



Hawkedon Primary School

Inspection Report

Unique Reference Number 109929
Local Authority Wokingham District Council
Inspection number 288539
Inspection dates 30 November –1 December 2006
Reporting inspector Bernice Magson

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

Type of school	Primary	School address	Hawkedon Way
School category	Community		Lower Earley
Age range of pupils	4–11		Reading RG6 3AP
Gender of pupils	Mixed	Telephone number	01189 667444
Number on roll (school)	444	Fax number	01189 667001
Appropriate authority	The governing body	Chair	Mr John Baish
		Headteacher	Mr Alan Youd
Date of previous school inspection	7 May 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hawkedon Primary School is situated in a residential area of Lower Earley on the outskirts of Reading. There are more boys than girls on roll. Almost all pupils are from White British backgrounds. A very small minority speak English as an additional language. A few pupils have learning difficulties or disabilities. New entrants to the Foundation Stage are admitted part-time in September and start full-time education in January.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hawkedon Primary School is a satisfactory school which has some outstanding features. The headteacher, staff and governors are passionate in their efforts to involve each child in the life of the school. 'Learning through actions' is a central theme and concerts, choirs, sports and charity activities enhance the good curriculum. Pupils enjoy all the school has to offer. 'Learning is fun' one pupil commented and most others agreed. Parents are fully supportive of the school, appreciative of the good range of learning experiences the school has to offer. Achievement is only satisfactory because teaching is not consistent enough and as a result the rates of pupils' progress between year groups vary considerably.

Staff give outstanding pastoral care and support. Pupils feel happy, safe and secure, confident that their needs will be addressed and their contributions valued. Their personal development and well-being are excellent. Pupils behave well and understand about personal safety. They cooperate well with others and show very good attitudes to learning. Pupils are very eager to work within the community and recognise that they have responsibilities as good citizens. They have a very good understanding of cultural diversity.

Teaching is satisfactory overall. Occasionally teachers do not provide tasks that are well-matched to pupils' abilities, because assessments are not always used well enough in planning lessons. Nevertheless by the time they leave the school most pupils attain above average standards in English, mathematics and science. In the Foundation Stage achievement and standards are good. The school has a national award in recognition of its high standards in music, drama and art.

Leadership and management are satisfactory. The headteacher and governors provide a clear lead in pastoral matters but there is insufficient rigour in ensuring consistency in teaching and learning. There are few systems to record and evaluate improvements in the quality of provision in order to identify key priorities. Senior managers are starting this process. The school has a satisfactory capacity to improve.

What the school should do to improve further

- In planning lessons use assessment information more robustly to ensure that pupils of all abilities are challenged effectively.
- Ensure greater consistency in teaching and learning by developing rigorous systems to monitor, record and validate the impact of the school's provision.

Achievement and standards

Grade: 3

Although achievement is satisfactory overall, it varies across the school. This is because pupils are not always challenged sufficiently in lessons. By the end of Year 6 pupils have made satisfactory progress and attain above average standards in English, mathematics and science. Test results for 2006 and the school's predictions for the

current Year 6 show that these high standards are being maintained. The school is particularly successful in science. Pupils use their basic skills in English and mathematics well in other subjects. By the end of Year 2 most pupils achieve at least national expectations in reading, writing and mathematics. The school is working effectively to raise the standards of some younger boys in Years 1 and 2, particularly in reading and writing.

