

Hawley Infant School

Inspection report

Unique Reference Number	100015
Local Authority	Camden
Inspection number	323211
Inspection date	6 July 2009
Reporting inspector	Madeleine Gerard

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	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	121
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Jane Brett-Jones
Headteacher	Ms Anne Fontaine
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Buck Street London NW1 8NJ
Telephone number	020 7485 5020
Fax number	020 7916 4749

Age group	3–7
Inspection date	6 July 2009
Inspection number	323211

© Crown copyright 2009

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 two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of the pupils and the standards that they reach, the effectiveness of leaders and managers in ensuring the quality of provision and the quality of the care, guidance and support given to the pupils.

Evidence was gathered from a range of documents, pupils' progress data, school records, discussions with the headteacher and the deputy headteacher, staff, governors and pupils, observations around the school and replies to the parents' questionnaire. Some aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Hawley is a much smaller-than-average infant school. Pupils come from a wide variety of different backgrounds. White British and Other White backgrounds are the largest groups. The proportion of pupils learning English as an additional language is much higher than average and many are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is lower than average. The majority of these have speech, language and communication difficulties. A private company, in partnership with the school, provides after school provision at the local sports centre.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hawley Infants is a good school. Pupils enjoy school very much and develop outstanding personal skills because the school provides an inclusive environment that supports them all and where they feel safe. Pupils have very positive attitudes to learning. Many parents confirm this. One parent commented, 'My children are incredibly happy and stimulated at Hawley.' Pupils behave extremely well in lessons and around the school. They make outstanding gains in their spiritual, moral, social and cultural development. Pupils appreciate the achievements of others and show care and consideration for one another. They support many charities and projects and think carefully about those less fortunate than themselves. Older pupils are elected onto the school council and are keen to play their part in the smooth running of the school day. One pupil in Year 2 explained, 'We sit opposite Reception children in assembly so that we can keep an eye on them, and they can copy what we do.' Pupils are proud of the wooden bench in the playground that they helped to make for the school community to enjoy. Pupils look after their local environment enthusiastically, as the school's Eco School bronze award shows. The school's successes in achieving the Healthy School award and the Activemark reflect pupils' excellent knowledge of healthy lifestyles. Many pupils walk to school, arrive on scooters or come by bike. Despite the school's appropriate systems to promote regular attendance and good punctuality, attendance is only satisfactory and some pupils arrive late. This means attendance and punctuality are not as good as they should be.

Children join the school with a range of skills and capabilities, but generally attainment on entry is at the expected levels for their age, although communication, language and literacy skills are weaker. Children make outstanding progress in the Early Years Foundation Stage. The school's own assessment information and work in pupils' books shows that they make good progress in Years 1 and 2. During Key Stage 1 there is a high level of movement of pupils to local primary schools. Tracking data shows that the majority of those who leave are more-able pupils and this has an adverse affect on standards in assessments at the end of Year 2. Currently, standards at the end of Year 2 are average in mathematics and reading, and above average in writing. Pupils learning English as an additional language and those who receive additional support with their learning make good progress as a result of the help they receive. Good progress in basic skills and pupils' outstanding personal and social skills ensure that they are well prepared for the next stage in their education.

Pupils learn and achieve well because of the good teaching they receive. Computers are used effectively to give clear explanations. Relationships between adults and pupils are warm and caring. Additional adults work closely with teachers and take an active part in supporting pupils' learning. Opportunities to discuss their learning in pairs enable pupils to develop their ideas and strengthen their social skills. Pupils are also encouraged to work independently. However, because there is quite a wide range of abilities in Years 1 and 2, tasks are not always closely matched to pupils' needs. This means that sometimes pupils are expected to do very similar work. Consequently, it is not always sufficiently challenging.

The outstanding curriculum is broad and balanced and rightly prioritises literacy and numeracy. Topic themes are used very well to bring the curriculum to life and promote pupils' outstanding cultural awareness. For example, in mathematics pupils in Year 2 were calculating the size of animal enclosures in a Kenyan safari park as part of a project on life in Africa. Themed weeks are used very well to promote pupils' academic and personal skills. Over the recent Healthy School week pupils enjoyed daily early morning t'ai chi exercise in the playground and skipping

workshops. They walked to Primrose Hill and learned how to keep themselves safe in the sun and hot weather. During science week pupils investigated the solar system and examined a wide variety of animal skin, bones and teeth in order to discover facts about animal bodies, their diets and habitats. Throughout the school there are many visits to a wide range of places of interest both locally and further afield. For example, children in Reception have recently visited the lighthouse in Dungeness as part of their work based on a story about a lighthouse-keeper. There is a wide variety of popular after school clubs including ball skills, yoga, musical theatre and Bollywood dance. Together with opportunities to use the climbing wall and the climbing frame at break time, these activities cultivate pupils' very positive attitudes to keeping fit and healthy.

