

Inspection of Hawkesbury Church of England Primary School

High Street, Hawkesbury Upton, Badminton, South Gloucestershire GL9 1AU

Inspection dates: 11–12 September 2019

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils enjoy their time at Hawkesbury Primary School. They get on well with each other and with the adults in school. Pupils say that bullying is very rare. If one pupil is unkind to another, then they have confidence that adults in the school will step in and help sort out their differences.

The many visits, sporting activities and competitions, visiting speakers and clubs provide a broad range of opportunities for pupils. They have a good understanding of different cultures and the religious beliefs that people have. This is a result of their lessons and the visits to different places of worship.

In class, pupils generally behave well. From time to time, teachers have to remind pupils about how to behave and to complete the tasks that the teachers plan for them.

In the Reception class, children get off to a flying start. However, as pupils move through the school, the teaching they receive is not planned as well as it should be. As a result, pupils do not acquire the knowledge they need in many subjects,

including reading and mathematics.

What does the school do well and what does it need to do better?

Over several years, standards in reading and mathematics have declined in both key stage 1 and 2. Leaders and governors are aware of many of the reasons for this. However, they have not acted quickly enough. Since the appointment of the executive headteacher in September 2018, improvements can clearly be seen.

Teachers' plans to improve pupils' progress in reading lack the detail that is needed. Leaders have not identified the root causes sufficiently. Consequently, the pupils who struggle the most are not confident enough in their phonics. Therefore, they are not able to sound out new words and their reading is hampered. Teaching staff are helping pupils to catch up but it is not quick enough.

The teaching of physical education (PE) and religious education (RE) are stronger. This is because teachers have planned sequences of lessons that build on what pupils already know. Pupils show good attitudes to learning in these subjects. In PE, the school enters teams for many local competitions to ensure that pupils have opportunities to practise their skills. In RE, visits to churches, cathedrals, a synagogue and a mosque are particularly memorable for pupils. This helps them to deepen their understanding of different religious beliefs and customs.

In other subjects, such as history, teaching is not structured as clearly. In these subjects, pupils do not have the knowledge they need to build their learning on.

The teaching of mathematics has improved over the past year. The local authority carried out a review in 2018 to identify the main weaknesses. Teachers have written new plans. As a result, teachers are now ensuring that pupils cover all of the required aspects of mathematics in their teaching. However, pupils still have gaps in their understanding. Consequently, they struggle to solve tricky problems.

Leaders are swift to identify pupils with special educational needs and/or disabilities (SEND). They put a wide range of support in place for them. However, the support pupils receive does not focus on their individual needs. Out of class, some of these pupils receive effective extra teaching. Pupils with SEND are making progress, but more can be done to help them.

Since the executive headteacher joined the school, clear improvements can be seen. Parents and carers who spoke to inspectors commented on how much better communication is. They also feel the school is more settled. Staff appreciate the support they receive and the consideration of their workload. Nevertheless, the executive headteacher and governors are under no illusion about the significant amount of work to be done to improve the curriculum and the quality of teaching. Work is under way.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all of the checks are carried out to ensure that adults are suitable to work with children before they start work at the school. Staff are aware of many of the risks that pupils may face. Pupils know how to keep themselves safe, including when they are online. Staff involve other agencies to support pupils and their families when necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has gone through a period of turbulence in leadership over recent years. This has resulted in a decline in standards. Governors should ensure that leadership systems are suitably robust and that plans are suitably precise to ensure that the school offers a consistently good quality of education.
- Pupils' reading skills are not as strong as they need to be. This is because learning is not planned sufficiently well to meet the needs of learners, particularly those who struggle. Leaders need to ensure that teachers' plans are better matched to the needs of pupils.
- Teaching in some of the foundation subjects, such as history, is not strong enough. Consequently, pupils are not secure in their learning and the ability to recall what they have been taught in these subjects. Leaders must make sure that learning is carefully planned and taught to ensure that pupils are able to know more and remember more.
- Pupils benefit from an extensive range of visiting speakers, events and educational visits. However, these experiences are not helping pupils develop and deepen their understanding. Teachers should consider how visits and events can be used to maximise their impact on pupils' learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109161
Local authority	South Gloucestershire
Inspection number	10111619
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair of governing body	Michael Bendry
Executive headteacher	Mike Riches
Website	www.hawkesburyprimaryschool.co.uk/
Date of previous inspection	February 2014

Information about this school

- In September 2018, Hawkesbury Primary School partnered with Iron Acton Primary School. The executive headteacher oversees the work of both schools.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with the executive headteacher, all class teachers, four governors and a local authority officer.
- We visited lessons, looked at pupils' work and spoke to them about their experience of school.
- The inspection concentrated on the teaching of reading, history, mathematics and physical education.
- The school's records of safeguarding checks and referrals to the local authority were reviewed. We spoke with staff about how they keep pupils safe. We also asked the pupils about how they keep themselves safe and what to do if they have concerns.

- We observed pupils playing at breaktime and lunchtime.
- One inspector spoke to parents at the end of the school day. The views of the 52 parents who completed the Ofsted Parent View survey were taken into account.

Inspection team

Iain Freeland, lead inspector

Her Majesty's Inspector

David Shears

Ofsted Inspector

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