Pupils with statements of special educational needs achieve well because of the accurate identification of their needs and good support. Achievement in the arts is excellent for all pupils. They work together to produce high quality artwork and design and technology to enhance the school's environment. Pupils' significant skills in drama and music enable them to make a valuable contribution to community activities.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being and their spiritual, moral, social and cultural development are outstanding. Their enjoyment and enthusiasm is reflected in above average attendance. Throughout the school relationships are outstanding and incidences of bullying are rare. Behaviour is good. In the reception year children are confident and know how to take care of themselves. All pupils have a very strong sense of self worth and understand the impact of their actions on others. After a thought provoking assembly, one pupil said, 'If you smile other people catch your smile and it spreads'. There is a deep empathy and very good respect for the beliefs of others. Pupils organise fundraising events to support less fortunate children. The school council makes a good contribution to the life of the school, such as in purchasing outdoor play equipment. Pupils know very well the benefits of exercise and how to eat healthily. They understand the dangers of smoking and drug abuse. The school is working towards achieving Healthy School status.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall, with some strengths. In the better lessons teachers encourage independence. Skilful questioning ensures pupils consider new ideas and explain their thinking coherently. Good use is made of technology so that lessons are stimulating and interesting. All teachers have good management skills and, as a result, pupils behave well and work hard. Teachers and teaching assistants build excellent relationships with pupils enabling them to seek help. Most lessons have good pace, although in some instances it slows when teachers spend too long talking to pupils. Learning is assessed regularly but the information is not always used to ensure that tasks challenge pupils of all abilities. In contrast data is used efficiently to provide structured tasks for those pupils with learning difficulties and disabilities and for the

few pupils in the early stages of learning English. In the Foundation Stage there is a good balance to activities both adult lead and for independent learning.

Curriculum and other activities

Grade: 2

Pupils enjoy the wide range of excellent activities which enrich the good curriculum. In the Foundation Stage the curriculum is good and areas of learning are linked well. The creative provision is a strength of the school and pupils participate enthusiastically in activities, such as African art. In a good activity to promote learning through music, Year 6 worked with secondary-aged pupils to learn drumming skills. An extensive personal, social, and health education programme gives pupils excellent opportunities to develop good team skills, self-confidence and self-esteem. Good use is made of visits and visitors to skilfully link learning experiences. For example a day visit to France for Year 6 is the culmination of learning in a modern foreign language which is now begun in the Foundation Stage. After school activities are extensive and popular with pupils. During the inspection a production of Dick Whittington was effectively planned, prepared and performed by older pupils. Parents praised 'A wonderful performance', and pupils proudly stated, 'We did well'.

Care, guidance and support

Grade: 1

Care and support given to pupils are excellent. Parents and carers have very good confidence in the care provided for their children. At the heart of the school's philosophy is a belief that every child does matter. There are very clear guidelines describing expected standards of behaviour and any anti-social conduct is dealt with quickly. Pupils are encouraged to approach an adult if they have a problem. All arrangements for ensuring health and safety and minimising risks are securely in place and child protection systems are robust. Learners at risk are identified very well and highly effective arrangements are put in place to engage them so that learning is positive. Adult help is targeted successfully to pupils with learning difficulties and behavioural or emotional needs. The school works in partnership with a wide range of external agencies, when required. Good academic guidance is provided for pupils. Assessments are undertaken regularly and provide staff with thorough details about pupils' progress. Teachers give pupils help to improve, for example good targets are given in writing. Parents are given good information about their child's progress.

Leadership and management

Grade: 3

The leadership and management of the headteacher and governors are satisfactory. Currently only informal processes are available to measure the quality of provision and pupils' outcomes. Information about how the school works to raise standards is insufficient and the improvement plan gives only a brief outline of the school's response to local and national initiatives. As a result leaders and managers give limited guidance

about how achievement can be improved. A recently appointed senior management team are eager to develop their roles and are beginning to address these issues. Already the management of the provision for special educational needs is good. Governors have embarked on a good programme of consultation to seek the views of parents and pupils. Already there is better communication links between teachers and parents about children's progress. The school has a satisfactory capacity to improve.

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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?	3
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	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
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	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 the learners' needs?	3
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?	1

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.

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 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	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

Text from letter to pupils explaining the findings of the inspection

Thank you for making the inspectors so welcome when we visited your school. We were pleased to see that your production of Dick Whittington was so well received by parents and pupils. Inspectors think that you have a satisfactory school and it has several strengths.

What we really liked about your school is:

- you achieve good standards by the end of Year 6
- you are enthusiastic and participate well in all school activities
- you are polite, well behaved and have good manners
- your work in art and design and technology is very good
- adults care for you very well.

To make your school better we have asked your headteacher and governors to make sure that school plans are clearer and sharper. Also we think that your teachers could make activities more challenging.

The inspectors wish you well for the future and hope that you have a very Happy Christmas.

Yours truly,

Bernice Magson Lead Inspector