The quality of pastoral care is extremely good and makes a strong contribution to pupils' confidence and security. Parents praise this aspect of the school's work. One wrote, expressing the views of many, 'I feel confident that my children are being well cared for in a safe and nurturing environment.' Procedures to safeguard the health, well-being and safety of the pupils are very thorough. Arrangements to support pupils learning English as an additional language and those who have specific learning needs are well managed and inclusive. The school works well in partnership with a range of outside agencies to support vulnerable pupils. Children are well prepared for transition from the Early Years Foundation Stage into Year 1. Pupils are confident that adults will help them should any problems occur. Academic guidance is good. The school has good systems to check regularly how well pupils are making progress and identify pupils who need additional support. Although marking is regular and identifies next steps in pupils' learning, it is not always used to make clear to pupils what they should do to progress to the next level in their work.

The headteacher is a very good leader and works closely with staff and governors, setting a clear direction for the school to drive the school forward. Many parents made a point of expressing their appreciation for the work of the headteacher and the staff. Self-evaluation is accurate and helps the school to identify appropriate priorities for further development. The capacity to make the necessary improvements is good as the enhancements in the Early Years Foundation Stage reflect. However, monitoring of teaching and learning has not ensured that planning consistently matches work to the specific needs of the pupils. Community cohesion is promoted well. The school has successfully evaluated its contribution to community cohesion by developing and encouraging a clear and detailed understanding of its own community and the groups that are within and beyond it. The school works very hard to ensure everyone is included in the school community. Weekly family learning opportunities for parents and carers of children in the Nursery are particularly effective in involving them in supporting their children's learning. The embroidered quilt on display in the school hall reflects the school's success in working in partnership with parents and carers. One parent commented, 'We feel as much part of the school community as the children.' The committed and supportive governing body work hard to protect the interests of the school and challenge it when necessary.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The Early Years Foundation Stage is extremely well led and managed. The proportions of children meeting the goals expected for five-year-olds by the end of the Reception year has steadily risen over recent years. Outcomes in writing, which have been weaker than other aspects, have improved because of enhancements to the way this feature of literacy is supported. In 2009 the school's records show the very large majority of children have met and many have exceed

the goals expected by the end of the Reception year in all areas of learning. Close partnership with parents, carers and external agencies ensure all children are extremely well supported and that their welfare is a priority. Opportunities to visit the school before they start and individual visits made by staff to children in their homes help them to settle quickly. They make friends, and become happy confident learners. One parent of a child in the Nursery wrote, 'My child looks forward to Nursery and is often upset that she cannot attend at the weekend.' There is a very good balance between adult-directed tasks and activities for children to choose for themselves. Very detailed records of continuous observations are kept and used to plan the next steps in children's learning. The outdoor areas in both the Nursery and Reception are very well organised and used successfully to promote children's skills in all six areas of learning.

What the school should do to improve further

- Use information from marking and assessments to ensure pupils are consistently set suitably challenging tasks to do and make clear to them how to improve their work.
- Work in partnership with parents, carers and outside agencies to improve attendance and punctuality.

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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

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

15 July 2009

Dear Pupils

Inspection of Hawley Infant School, London, NW1 8NJ

Hawley is a good infant school.

Thank you for your warm welcome when we visited your school recently. We really enjoyed our visit and seeing all the interesting things you do there. We particularly liked looking at the beautiful quilt some of the Nursery children have made with their parents and carers. We were also pleased to hear about all the interesting activities you have enjoyed during the recent Healthy School week.

These are the best things about your school.

- The youngest children get off to an excellent start to their learning in the Nursery and Reception classes.
- In Years 1 and 2 you make good progress.
- You told us you like coming to school and your parents confirm this.
- You behave very sensibly in class and around the school.
- You get on very well with each other and the adults.
- You have an extremely good knowledge of the importance of keeping yourselves fit and healthy and a good understanding of how to keep yourselves safe.
- The adults make sure you are well cared for and are given extra help when you need it.
- You enjoy the many exciting activities the teachers organise for you.

We have asked the school to make sure that in Years 1 and 2 you are always set work that is just the right level of difficulty for you, because this will help you learn more quickly. You can help by telling your teachers if you find the work too easy or too difficult. Some of you are not attending school as regularly as you should and quite a lot of you arrive late for school in the morning. We have asked the school to work with your parents and carers to make sure you come to school every day and on time.

Yours faithfully

Madeleine Gerard

Lead Inspector