

Hawley Primary School

Inspection report

Unique Reference Number	115913
Local Authority	Hampshire
Inspection number	312104
Inspection dates	1–2 October 2008
Reporting inspector	Joan Lindsay

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	308
Government funded early education provision for children aged 3 to the end of the EYFS	45
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Ann Chivers
Headteacher	Mrs Veronica Galpin
Date of previous school inspection	29 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hawley Road Blackwater Camberley GU17 9BH
Telephone number	01276 31048
Fax number	01276 33420

Age group	4–11
Inspection dates	1–2 October 2008
Inspection number	312104

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This slightly larger than average primary school, has Early Years Foundation Stage (EYFS) provision in two Reception classes. There are more girls than boys overall, with a significantly higher number in some year groups. The great majority of pupils come from White British heritage. Very few have English as an additional language (EAL). Far fewer than the average are eligible for free school meals. An average number of pupils have a learning difficulty and/or disability (LDD), the biggest groups having moderate learning difficulties, or speech, language and communication needs. In the past few years there have been numerous changes to the leadership team and the teaching staff. The current headteacher has been in post for two terms.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. There are some good features and recent initiatives are beginning to lead to improvements. Parents speak very highly of the school and are particularly appreciative of the way the school nurtures individuality and supports all pupils. Behaviour is good and pupils feel safe in this happy environment where they are well cared for. The high levels of enjoyment are reflected in the good attendance rates.

Most children start in the Reception classes with skills and knowledge that are at the levels expected for their age overall, although there are some particularly weak areas. With good teaching, they get off to a flying start and make good progress particularly in the areas where they are weakest such as writing. Progress through the rest of the school, whilst satisfactory overall, has been hampered by inconsistencies in the quality of teaching and by teachers not using data effectively to support and challenge pupils. However, more rigorous monitoring and support has led to teaching now being consistently satisfactory with good elements. Teachers are now armed with more effective tools to spot pupils' underachievement. This is beginning to have an impact on standards, which though satisfactory overall, have been declining. Whilst there is room for improvement in standards across the school, writing is an area requiring specific focus. In addition, not enough pupils are consistently achieving the higher levels in all subjects indicating more able pupils are not achieving as well as they could.

The recently reviewed curriculum is satisfactory and has improved pupils' enjoyment of certain aspects, such as theme weeks. However, there is still scope to make the curriculum more creative in relation to planning a consistent approach to opportunities for extended writing in other subjects.

Pupils are well looked after in school and parents really appreciate how each one is treated as an individual. Some parents voiced their particular gratitude for the levels of care and support shown to their children. One parent commented that teachers care for pupils 'as if they were their own children'. However, academic support and guidance is less well developed. Marking and pupils' targets are not used consistently across the school to ensure all pupils know what they need to do to improve. Therefore, although pastoral care and support is good, overall care, guidance and support is judged satisfactory.

Leadership and management are satisfactory. The headteacher provides strong leadership and is held in high regard by staff, pupils and parents. Her recent initiatives to raise standards and achievement through improving teaching are now beginning to have an impact. In addition, middle managers are gaining confidence in monitoring and managing their subjects. The school's contribution to community cohesion is satisfactory, as the school has appropriate and developing roles with the local community and improving links with parents. Pupils do not yet have a well developed sense of the different cultures in Britain but have gained knowledge of the wider world through links with schools in Africa.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents rightly feel that their children receive a good start in Reception. Children settle quickly, gaining confidence from earlier visits, and staff coming to their home. They obviously love coming to school and one parent commented that her child said, 'I'm so happy I just can't take this smile off my face!' The provision is good because it is well managed and everyone involved

works as a team. Teaching is good and well-trained teaching assistants also develop children's learning effectively. For example, they use focused activities such as making clay model elephants to enhance children's speaking and listening skills. There is further scope however to develop and challenge children's writing skills during these activities.

When they start, most children are achieving what would be expected overall but there are some wide variations. For example, some do not have strong skills in linking letters and sounds, in writing or in calculating. However, when they leave to go into Year 1, the majority have made good progress in these areas so that they are then achieving what would be expected of them. However, fewer reach the higher levels in these areas of learning than for example, in their attitudes and their physical development. The development of children's writing skills is now a high priority and the introduction of cursive handwriting is planned. Developing children's skill at linking sounds and letters is also a priority. However, occasionally opportunities are missed to immerse children in letter formation and sounds, such as labelling outdoor equipment and emphasising the initial letter sounds when doing activities.

Children's personal, social and emotional development is given a high priority especially when they first start. This means that they quickly learn to be independent and eagerly accept responsibility for taking the register to the office and helping to tidy. Adults model good relationships very well in the quiet manner they talk to children and highlight good behaviour.

Children are very well cared for with, for example, staff trained in paediatric first aid. The outdoor provision, whilst satisfactory, is small for the number of children. Its location prevents 'free-flow' activities because there is no immediate access from the classrooms.

