

Hawkedale Infants - A Foundation School

Inspection report

Unique Reference Number	125284
Local Authority	Surrey
Inspection number	340755
Inspection dates	18–19 May 2010
Reporting inspector	Beryl Richmond

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Donald Cunningham
Headteacher	Peter Smyth
Date of previous school inspection	12 June 2007
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Introduction

This inspection was carried out by two additional inspectors. All classes were observed and inspectors visited seven lessons, including some small groups, taught by four different teachers or teaching assistants. Meetings were held with staff, groups of pupils, the chair of governors and the member of the governing body responsible for safeguarding. Inspectors looked at a range of documentation, including assessment data giving information about the progress of pupils. Policies and procedures for safeguarding were checked as was planning and monitoring of teaching and learning. A joint observation and reviews of the learning environment were carried out with the interim headteacher. Pupils' work was scrutinised. Conversations took place with parents before school on the second day. Account was taken of the 56 questionnaires completed by parents and carers, and seven questionnaires completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of measures taken by the school to improve pupils' attendance
- the effectiveness of the steps taken by the school to improve attainment in writing, particularly boys' writing
- the effectiveness of the use of assessment to provide challenging work that meets the needs of all pupils, including those with special educational needs and/or disabilities
- the effectiveness of leadership and management in monitoring and evaluating provision and outcomes in order to bring about rapid and sustained improvement.

Information about the school

Hawkedale is a small school. About 60% of pupils are boys, which is a much higher proportion than usual. There is a below average proportion of pupils known to be eligible for free school meals. Most pupils are of White British heritage and a few learn English as an additional language. There is a just below average proportion of pupils with special educational needs and/or disabilities. Their main needs are behavioural and emotional needs and moderate learning difficulties. Children in the Early Years Foundation Stage are provided for in a Reception class. Three- and four-year-olds attend the Sunshine Nursery, which operates from a school classroom with its own outdoor area. This nursery is operated by a private organisation and was not inspected as part of this inspection. It also provides a breakfast club and an after-school club, which all pupils in the school can attend. After a recent review, the school's current status has been confirmed after a period of uncertainty. There have been many changes in staffing and governance over recent years. The interim headteacher joined the school in April 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hawkedale provides its pupils with a satisfactory education. After a period of change, the interim headteacher has quickly gained the trust of staff, the governing body and many parents and carers. Parents are very interested in their children's education, with a much higher proportion than usual completing questionnaires. Whilst most parents and carers are happy with their child's experience at the school, a very small minority are not.

From starting points, which are often above those usually expected, children get off to a good start in the Reception class, with their attainment being above average by the end of the year. Pupils' achievement overall is satisfactory. In Years 1 and 2, pupils make satisfactory progress. By the end of Year 2, attainment is above average in reading and mathematics, but average in writing. School records show that attainment is on track to be higher than last year, particularly in writing, where boys, in the past have not always built sufficiently on the good start they make in the Reception class. The school provides specialist small-group support for pupils with special educational needs and/or disabilities and teaching assistants provide satisfactory support in lessons. For these pupils, achievement is similar to that of their peers. Although improving writing has been a school focus over recent years, opportunities for pupils to write for many purposes and at length are not consistently extensive enough. Written work indicates insufficient variation in the work set for pupils of different abilities and marking does not always give specific guidance on how to improve work. Targets set for some pupils for the end of Year 2 are not always high enough bearing in mind their attainment at end of the Reception year.

The school's view of its performance is mainly correct and the school is aware of the direction in which it needs to travel to bring about improvement. Good practice in teaching and learning is evident but it is not consistent throughout the school. The needs of pupils are not met well enough in all lessons. Teachers do not always use strategies, for example such as the use of 'talking partners' to involve all pupils in learning, and sometimes spend too long talking to pupils. Pupils do not have sufficient opportunities to learn using information and communication technology (ICT) equipment. Capacity for improvement is satisfactory because school leadership manages change satisfactorily and has been successful, for example, in raising attainment in writing and ensuring good Early Years Foundation Stage provision and outcomes. Systems for tracking pupils' progress have improved since the last inspection but the use of data, as a management tool, is not well enough developed. Leaders and managers, including the governing body, have not monitored and evaluated the school's work with sufficient rigour in order to contribute fully to highly focused strategic planning and bring

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about rapid and sustained improvement.

What does the school need to do to improve further?

- Improve attainment in writing, especially for boys, so that it is above average by the end of Year 2 by July 2011 by:
 - building on the good start that children have in the Reception class
 - giving pupils more opportunities to write at length
 - giving pupils precise feedback, including marking, on how to improve their work.
- Improve the quality of teaching and learning from satisfactory to good by:
 - ensuring that all pupils are challenged to do their best
 - ensuring that all pupils are fully involved in learning through strategies, such as the use of □talking partners' and that teachers do not talk too much to pupils
 - giving pupils more opportunities to learn using information and communication technology (ICT) equipment.
- Improve the effectiveness of leadership and management in driving school improvement by:
 - monitoring and evaluating rigorously the school's provision and pupils' outcomes so that improvement is rapid and sustained
 - setting more equally challenging targets so that pupils achieve as well as possible
 - sharpening up the school improvement plan so that priorities are clearly Identified.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and have good attitudes to their work. Many pupils behave well, although some say that they find it difficult to concentrate in lessons because other pupils are noisy. Pupils are keen to participate in lessons, especially when given opportunities to develop their speaking, listening and reasoning skills. They work well independently, in pairs and in teams, and respond well to practical activities. For example, pupils enjoyed working together as a small group to give each other directions by using correct mathematical vocabulary. All groups of pupils, including boys, make satisfactory progress because action has been taken to improve support for pupils with special educational needs and/or disabilities. The progress of pupils learning English as an additional language is similar to that of other pupils because the school provides satisfactory support when necessary. The proportion of pupils attaining the higher levels in reading and mathematics by the end of Year 2 was above average in 2009. School records indicate that the proportion attaining the higher level in reading and writing is

