the local authority to check the quality and consistency of this across other schools.
- Good use is usually made of information about what pupils can and cannot do to plan future activities for pupils. Sometimes, particularly in literacy, this information is not used well enough to ensure pupils are always stretched.
- Teachers mark pupils' written work regularly and use praise well to celebrate pupils' achievements. Some marking is very effective in helping pupils to improve their work by telling them what to do next or providing extension questions. However, the practice is not consistent across all years and classes.

The achievement of pupils is good

- Pupils achieve well in both key stages in reading and writing and mathematics. School data shows that in 2014 pupils in Year 6 reached standards above the national average in all three subjects, particularly in mathematics. This was an improvement on attainment in 2013 where standards had dipped slightly, particularly in reading, although they were nevertheless broadly average.
- In Key Stage 1, standards in reading, writing and mathematics have been improving over the last three years and pupils reach higher standards than average.
- Pupils make good progress throughout the school. In the Reception Year, children start with typical levels of skills and understanding in all areas and a high proportion reach a good level of development before entering Year 1. Pupils continue to make good progress in reading, writing and mathematics in Key Stages 1 and 2. Pupils make most progress in mathematics. However, progress in writing has not been as strong as in reading and mathematics. Pupils do not have enough opportunities to tackle more extended pieces of writing in different styles, limiting the rate of progress they make.
- Pupils rapidly learn basic concepts in numeracy and move promptly onto applying their skills in solving more complex mathematical problems. They develop sound strategies for calculations and confidence in how to use them. Increasing numbers of pupils attain at the highest level in mathematics by the end of Key Stage 2.
- Pupils learn to read well. They grasp phonics (the sounds letters make) at an early stage and quickly develop effective techniques to pronounce unfamiliar words. Pupils in Year 1 have performed above the national average in the phonics screening checks since they began. The school effectively encourages pupils to read regularly, through the use of reading diaries and by giving good support to parents to help their children at home with their reading. Pupils say they enjoy reading and do so often.
- Pupils who have English as an additional language learn to speak English swiftly. Together with pupils of Indian heritage, most of them make good or better progress in reading, writing and mathematics.
- The most able pupils are well supported to make good progress in all subjects, particularly in mathematics. For example they work on projects developed by Reading University and a group of local schools and teachers plan in-class activities for them that make them think hard.
- Pupils who are disabled or have special educational needs also make good progress. Provision for this group of pupils is very well managed. The school identifies pupils' specific needs and provides well targeted support at an early stage. Pupils' progress is followed closely so that support can be quickly modified to bring about the best learning.
- Disadvantaged pupils, some of whom also have special educational needs, are supported well, including through one-to-one tuition and in-class support by teaching assistants. The school enriches their life experiences well by ensuring they are able to take advantage of trips and clubs. Most disadvantaged pupils make good progress and the gap between them and their classmates appears to be closing. The number of pupils eligible for the pupil premium in 2013 was very small. As a result no meaningful comparison can be made between the standards they and their classmates or peers nationally reached.

The early years provision**is good**

- Children start in the Early Years Foundation Stage Reception Year with skills and understanding that are typical for their age. They make rapid progress in almost all areas of learning, particularly in their personal, social and emotional development. A higher proportion of children than the national average reach a good level of development and they are well prepared for Year 1.
- Staff plan stimulating activities based around a good understanding of each child's current level of development. Having recognised that boys' progress in writing was less strong last year, the school has organised purposeful and effective early writing opportunities that engage boys and girls. However, the full impact has yet to be demonstrated with increasing achievement in this area.
- Activities successfully promote children's development in all areas because they are well focused and engage children by stimulating their imagination. Children worked well together when organising a search party for a 'lost' bear. When writing letters describing the bear, they were engrossed, using recently learned vocabulary and practising their handwriting skills.
- Staff have created a safe environment and caring atmosphere in which children flourish. Children soon settle in, becoming self-confident and getting along with their classmates well. They behave very well, following routines and responding to instructions quickly. Parents are pleased that their children are happy and so well supported at school.
- Children who are disabled or have special educational needs and those who have English as an additional language are well supported. This includes planning well targeted and suitably challenging activities so they make similar progress to their classmates.
- Parents are suitably involved through workshops, regular communication via home-school books and 'stay-and-play' opportunities. Links with families made in the pre-school group and family centre are built upon well.
- The Early Years Foundation Stage is led and managed well. Very informative learning journals, enhanced by contributions from parents, record children's progress in detail. Journals are used well to plan the next steps in children's learning. Skilled staff are deployed effectively to support all children's learning. Safeguarding procedures are fully in place.

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	109929
Local authority	Wokingham
Inspection number	448389

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	608
Appropriate authority	The governing body
Chair	David Williams
Headteacher	Gareth O'Shea
Date of previous school inspection	27 January 2010
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