

# Hawkedon Primary School

## Inspection report

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<b>Unique Reference Number</b>	109929
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	337399
<b>Inspection dates</b>	27–28 January 2010
<b>Reporting inspector</b>	Cathie Munt HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	483
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Miller
<b>Headteacher</b>	Mr A Youd
<b>Date of previous school inspection</b>	30 November 2006
<b>School address</b>	Hawkedon Way Lower Earley Reading RG6 3AP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Over half of the time was spent looking at learning. The inspectors observed parts of 21 lessons and attended three class or year group assembly meetings.

Seventeen teachers were seen. Meetings were held with groups of pupils, governors, staff and community partners. Inspectors observed the school's work. They looked at a range of documents including: the self-evaluation document, the development plan, and a selection of school policies, governing body minutes, planning and assessment files and several vulnerable pupils' files. Inspectors scrutinised 256 questionnaires from parents, 37 from school staff and 97 from pupils

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

how well the school uses partnerships to enhance pupils' learning and their subsequent life chances

the effectiveness of the leadership team in supporting teaching and learning and in disseminating the headteacher's vision

attainment and progress across Key Stage 1, especially the progress of summer-born British boys

how well teachers use assessment information to match lessons to pupils' needs.

## Information about the school

This large open-plan school on the outskirts of Reading serves a sizeable housing estate. It offers before- and after-school provision. An increasing school roll has necessitated additional building projects over the last few years. Planning permission has been obtained for a purpose-built Foundation Stage Unit (FSU) but the school requires additional funds to go ahead with this project.

A relatively large proportion of pupils 'just over a third' are from minority ethnic groups. The biggest group is of Asian heritage. Almost one pupil in ten is at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is similar to that found in most schools. Their needs include autistic spectrum disorders and behavioural, emotional and social difficulties. Early Years Foundation Stage education is provided in three Reception classes.

The school has experienced significant changes in the leadership, governance and teaching teams since the last inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**3**

### Main findings

Hawkedon Primary School provides a good quality education that instils open-mindedness and encourages pupils to take responsibility for their own actions and learning. This stands pupils in good stead for their future. The well-respected headteacher is described by colleagues and by parents as an 'enabler' whose great strength lies in 'promoting people rather than paperwork'. His vision for the pupils, shared wholeheartedly by the school community, is supported by parents and local partners. Staff, rightly, are proud to belong to the school. Pioneering work with a wide range of voluntary and statutory agencies enhances the learning, development and well-being of pupils facing challenging circumstances. Exceptionally high quality care, guidance and support, at the very heart of the school's philosophy, are reflected in the consistently thoughtful and mature behaviour of the majority of the pupils.

Children in the Early Years Foundation Stage make at least sound progress in all of their learning. In Years 1 and 2 the pupils steadily improve their basic skills and develop impressive social and teamworking skills. Pupils in Key Stage 2 make rapid progress in their learning so that by the end of Year 6 results are consistently above those found nationally. Pupils for whom English is an additional language often make exceptional progress in their learning due to the excellent support they receive in developing their language skills and because an outstanding level of pastoral care enables them to settle into school routines quickly. In all year groups pupils with special educational needs and/or disabilities make good progress in their learning because their needs are met well by judicious use of additional support

A wide range of stimulating experiences, related to the school's successful, creative curriculum and its high quality partnerships with local businesses, churches and universities, promotes the development of basic skills in a real and vibrant way. These experiences, together with an inspiring art, music and drama curriculum, provide opportunities for outstanding spiritual, moral, social and cultural development. Learning is fun and pupils really enjoy school. There are examples of good and outstanding teaching but leaders have not yet ensured through monitoring and mentoring that best practice is embedded throughout the school. Consequently, the pace in some lessons is too relaxed and pupils are sometimes unsure of how to measure their success. In less effective classes, too little attention is given to checking pupils' work rigorously and ensuring that it is consistently well presented.

The restructuring of roles and responsibilities since the last inspection has led to undoubted improvements in the way Hawkedon manages and organises its work. The school has maintained the highest standards in promoting pupils' care, personal development and well-being while the management of special educational needs

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continues to be good. Despite this, and the broadly accurate self-evaluation of the relatively new leadership team, capacity to improve is satisfactory rather than good. It is not yet good because information about progress is not used equitably in every class to ensure that pupils of all ages make uniformly good progress in line with challenging targets.

**What does the school need to do to improve further?**

- Increase the proportion of good teaching throughout the school by:
  - sharing the good and outstanding practice already seen in some classes
  - using the skills of senior staff to coach and mentor colleagues
  - reviewing pupils' workbooks regularly to ensure that a challenging pace of learning is maintained and that presentation is good.
- Increase the pupils' involvement in the assessment of their work by:
  - ensuring that oral and written feedback lets them know exactly what they need to do to improve their work.
- Improve the rate of progress made by pupils in Key Stage 1 to match that made in Key Stage 2 by:
  - ensuring that data from monitoring are used to set challenging, short-term targets in Years 1 and 2
  - regularly reviewing data and progress against these targets with class teachers.

