

Hawley Primary School

Hawley Road, London NW1 8RP

Inspection dates

27 to 28 February 2019

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Not previously inspected |

Summary of key findings for parents and pupils

This is a good school

- Governors and leaders have managed the school's expansion and relocation to a new site effectively. They provide strong direction and have maintained a good standard of education.
- Senior leaders know pupils well and have developed a nurturing environment to ensure that they thrive. Governors have an insightful understanding of the school's priorities.
- Leaders' positive actions have led to an improvement in key stage 1 pupils' attainment at the higher standards in reading, writing and mathematics.
- Pupils with special education needs and/or disabilities (SEND) are well supported. Regular staff training to support pupils with complex needs is a high priority.
- The quality of teaching is good, underpinned by mutual respect. As a result, pupils, including disadvantaged pupils, achieve well across different subjects.
- Pupils feel safe and well supported in a caring environment. There is strong provision for their spiritual, moral, social and cultural development.
- Pupils' personal development and welfare are outstanding because of rich opportunities to develop their well-being. Pupils' behaviour is good.
- Pupils enjoy coming to school, and they benefit from a variety of trips and plentiful opportunities to learn musical instruments.
- The early years is well led. Children are well prepared for the next stage of their education. The quality of support in Nursery is highly effective.
- Leaders have a good overview of pupils' attendance. As a result, attendance and punctuality have improved, and they are similar to the national averages.
- Senior leaders are highly committed and have a good understanding of different subjects. However, middle leadership is not as well developed.
- Teachers' expectations of pupils' handwriting and presentation are not consistently high.

Full report

What does the school need to do to improve further?

- Develop middle leadership so that best practice can be distributed across all year groups and subjects.
- Ensure that teachers' expectations of pupils' handwriting and presentation are consistently high.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors know the school well. They have managed the school's expansion into key stage 2 and relocation to a new site effectively. Despite this being a turbulent period, leaders have maintained a good standard of education.
- Senior leaders have an insightful understanding of individual pupils. They are committed to developing a safe and nurturing environment where pupils thrive. Leaders have an accurate understanding of the school's strengths and priorities for further improvement.
- Leaders take staff training seriously. There are regular opportunities for professional development, which staff value. Staff have received effective support in developing their understanding of school priorities. Staff told inspectors that leaders communicate with them very well.
- Funding for pupils with SEND is used effectively. Leaders have a deep understanding of individual pupils' needs. Adults are well trained and provide a great amount of care and support for these pupils, especially those with complex needs.
- Pupils' spiritual, moral, social and cultural development is developed well through the school's 'Hawley habits', including resilience and collaboration. Pupils learn about other cultures, for example, through black history month and visiting local places of worship. Pupils take part in and learn about different festivals, including Diwali and the Chinese New Year. As a result, pupils are respectful of people from different backgrounds.
- Additional funding to support disadvantaged pupils is used effectively. Leaders use this to promote disadvantaged pupils' aspirations and give them additional experiences. For example, pupils are supported by adults to develop their love of reading. Furthermore, leaders used the money as part of an art project. Pupils learned about different artists, including Hokusai, and they presented their artwork to parents.
- Leaders use the sports premium well, particularly through enhancing pupils' participation in competitive sports. Physical activities are a priority for the school, and leaders have a clear vision to develop this further as the school expands.
- The majority of parents and carers strongly support leaders' work. Parents are positive about the 'family feel' that leaders successfully promote, and they value the wide-ranging experiences that their children receive.
- Senior leaders have developed different subjects well and have a strong overview of pupils' needs as the school expands. However, middle leadership is not yet well established. This limits leaders' ability to share their best practice across all year groups and subjects.

Governance of the school

- Governors are very knowledgeable about the school and committed to creating a school where every pupil succeeds. Link governors visit the school regularly, which deepens their understanding of leaders' actions. For example, a governor visited in order to explore the effectiveness of provision for pupils with SEND. This included

meeting with leaders and evaluating how well these pupils progress in their learning.

- Governors are highly skilled and work closely with parents to improve the school further. For example, governors worked proactively to improve the school's communication systems following feedback from parents. Governors use the information provided to them by leaders very well to ask challenging questions and hold leaders to account.
- Governors check the school's safeguarding arrangements with utmost integrity. For example, the designated safeguarding governor scrutinises the school's training for staff.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have a good understanding of the latest statutory guidance. Pre-employment checks are carried out thoroughly. Leaders have robust induction processes for staff, and they ensure that staff training is up-to-date, including information about the 'Prevent' duty and female genital mutilation. Leaders are knowledgeable about potential risks to pupils in the local area.
- Staff have a good understanding of the school's safeguarding procedures. They are vigilant and know the school's procedures well. Leaders work well with external agencies to support vulnerable pupils and their families.
- The designated safeguarding governor provides excellent insight into the school's safeguarding practices. This includes through annual safeguarding reviews, meetings with staff and checking the effectiveness of the school's procedures.