What the school should do to improve further

- Raise achievement and standards across the school but especially in relation to writing.
- Improve teaching and learning by ensuring there is a consistent approach to the use of assessment so that all pupils, but especially the more able, are appropriately challenged.
- Ensure marking and pupils' targets are consistently used across the school so that all pupils are supported well and know how to improve.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

At the end of Year 2, standards have dipped slightly over the last few years but remain broadly average overall. The current standards show a mixed picture. Writing scores show an improvement in relation to reading and mathematics, but remains the weakest of the three areas. In general, not enough pupils achieve the highest level in reading, writing or in mathematics. By the end of Year 6, there is a similar pattern where current standards in English show an improvement on the 2007 results but in mathematics a higher proportion of pupils are not reaching the expected levels, particularly the higher attainers. Progress throughout the school is patchy reflecting past inconsistencies in teaching and learning. However, by the end of Year 6 most pupils have made satisfactory progress. Pupils with EAL and/or LDD also make satisfactory progress. However those who have a statement of educational needs or have speech and language difficulties benefit from the specialist support and make good progress.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory overall but pupils do not yet have a clear enough understanding of the different cultures in Britain. Pupils behave well and show positive attitudes to their learning. They say bullying is rare and when misbehaviour happens it is sorted out swiftly. Pupils' enjoyment is evident in their enthusiasm to take part in lessons and in many out of school activities. School council members have recently been given more responsibility and they and the Eco Chiefs, offer suggestions on improving the school. They contribute to the school and the wider community through taking part in local competitions and on specific projects such as developing the school grounds. They know how to keep themselves safe and feel secure in school. Pupils show a satisfactory understanding of healthy eating and the importance of exercise but this is an aspect that could be developed further. Their sound basic skills together with the opportunities they now have to extend their enterprising skills prepare them adequately for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Across the school, teachers develop good relationships with pupils. This helps pupils to develop their self-confidence. More rigorous monitoring of teaching and learning is leading to improved lesson planning. Teachers make it much clearer to pupils what they want them to learn. However, the use of assessment information to plan work to match pupils' differing needs is not yet consistent. This slows down the progress for many pupils especially the more able. In the most successful lessons, teachers use varied strategies to challenge pupils' thinking and to extend their learning. Teachers are beginning to use resources, including interactive whiteboards more effectively to engage the interests of both boys and girls. The teaching assistants offer adequate group and individual support to those with learning difficulties. However, their time is not always used to the full in whole class sessions to support learning. Marking is varied. Pupils are not given clear enough guidance as to what they did well or what they need to do next to improve and progress. They are not yet involved enough in assessing their own learning.

Curriculum and other activities

Grade: 3

The school provides an appropriate curriculum to develop and extend pupils' basic skills. The recent review of medium term planning has helped staff to monitor continuity and progression across the school. This has been developed best in science so far. Writing is weak because pupils have insufficient opportunities or time to extend their writing through other subjects. This has a negative impact on their progress. The school is working on establishing a more creative curriculum by linking different subjects, but it is too early to see the full impact of this on, for example, pupils' writing skills. Pupils talk enthusiastically about the theme weeks such as 'Connecting Classrooms' and the 'art week' where they were able to express their imagination and extend their skills in an enjoyable way. The school has just introduced strategies to support those who are gifted and talented. There is a good range of out of school activities such as tag rugby, cookery and photography. Pupils also benefit from residential trips that enhance their personal development.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Staff know the pupils and families well and are able to identify and sort out difficulties swiftly and effectively. 'We chose the school because of its emotional and psychological care of its pupils.' This parent's comment sums up the appreciation many have about the support they and their children receive. Child protection and safeguarding procedures are robust and meet the statutory requirements. Pupils feel safe in school and are clear about who to go to when they need help. There are good links with outside agencies to support pupils with specific needs.

The school has appropriate systems in place to identify areas for improvement. Data is being used more effectively to track pupils' progress. However, pupils do not always know how to improve their work because their targets are not used effectively enough nor are pupils sufficiently involved in evaluating their own learning.

Leadership and management

Grade: 3

Although leadership and management is satisfactory overall, the headteacher leads and manages the school very well. She has quickly grasped the priorities for the school in relation to raising standards and improving teaching. As a result the self-evaluation by senior managers is good. She has introduced successful initiatives to improve teaching and learning. There is a good team spirit and determination to improve after a period of staff and leadership turnover. Middle managers such as phase and subject leaders are beginning to be more involved in monitoring and using data to improve their knowledge of pupils' progress. This has led to targeted support being put in place for specific groups such as those who could be achieving more. Pupil tracking is starting to impact on standards and progress as teachers become more confident in using it. A large proportion of the governing body is new. Governors are also just becoming more informed and confident in their roles so are increasingly more knowledgeable and able to hold the school to account. There are indications that initiatives are beginning to bear fruit in terms of pupils' achievement and standards and this combined with improving teaching, gives the school a satisfactory capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

15 October 2008

Dear Pupils

Inspection of Hawley Primary School, Camberley, GU17 9BH

Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers, coming into your lessons and assemblies and having a chat with you about your school. We think your school is satisfactory and has some good things about it.

Here are some of the things we like best about your school.

- You get off to a good start in the Reception classes because of the good teaching and care you receive.
- You really enjoy school, behave well and feel safe there because adults are very caring. You have good attendance levels.
- Your headteacher is good at leading and managing the school.

This is what we have asked the school to do next:

- improve your skills in all subjects but especially in writing
- ensure that all teaching makes you think and work hard, particularly for those of you who are capable of achieving the highest levels
- to use targets and marking so that you all know what you need to do to make your work even better.

You can help your school by continuing to work hard and behave well. Thank you again for a very enjoyable visit to your school and best wishes for your future.

Yours sincerely

Joan Lindsay

Lead Inspector