**Outcomes for individuals and groups of pupils****2**

Pupils of all ages say that they love coming to school because they have so much fun and do so many exciting things like working in the 'Life Bus'. Their enjoyment is greatly enhanced by their excellent behaviour and their mature approach to learning. Artwork, sport, drama and music are of a very high quality. This enhances the school environment and provides many opportunities to share achievements with the community, for example singing in the supermarket at Christmas and displaying work in Wokingham's Arena for the Arts. These activities enhance the pupils' excellent spiritual, moral and social development.

Literacy lessons observed in Years 1 and 2 highlighted strengths and some weaknesses in learning. Pupils exhibited effective spoken language and thinking skills and demonstrated a high level of social and moral awareness. They answered questions fully, giving good reasons for their deductions, and used their knowledge of phonics effectively to spell regular words. They willingly accepted responsibility for their own learning and for working harmoniously with others. However, extended written work is often hindered by their handwriting style. This results in too little being recorded and a level of presentation that is not good enough. The standard of work and the progress of younger, White British-born boys were satisfactory, similar to those of others.

Progress and attainment improve in Key Stage 2 as a result of the pupils' increased

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maturity but also because expectations are more consistent across year groups. This was evident in a Year 3 lesson where pupils demonstrated good understanding of how their bodies work and of how to maintain a healthy lifestyle. By the end of Year 6, test results over time and the work in classes show that standards are above average and that pupils have more than made up for the slower learning seen in Key Stage 1. Across the school, pupils with special educational needs and/or disabilities and those for whom English is an additional language receive good support and make good progress in their learning.

Pupils report that they feel safe in school. They take good notice when shown how to avoid dangerous situations. All groups reported that adults listen to them and help not only with 'work problems', but also with any 'friendship problems'.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Excellent relationships, dedicated staff, and a creative curriculum, which provides many exciting opportunities to work with a range of adults enjoying art, drama, music and sporting activities, ensure that pupils enjoy their learning. They appreciate the friendly

<sup>1</sup> 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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and extremely well-run out of school sessions where they can socialise, relax and get help with their homework.

The school's philosophy, 'Together we can', ensures that flourishing, effective partnerships with the on-site nursery, local schools, church groups, the community worker and community police, extend provision well. The range and availability of well-targeted support that this provides enables the most socially or physically vulnerable pupils and their families to take advantage of the school's many academic and social activities. For example, the community worker enabled some families to access funding by helping them with paperwork. Parents spoke highly of the staff-run Tea and Talk sessions where they learn more about helping children to develop and thrive. Pupils were unanimous that Hawkedon staff 'really care for us'.

Good and outstanding teaching is increasing, due to focused training and monitoring led by senior leaders but there are still too many satisfactory lessons. Good lessons were observed in all three key stages. Very effective use of technology such as interactive whiteboards and laptop computers enhances the pupils' experiences and engages their interest fully. Adjustments are made to ensure that all pupils, including those with physical disabilities, can participate as much as possible, even on residential visits. Where teachers have high expectations and work at a brisk pace, pupils respond well and make good progress. Skilful teaching assistants support learning well. Teachers now have access to a range of data about pupils' prior attainment that helps them to pitch lessons at a suitable level. However, in some cases this was not used effectively and pupils were undertaking activities at too low a level or at a pace too slow for the majority. Pupils who could explain how the forces of pushing and pulling operated spent time on a practical activity that did not increase their understanding. Although good oral advice is often given to pupils to help them to improve, written guidance is more variable and, sometimes, is very limited.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The introduction of the business manager's post has increased greatly the efficiency and effectiveness with which the school manages and organises its work. Morale is good. Staff feel valued and fully support the school's vision and its senior managers. Each manager oversees a specific aspect of provision and is responsible for a key stage. Consequently, the school now has greater insight into how effective its initiatives to

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raise standards are than at the time of the last inspection. The leadership team is using detailed information about pupils' learning with increasing effectiveness to monitor the impact of strategies to improve the quality of teaching and raise standards further. This work, at a relatively early stage, is already having a notable impact on standards in the Reception classes and in Year 1. Suitable plans exist to develop monitoring further.

The school's success in promoting equality of opportunity is clearly demonstrated by the seamless integration of pupils into the Reception classes, by the way pupils cope successfully in secondary school, by the adaptations made to enable physically disabled pupils to access the whole curriculum and by the academic success achieved by pupils whose first language is not English and who start school with limited vocabulary.

Teaching assistants promoted equality of opportunity most effectively in their session with parents who wanted to know how to help their children.