Quality of teaching, learning and assessment

Good

- Pupils make good progress because they are taught well. Classrooms are positive learning environments where pupils enjoy their learning. Relationships between adults and pupils are underpinned by mutual respect.
- Adults develop pupils' speaking and listening skills well through encouraging discussions. They check pupils' understanding of subject-specific vocabulary well. As a result, pupils are articulate and use technical vocabulary confidently.
- Teachers demonstrate strong subject knowledge, which helps pupils improve their work. For example, pupils improve their own writing by using different writing techniques, including prepositions, to make their sentences more interesting.
- Teachers' careful questioning helps to deepen pupils' understanding, particularly for the most able. For example, pupils reflected on the use of a 'Shaduf' by ancient Egyptians as part of a science lesson. Consequently, pupils were enthusiastic about finding the most efficient device to lift water.
- Reading is taught well. As a result, pupils learn strong phonics skills in key stage 1, and are encouraged to build on their previous understanding of letters and sounds. They use this to identify common spelling patterns. In key stage 2, teachers encourage pupils to read widely, for example through reading challenges.

- In English, pupils read rich texts that are linked closely to their history topics. Teachers use these opportunities to encourage pupils to write interesting pieces, for example descriptive writing linked to the Romans. Pupils told inspectors that this approach helps them with their ideas while writing.
- Adults provide very effective support for pupils with SEND, particularly those with complex needs. Adults are skilled at setting clear routines, and they know these pupils very well. For example, pupils were highly engaged in a sensory activity and took turns sensibly because of adults' precise instructions and high expectations.
- Teaching assistants provide effective support, particularly for lower-ability pupils. They use resources well and involve pupils in discussions to clarify misconceptions. For example, pupils revisited how to partition numbers using practical resources. This was because of a teaching assistant's effective intervention.
- Teachers' expectations of pupils' presentation and handwriting are not as high as they could be.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's 'Hawley habits', including imagination and resilience, enable pupils to develop their well-being extremely well. Pupils demonstrate curiosity in their learning. They ask questions and inquire about the world around them because of an exciting curriculum. Well-chosen stories and novels deepen pupils' understanding about issues relating to mental health.
- Adults are positive role models for pupils. The school is a calm and purposeful environment in which pupils feel at ease. Pupils told inspectors that they are confident to speak to adults about any concerns.
- The school's curriculum helps promote pupils' welfare very positively. The development of pupils' wider experiences is at the heart of what the school does. Pupils take part in many trips that link closely to their learning. For example, pupils visit museums, art galleries, theatres, opera houses and attend royal ballet workshops. The school's focus on ensuring that every child learns a musical instrument is a strength.
- Pupils' physical health is taken seriously. They learn to swim from key stage 1 and continue to have regular opportunities to build on their skills as they get older. Adults encourage pupils' healthy habits, for example by taking part in the 'daily mile', and pupils participate with great enthusiasm.
- Pupils told inspectors that bullying was rare in the school. Pupils have a very strong understanding of online safety, which is further enhanced by visits to the local computing centre. Parents shared with inspectors that they were 'thrilled' with the opportunities that their children receive.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming of visitors. They are respectful to each other and adults. In lessons, pupils and adults have strong working relationships. Adults encourage pupils to collaborate and discuss their work. Clear routines and instructions from adults enable pupils to apply themselves to their work without delay.
- Pupils move around the school in an orderly manner. During lunchtimes and playtimes, pupils use equipment sensibly. Staff are vigilant and interact with pupils positively.
- Leaders' actions to improve attendance over time have been effective. As a result, rates of persistent absence have improved for key groups of pupils. Pupils are punctual and know the importance of coming to school regularly.

