

Hawkesbury Church of England Primary School

Inspection report

Unique Reference Number	109161
Local Authority	South Gloucestershire
Inspection number	324913
Inspection date	14 July 2009
Reporting inspector	Martin Kerly

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	94
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	Pamela Bendry
Headteacher	Louise Lewis
Date of previous school inspection	20 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hawkesbury Upton Badminton GL9 1AU
Telephone number	01454 238629
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the attainment of children on entry to school and progress made during the Early Years Foundation Stage
- progress by pupils of all abilities, especially in writing
- pupils' well-being and the arrangements to ensure all pupils are safe throughout their time in school
- the clarity of direction from the new leadership team and the school's capacity to continue to improve.

Other 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 this report.

Description of the school

The school is smaller than average and the number of pupils on roll has declined a little since the last inspection, reflecting changes in population in the area. Children in the Early Years Foundation Stage are taught in a separate class. Older pupils are taught in three mixed-age classes, each with two year groups. Almost all the pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is below average. The new headteacher took up her post in January 2009. The after-school club held on the school premises is not managed by the school's governing body and so is not reported upon here.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is in a period of transition in which the new headteacher is building on previous strengths whilst effectively addressing those areas in need of improvement. Pupils make good progress and their personal development and well-being are good throughout the school. They clearly like school and their attendance rates are above average. Parents appreciate the school's many qualities and many made positive comments about its work in replies to the inspectors' survey. Phrases such as, 'The new head has moved the school forward in many ways with enthusiasm and vision' and 'I am very happy with the education and care provided by the school' were common threads. The school has effectively addressed those areas identified for improvement in the previous inspection report. It has been a little slow to implement a few national initiatives, for example in considering new ideas for assessing pupils' work and progress, but is now addressing these resolutely and is rapidly catching up with national developments. The headteacher has established very effective systems for tracking pupils' progress and other methods of checking the school's performance, and these are carried out robustly. These systems have provided an accurate view of performance and of the areas in need of improvement, and are significant features of the good leadership and management. Together they contribute to the school's good capacity to improve further. The attainment of children on entry to the Early Years Foundation Stage is broadly in line with national expectations. Children make good progress in their first year in school. Good achievement continues through the school. By the end of Year 6, standards are significantly above average, with a large proportion of pupils exceeding standards expected for their age, particularly in reading, mathematics and science. Standards in writing, whilst average, are not as high as in other subjects. Progress here is satisfactory rather than good for a considerable proportion of pupils, particularly some of those who have learning difficulties and, in the middle years, a few of the most able. The school has identified this relative weakness and is already moving to increase the time and opportunities given to writing activities. It is considering ways of motivating pupils more to want to write and helping them gather ideas about what to write. Further new strategies are scheduled for next term but at the time of the inspection the focus on writing has not been in place long enough to have made a substantial difference. The appointment of a named coordinator for special educational needs and the creation of a clear action plan have helped to improve the provision for pupils with learning difficulties, which is now satisfactory. This is enabling these pupils to make at least satisfactory and, in the case of some pupils, good progress. The pupils' overall standards in basic skills, including the use of computers, equip them well for the next stage of education and adult life. The care, guidance and support for pupils are good. Those with physical disabilities or emotional difficulties are supported effectively with good links with parents and external professionals. A parent of one such pupil commented, 'The school is extremely helpful and supportive.' Pupils know how to keep themselves safe in school and beyond. They feel confident that staff listen to their concerns and sort out any problems. Inspectors investigated concerns raised by one parent about safety. They found the school's diligence, together with the new building work, begun on the day of the inspection and related to site access and security, help to ensure pupils are safe. The school rigorously implements all required procedures designed to safeguard pupils with frequent staff training. Pupils' behaviour is good and pupils understand the difference between right and wrong. Whilst their spiritual, moral, social and cultural development is good overall, their understanding of the cultural diversity and customs in communities across modern Britain beyond the rural Cotswolds is limited. Pupils have a good understanding of the importance of a healthy diet and exercise.