The governing body discharges its duties appropriately and knows the strengths and weaknesses of the school. Governors are developing a higher level of visibility within the school community and staff, particularly, are pleased by this. Procedures for safeguarding are good and effectively promote pupils' safety and emotional and social well-being. Checks on adults working in the school and child protection arrangements and training are thorough and reviewed regularly.

School leaders promote good levels of community cohesion within the school and the local and wider communities, for example in regularly supporting an African school.

Inspectors agree with parents' comments: 'This is a true community school " that is ' 'always keen to progress and improve'.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children make a seamless transition from pre-school provision and settle rapidly into school because of the very strong links forged with its staff. Plans to include the pre-school provision within the main school are dependent on securing sufficient funding. The school considers, with some justification, that this would benefit the youngest children who currently have only one term in school before entering Year 1. All children make at least sound progress in their development across all areas of learning. However, this has been difficult to quantify accurately until recently. Earlier assessments of children's attainment on entry are now taking place as a result of the leadership team's work to improve assessment practices. This is providing a clearer picture of the progress made by individuals and is resulting in teaching that is better suited to individuals' needs. Inspectors saw examples of good teaching by teachers and teaching assistants. Parents, rightly, praise the high level of care, guidance and support that their children receive and they say that the children are happy and feel safe. As in the main school, children do not always receive enough help to understand their targets and to know when they have met them.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The very large majority of parents and carers are pleased with the education provided for their children. A high number of responses, about half, included detailed additional comments. Many of these were positive and reflected the strongest aspects highlighted earlier in the report, such as the commitment and dedication of the staff, the exceptional range and quality of extra-curricular activities and the 'fantastic' pastoral care. Where comments were negative they mostly related to a range of communication issues. While the school is aware of these issues and is anxious to ensure that its communication with parents continues to improve, the team judged links with parents to be good. Inspectors agree that inconsistency in the quality of teaching has resulted in slower progress for some pupils, particularly in Key Stage 1. However, the school has recognised this and is addressing it by focusing on developing greater consistency in teaching.

Some parents consider that a few pupils appear to be rewarded for unacceptable

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behaviour. The school's positive approach to behaviour encourages pupils who find it difficult to fit in with the usual practices to develop a measure of self-control through a series of rewards rather than punishments. This is the essence of the philosophy that so many parents acclaim but it might be that rewards for the majority who exhibit good behaviour could be given as high a profile as those for improved (if sometimes imperfect) behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hawkedon Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 256 completed questionnaires by the end of the on-site inspection. In total, there are 483 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	135	53	104	41	15	6	1	0
The school keeps my child safe	130	51	118	46	6	2	1	0
The school informs me about my child's progress	59	23	152	59	36	14	2	1
My child is making enough progress at this school	70	27	151	59	30	12	2	1
The teaching is good at this school	87	34	150	59	12	5	0	0
The school helps me to support my child's learning	64	25	150	53	32	19	1	0
The school helps my child to have a healthy lifestyle	92	36	157	61	5	2	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)	73	29	138	54	20	8	0	0
The school meets my child's particular needs	65	25	148	58	28	11	2	1
The school deals effectively with unacceptable behaviour	63	25	148	55	28	11	4	2
The school takes account of my suggestions and concerns	53	21	145	57	28	11	3	1
The school is led and managed effectively	113	44	126	49	8	3	1	0
Overall, I am happy with my child's experience at this school	102	40	139	54	11	4	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



29 January 2010

Dear Children

Inspection of Hawkedon Primary School, Lower Earley, RG6 3AP

Thank you for welcoming us so warmly when we inspected Hawkedon recently. What an interesting time we had watching you learn and talking to you about all the exciting things you do. We agree with you and your parents that this is a good school that helps you to develop well and to become very kind and caring people. These are some of the things that Hawkedon does particularly well.

Children are happy and settle well in the Reception class.

Staff and governors work hard to ensure that you are safe and well looked after. You told us that you feel safe in school and that adults are always there to help you.

You do your bit by being exceptionally well behaved in lessons and around the school. You keep the school beautifully clean and tidy. Well done!

You enjoy using computers and these make learning more fun.

Your lovely artwork is exciting and lively and it is clear that you love acting, singing and playing sport.

You all get on together very well and you take great care of pupils who are younger than you or who need help to do their work.

By the time you leave school your work is above average.

You learn a lot in lessons about the way people live and worship across the world and you show a great deal of respect for the views of others.

You like the way your headteacher treats you and the way he runs the school.

We have asked the senior leaders to help to improve the school even more by:  
making sure that all of the lessons are taught as well as the best ones are already  
making sure that your teachers let you know exactly what you need to do improve your work further

helping those of you in Key Stage 1 make even faster progress in your learning.

With your motto of 'Together we can', I know that you will work with your teachers to achieve this.

Yours sincerely

Cathie Munt

Her Majesty's Inspector

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