Outcomes for pupils

Good

- In 2018, the proportion of Year 2 pupils attaining the national standards in reading, writing and mathematics was similar to the national average. The proportion of pupils attaining above the national standards was above average.
- In 2018, the proportion of pupils reaching the expected standard in the phonics screening check was below the national average. Current pupils make strong progress in their phonics from their starting points. They have a strong grasp of the rules of phonics and can blend and segment words with confidence.
- In key stage 1, pupils develop good reading skills. They read with fluency and demonstrate good stamina for reading. In key stage 2, pupils benefit from reading a range of texts and have a good grasp of different authors. Pupils read with expression and accuracy, demonstrating an effective understanding of challenging reading texts.
- Pupils have very good speaking and listening skills because teachers encourage them to reflect and discuss their work. Pupils use subject-specific vocabulary accurately.
- Pupils make good progress in their writing. Across key stage 1, pupils have writing skills above those expected, nationally. These pupils have well-developed handwriting skills. They use complex vocabulary fluently and write with grammatical accuracy. Across Years 4 and 5, pupils' writing is in line with age-related expectations.
- In mathematics, pupils learn a range of calculation methods. Teachers encourage pupils to use different mental and written strategies. Pupils learn well across a range of mathematical topics, including geometry, and have a good understanding of fractions.
- Pupils develop a strong understanding of historical timelines. They reflect well on different historical perspectives and their subsequent impact on modern Britain. For example, pupils learn about the ancient Greeks and Romans. Teachers deepen pupils' knowledge and understanding by giving them access to texts that link to historical themes.
- Pupils make good progress in science. They thoroughly enjoy their science lessons. Pupils are knowledgeable about scientific concepts and use scientific vocabulary well. For example, pupils told inspectors about how to 'hypothesise' about investigations.
- Pupils make good progress across the curriculum. In music, pupils learn to play many instruments, including the ukulele, recorders and brass instruments. In art, pupils have a good understanding of different artistic techniques, including printing, mixing colours

and drawing portraits using different mediums.

Early years provision

Good

- Strong leadership in the early years leads to children's good progress over time. Leaders know children well and use children's assessment information for tight transition arrangements.
- Staff are well trained, including in safeguarding procedures. Leaders ensure that staff's professional development is closely linked to the priorities in early years. For example, staff received focused training to help develop their understanding of how to improve children's expressive art skills.
- All areas of learning are promoted well. Children benefit from many resources and enjoy their experiences. Children interact positively with others and form strong relationships with adults. They behave well and follow adults' instructions.
- An inviting learning environment stimulates children's curiosity. As a result, children use the indoor and outdoor areas well. Children self-regulate well, including in physical development activities. For example, they use climbing equipment and trikes sensibly.
- Children's early reading is good. Children learn to apply their phonics skills well. Adults check children's understanding regularly. Story times are positive learning experiences, including for lower-ability children. For example, adults used role-play and props to engage children in retelling a story.
- Good questioning from adults helps develop children's thinking. For example, children were invited to evaluate different types of fruit, and to think carefully about the texture and taste. Adults help to develop children's vocabulary by introducing descriptive vocabulary effectively.
- Themed learning opportunities develop children's creativity. For example, most-able children read books independently, linked to a superhero theme. In Nursery, highly skilled adults use themed learning very effectively. For example, children used oats and play dough to recreate a part of a story. Adults' precise guidance helped children to deepen their understanding.
- Children enter early years with skills that are typical for their age. The proportion of children who attain a good level of development is similar to the national average. Children leave early years well prepared for their transition to Year 1.
- Parents are highly supportive of their children's experiences in the early years.

School details

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| Unique reference number | 100015 |
| Local authority | Camden |
| Inspection number | 10058817 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 188 |
| Appropriate authority | The governing body |
| Co-Chairs of governors | Adam Driscoll and Jane Fulford |
| Headteacher | Ms Anne Fontaine |
| Telephone number | 020 7485 5020 |
| Website | www.hawley.camden.sch.uk |
| Email address | admin@hawley.camden.sch.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- The predecessor school was inspected in May 2014. In 2016, the school opened its first junior class as part of a new-build initiative. Hawley Primary School is a one-form entry school, teaching pupils from Nursery to Year 5. The school will take its first Year 6 class in September 2019.
- The proportion of pupils who speak English as an additional language is above the national average. The majority of pupils come from White British families.
- The proportion of pupils who are eligible for free school meals is similar to national levels.
- The proportion of pupils with SEND is similar to the national average.

Information about this inspection

- Inspectors observed learning in all year groups at least twice, and scrutinised pupils' work. Most lesson observations were undertaken jointly with senior leaders.
- Inspectors met with senior leaders, middle leaders, staff, governors and a school improvement partner from the local authority.
- Inspectors considered a range of documentation, including attendance records and those relating to safeguarding and behaviour
- Inspectors spoke to pupils about their learning and listened to some pupils read. Inspectors observed pupils' behaviour in the dining hall and playground. In addition, inspectors spoke to a group of pupils, formally, to find out their views of the school.
- Inspectors took account of 54 responses to Ofsted's online questionnaire, Parent View. An inspector took into account parents' views through meeting parents at the beginning of the school day. Inspectors considered 19 responses from staff, and 30 responses from pupils to online surveys.

Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

Lisa Farrow

Ofsted Inspector

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