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21 September 2010

Mrs V Galpin  
Hawley Primary School  
Hawley Road  
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Surrey  
GU17 9BH

Dear Mrs Galpin

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 16 September 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. I am grateful to your Chair of Governors and to the local authority representative who gave their time to speak to me. Please pass on my thanks to the staff who also spent time in conversation with me and to the pupils for their lively and articulate contributions.

The basic characteristics of your school are still very similar to those at the time of the last inspection. Most pupils are of White British heritage, very few are eligible for free school meals and an average proportion of pupils have special educational needs and/or disabilities. Since the last inspection, four teachers have left. There is short-term cover for the new Key Stage 2 leader who is on maternity leave, and a new Key Stage 1 leader has been appointed together with two newly qualified teachers.

As a result of the inspection on 1 and 2 October 2008, the school was asked to:

- raise achievement and standards across the school but especially in relation to writing
- improve teaching and learning by ensuring there is a consistent approach to the use of assessment so that all pupils, but especially the more able, are appropriately challenged
- ensure marking and pupils' targets are consistently used across the school so that all pupils are supported well and know how to improve.



Having considered all the evidence I am of the opinion that at this time the school has made

good progress in making improvements

and

good progress in demonstrating a better capacity for sustained improvement.

The school has come a long way since the last inspection as a result of your drive and determination, the commitment and hard work of the staff and the good support of the local authority and the governing body. As a result it has emerged successfully from a period of turbulence which, together with a legacy of some inadequate teaching in some areas, resulted in a dip in attainment in 2009.

The school has convincing evidence that teaching and learning have improved well and this was substantiated in the sample of lessons seen. The proportion of good teaching and learning has increased significantly. You have galvanised the enthusiasm of staff and used it to create a positive climate for improvement and increased degree of accountability. Your governors work hard and are supportive. They have realised their responsibilities and equipped themselves with the knowledge and understanding that enable them to ask more searching questions about the work of the school. Good support from the local authority has enabled you to make rapid progress over a short period of time and to halt the decline in pupil outcomes. As a result, levels of attainment rose in 2010, most significantly in English; the school's focus and the number of pupils reaching the higher Level 5 increased appreciably.

The school has established a robust system for tracking pupil progress, which is closely and rigorously monitored by senior leaders. This ensures that all staff have a good knowledge and understanding of where their pupils are and are accountable for their progress. As a result, most pupils are now making at least expected progress and effective procedures are in place to close the learning gaps due to the legacy of some past inadequate teaching. Good-quality training has ensured that teachers now use assessment well. Pupils' learning is matched more accurately to their needs and there is a higher degree of challenge, particularly for the more able, although this is more developed in some classes than in others. Despite a slight variation in the level of marking it is generally good and pupils are insistent that it helps them to improve their work. They feel that they are learning as much as they can and are most emphatic that their writing has improved. They say that teachers' comments show them how to improve and boost confidence. To date, there has been a greater focus on ensuring that assessment is used consistently throughout the school but there is less of a focus on the involvement of pupils in their target



setting. Nonetheless, pupils know their targets. They highlight those they think they have achieved and consult with the teacher to ensure that their learning is secure.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Barbara Atcheson  
Additional Inspector