Many walk to school as well as participating in sports activities and swimming in the school pool. The school has a Healthy School award in recognition of its good work in this aspect. Many pupils take on jobs to help around school, such as being school councillors and leading initiatives to fund benches and games equipment for the playground. They also keenly contribute to local events and activities and to fund raising for national and international charities. There are many good features in the effective teaching and learning. Teachers know the pupils very well, often teaching them for two years and in relatively small classes. Relationships are good between teachers, teaching assistants and pupils. Teachers have good subject knowledge. The deployment of those with specialist knowledge, for example teaching the use of computers or music, strengthens the overall quality of teaching and the good curriculum. Teachers plan interesting and enriching experiences such as the visit to Morfa Bay, and make good use of the school's extensive grounds and facilities to promote environmental and physical activities. There is a clear programme of topics covered to help ensure progress and avoid repetition in mixed-year classes. Teachers carefully share the precise learning intentions of each lesson. They are beginning to use a wider range of ways to assess pupils' learning to ensure work is matched closely to the pupils' abilities. Nevertheless, these methods of assessment are not used consistently in all lessons. Direct teaching is not always precisely focused, and work is not always sufficiently tailored to the wide range of abilities. This lack of precise match tends to slow the progress, on occasions, of those at either end of the ability range. Teachers mark pupils' work carefully and provide them with effective guidance on how to improve. They set them short-term targets and most pupils are clear about what they need to do to improve. The new systems for collating and tracking pupils' progress are being used well to set challenging long-term targets and these are helping to raise further overall expectations and standards. The headteacher has high expectations of all. She sets a clear sense of direction and energy for the school and skilfully involves staff, pupils, governors and parents in reflecting on the way forward and the need for consistent approaches. The school has identified a few gaps in its practice, and has well-structured action plans to address these. One example is the very recent developments in addressing weaknesses in promoting community cohesion, with an audit completed and an agreed action plan designed to meet all its obligations in relation to this aspect of the school's work. Governance is good. Governors have strengthened their working practices, supported by very informative reports from the headteacher and their own focused visits. They are beginning to probe in more detail, thereby holding the school to account.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good induction procedures and good links with pre-school providers and parents help children settle quickly into school and are a reflection of the good welfare throughout the Early Years Foundation Stage. The attainment of children who entered school in September 2008 was in line with national expectations. The school reports this to be similar to other year groups, but has no information from assessments at entry from previous years. Regular assessments this year following observations by teachers and the assistant have been carefully collated and show children have achieved well, especially in language and mathematical skills, in their attitudes and physical development. Children have attained the learning goals expected for their age and around half have exceeded these in a number of areas. They make good progress in personal development, handling equipment thoughtfully, for example when programming electronic bees, and moving confidently around the classroom. They have good listening skills and concentrate well. Leadership is effective, with a good team approach. The learning environment in and out of doors has undergone a transformation during this academic year alongside changes

in the staffing team. The secure designated outdoor area is stimulating and encourages children to make independent choices and move freely in and out of doors. Teaching is good. The children benefit from being in a small class and the continuity of a skilled teaching assistant through the week. There is a good balance between activities directed by adults and those initiated by the children. However, methods for teaching, and for children to record, mathematical skills are heavily reliant on a published scheme and the school recognises it has little evidence of independent learning and recording in mathematics.

What the school should do to improve further

- Improve the writing skills of pupils, particularly those with learning difficulties, and thereby increase their rates of progress.
- Ensure teachers make the best use of all assessments to consistently match work to the wide range of pupils' abilities.
- Develop more planned opportunities to extend pupils' awareness and understanding of the cultural diversity of communities across modern Britain.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
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?	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?	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/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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
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	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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	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

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

20 July 2009

Dear Children,

Inspection of Hawkesbury Church of England Primary School, Badminton GL9 1AU

Thank you for the way you made us feel very welcome when we visited you in your school. We thoroughly enjoyed talking with some of you and visiting all of your classrooms. We were sorry not to meet Years 5 and 6, who were in Morfa Bay for the week. Hawkesbury Primary is a good school and your parents are pleased you are able to go there. Here are some of the highlights we found during our visit:

- You work hard and make good progress in lessons. Many of you do particularly well in reading, mathematics and science.
- You behave well and know how to take care of yourselves and each other. You also know how important it is to eat healthily and do lots of exercise.
- Your teachers plan interesting things for you to do and provide you with many different experiences.
- Everyone who works at the school takes good care of you. There is always an adult to help you if you are worried or have a problem.
- Your new headteacher has introduced many good ideas to make the school better. She is helped by the other teachers and the governors, who are all keen to work as a team.
- Everyone who works at the school takes good care of you. There is always an adult to help you if you are worried or have a problem.

We have asked the headteacher, staff and governors to work together on three things to make the school even better. They are:

- Help you to improve your writing skills, especially those of you who find your work difficult, so that you are all able to make faster progress in English.
- Make sure teachers use all the information they have about your learning when planning work so it is not too hard or too easy.
- Find more ways of helping you to learn about the wide range of communities across modern Britain, and their different lifestyles, beliefs and customs.

We know you will want to think about your own ideas for improving the school and share them with your school council.

Yours faithfully,

Martin Kerly Lead Inspector