

Hawkedale Infants - A Foundation School

Inspection report

Unique Reference Number	125284
Local Authority	Surrey
Inspection number	293251
Inspection dates	12–13 July 2007
Reporting inspector	Sue Rogers

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

Type of school	Infant
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School	83
Appropriate authority	The governing body
Chair	Mr P Rycroft
Headteacher	Mrs L D Warne
Date of previous school inspection	11 February 2002
School address	Stratton Road Sunbury-on-Thames TW16 6PG
Telephone number	01932 789412
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Age group	4-7
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small infant school, with foundation status, set in a semi rural location. The school is popular, serving mostly the local community. The area is relatively affluent and the number of pupils who take free school meals is below average. So too is the number of pupils at the early stages of speaking English. However, the number of pupils who require support with learning difficulties and disabilities is broadly in line with national averages.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This school provides a good education for its pupils. Parents are overwhelmingly of the same opinion and a typical parental comment was: 'Hawkedale School has provided my son with the best start possible'. Parents especially value the sense of community provided by the school and the good care and support provided as a result of strong staff teamwork. As a result the pupils reach high standards in national tests and their personal development is good.

Children get off to a good start in the school because of good provision in the Foundation Stage class. Good teaching ensures that the pupils continue to make good progress in the Key Stage 1 classes to achieve standards in the national tests and assessments that are well above average in reading, mathematics and science. Results in writing at the end of Year 2 have not been as high as in the other subjects, but have been consistently above average in recent years. Although all pupils attain standards above expectations for their age, there is an increasing trend for girls to achieve at a higher level than boys, especially in writing.

Pupils with learning disabilities and difficulties are very well supported because of the good communication at all levels of the school community and the strong caring ethos. These also underpin the strong emphasis that the school places on pupils' personal development. Relationships are key and visitors receive a warm welcome from staff and pupils alike. Pupils enjoy school, bursting with excitement to share their news in the playground. They do as well as they do because the teachers know them so well and because the use of assessment information has improved. However, day-to-day assessment is not yet used well enough to inform pupils and teachers about the next steps in the pupils' learning. The curriculum is shortly to be reviewed, adapting current schemes of work to better match the school's environment and resources, but is currently satisfactory.

The head and deputy co-operate effectively and lead their team well. Because the school is small everyone is very clear about their part in improving the school. Areas of weakness have been correctly identified. For example, the school has been taking action to engage boys more in writing. However, information collected when monitoring pupils' progress is not always used systematically enough to ensure that targets for improvement are addressed quickly. The leadership team are reflective, well organised and continually strive to do better, so the school has a good capacity to improve further.

What the school should do to improve further

- Make better use of assessment information to accelerate pupils' progress in writing, especially for boys.
- Ensure that pupils get clear guidance about what they need to do to improve.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children make good progress in all areas of their learning in the Foundation Stage. They do particularly well in numeracy and literacy, with a few children making outstanding progress, because of well thought out, stimulating activities. Good teaching in Year 1 and Year 2 leads to continued good progress overall. Progress in writing in Key Stage 1 is relatively slower, especially for some boys. This good progress results in standards that are consistently above national averages by the time the pupils leave Year 2. They are well above

national averages in reading and mathematics. Pupils with learning difficulties also make good progress because of good adult support and effective liaison with parents.

Personal development and well-being

Grade: 2

Pupils' enjoyment of school is evident in their demeanour and the enthusiasm with which they talk about school life and lessons. Children enter the Foundation Stage with relatively weak social skills and make very good progress in aspects of their personal development, such as learning to take turns. All pupils behave very well and play harmoniously together, building very good relationships with adults. Consequently their social and moral development is good. They have good opportunities to learn about artists, musicians and life in other countries and their spiritual, moral, social and cultural education is good overall. Their attendance is satisfactory.

Pupils both understand about keeping safe and feel safe at school. They also have a good understanding of healthy lifestyles, which is confirmed by the school's recent achievement of the Healthy Schools' Award. They make very good contributions to the local community and members of the School Council enjoy helping to make decisions about the school environment. For example they are vociferous about the problem of litter and have worked hard to keep the school tidy. Pupils' consistently above average standards and the staff's good links with local schools ensure they are well prepared for the next stages of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall. Teachers manage behaviour very well and have good relationships with their pupils. Teachers have high standards, challenge pupils to do their best in their work and make sure that the pupils' books are very neatly presented. They are very well prepared and, together with the teaching assistants, support pupils with learning difficulties effectively. Teachers are beginning to make good use of the interactive whiteboards to engage the interests of pupils. This was exemplified in a mathematics lesson where pupils learned to estimate using Jack in the Beanstalk beans. However, as the pupils' themselves observed, English lessons are not always exciting and there can be an over-reliance on worksheets. Marking is positive and conscientious but is not always sufficiently informative about how pupils can improve their work. Detailed planning underpins good teaching in the Foundation Stage, which is lively, making good use of the outdoor areas.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Its design ensures that all the required subjects are covered. The school is in the process of adapting its chosen schemes of work to ensure that they meet the needs of the pupils even better. Opportunities to ensure that information communications technology (ICT), English and mathematics can be taught in other subjects are utilized very well in the Foundation Stage class. Here subjects are effectively linked to create good opportunities for learning. Children reading Handa's Surprise for example, were enjoying learning about weights of objects by trying to balance them carefully in baskets to go on their heads. These cross curricular opportunities are not so well made in the rest of the school. Nevertheless

provision for ICT has improved since the last inspection, with a resulting improvement in standards. The curriculum is enriched by clubs and several visits, such as an annual visit to 'Birdworld' and to a butterfly farm, to support the teaching of science.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory overall. Pupils are very well cared for and there is very good support for vulnerable pupils and for those with learning difficulties and disabilities. Relationships are a strength of the school and the pupils are taught to care for each other in a variety of ways that include relaxing peer massage. A good scheme of work for personal development ensures that the pupils achieve well with their social skills. Pupils' safeguarding is adequate.

Academic guidance has improved and is satisfactory. Pupils have targets for improvement and there is a good system for sharing these regularly with parents. However, these targets are not yet specific, or renewed often enough, to enable pupils to make maximum progress.

Leadership and management

Grade: 2

Leadership and management of the school are good. Teamwork is good, and there is a general understanding of the school's strengths and weaknesses. The head ensures that the small team of staff work very well together and maintain an emphasis on raising standards. They are making better use of assessment information in order to do this and so standards have continued to rise in most subjects. However, information about what pupils can do in writing has not yet been analysed well enough for school actions to have had as much impact as they have in other subjects. Teaching is monitored regularly and the staff work hard on their own professional development. The governing body is active and effective in supporting and challenging the school. They are currently very involved in a building project that will improve the school, providing extra space to care for pupils and strengthen the school's links with providers of pre-school education.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 September 2007

Dear Pupils

Inspection of Hawkedale Infants - A Foundation School, Sunbury-on-Thames, TW16 6PG

Thank you for making me feel so welcome when I visited your school this week. I really enjoyed talking to you and finding out how much you enjoy school. I was really pleased to see how well you all get on together and look after each other.

I think that your school is a good school and you have good teachers. You work very hard and do well in your tests. I think you can do better still with your writing - especially some of the boys! So I have asked your teachers do the following things to help you:

- teachers make sure that you all, especially the boys, do as well in writing as you do in other subjects
- teachers make it clear to you what you need to do to improve your work.

Best wishes

Sue Rogers

Lead Inspector