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on track to improve, whilst in mathematics it is likely to be similar to last year. Pupils know they can talk to an adult if they are worried about anything or enlist the help of a 'play leader' to help them talk to an adult. They are very active in a range of activities, including coming to school on their bikes and scooters. They are knowledgeable about what constitutes a healthy diet. Pupils support charities and take part successfully in 'Tidy School' competitions. However, there is no formal channel, such as a school council, where they can share their ideas. There are strengths in pupils' spiritual, moral and social development and pupils have a satisfactory understanding of the diversity of British people. Pupils' preparation for their future lives is satisfactory because, although their reading and mathematical skills are above average, their writing skills and their attendance are average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships are good between pupils and adults. Pupils are positive about their teachers and say that they are helpful. Where pupils learn well they are given opportunities to work together to respond to challenges and to justify their reasons for

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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decisions. For example, designing a binary tree was challenging work for many pupils but there is not enough difference in challenge, for example through questioning, for pupils of different ability. Teachers make good use of interactive whiteboard technology to bring lessons alive by, for example, using video clips. An example of this was in a lesson where pupils were reporting on bush fires in Australia. The school has good tracking systems in place but targets set for some pupils are not challenging enough. Marking is inconsistent and so pupils do not get sufficient guidance on how to improve their work.

There are meaningful cross-curricular links through history-based topics such as Florence Nightingale. There have been improvements to the writing curriculum to ensure that pupils have opportunities to write at length, but monitoring has not been rigorous enough to make sure pupils have opportunities to write frequently enough. There are opportunities for pupils to learn and apply ICT skills in lessons, but this aspect of the curriculum is underdeveloped. Artwork on display is of a high quality, produced as a result of a recent 'Arts Week' which the pupils enjoyed very much. The provision for pupils' personal, social and emotional health is good and has had a positive impact on pupils' personal development. Visitors, visits and a very good range of well-attended clubs contribute well to pupils' enjoyment of the curriculum.

The school is a caring community which knows its pupils and their families well. Every effort is made to ensure that pupils settle quickly into school. Good support for pupils who have difficulty in managing their behaviour and emotions has a positive impact on their learning. Satisfactory action taken to improve the provision for pupils with special educational needs and/or disabilities is beginning to make a difference, so that these pupils achieve in line with their peers. Monitoring of absence is satisfactory and the school contacts parents and carers immediately if any pupil is absent without reason. There is a range of rewards to encourage good attendance which has improved this year.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The interim headteacher has taken prompt action to involve the whole school community in building a clear vision for the school's direction. Responsibility for leadership and management is shared as widely as possible, with a few teachers having responsibility for a wide range of subjects and areas. Moderation work to ensure that

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assessment data are accurate is well established and accuracy has been confirmed by external checks. However, other aspects of leaders' roles are underdeveloped, particularly in monitoring and evaluating provision and outcomes. The governing body is supportive of the school but has not checked the school's performance rigorously enough. Recently, it has taken decisive action about the school's future status and made a firm commitment to improving communications with parents. Parents are able to leave comments, suggestions and questions in a special box in the school entrance hall for the governing body. Parents are supportive of their children's learning in many ways. Safeguarding is satisfactory because statutory requirements are in place and implemented satisfactorily, but there has not been enough detailed review of this provision. Links with a range of specialist agencies have a satisfactory impact on pupils' achievement. Other worthwhile links with a range of organisations have a positive impact on many curriculum areas. Discrimination is not tolerated and there is a commitment to equality, but there is insufficient monitoring of the progress of different groups of pupils. Provision for community cohesion is satisfactory. The school itself is a cohesive community and strong links are established at the local level. There is a good link with a South African school, but links with other communities in the United Kingdom are not well established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	61	19	42	2	4	1	2
The school keeps my child safe	29	52	22	39	4	7	0	0
The school informs me about my child's progress	21	38	29	52	6	11	0	0
My child is making enough progress at this school	22	39	23	41	8	14	1	2
The teaching is good at this school	22	39	28	50	6	11	0	0
The school helps me to support my child's learning	21	38	21	38	10	18	1	2
The school helps my child to have a healthy lifestyle	21	38	28	50	7	13	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	29	30	54	5	9	1	0
The school meets my child's particular needs	20	36	29	52	7	13	0	0
The school deals effectively with unacceptable behaviour	14	25	33	59	6	11	2	4
The school takes account of my suggestions and concerns	13	23	34	61	6	11	2	4
The school is led and managed effectively	12	21	27	48	10	18	5	9
Overall, I am happy with my child's experience at this school	23	41	24	43	7	13	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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