

# Hawksmoor School

## Inspection report

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<b>Unique Reference Number</b>	100197
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	307327
<b>Inspection dates</b>	8–9 July 2008
<b>Reporting inspector</b>	Selwyn Ward

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	518
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Lewis
<b>Headteacher</b>	Ms Briony Brammer
<b>Date of previous school inspection</b>	1 November 2004
<b>School address</b>	Bentham Road Thamesmead London SE28 8AS
<b>Telephone number</b>	020 8310 2140
<b>Fax number</b>	020 8311 0262

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

In this large school, pupils come from a range of different ethnic backgrounds; around half are of Black African heritage and around a third are White British. Close to half the pupils learn English as an additional language but only a very small number are at an early stage of learning English. A high proportion of pupils have learning difficulties and/or disabilities, mostly for speech, language and communication and for emotional and behavioural difficulties. Mobility is high, with many pupils joining the school partway through their primary education. The school offers 'wrap-around care' with a breakfast and after-school clubs.

## 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. At the top of its list of 'core values', the headteacher, governors and staff set the aim of 'flying high at Hawksmoor'. School leaders' monitoring of lessons, and the support they put in place for staff have helped to improve the quality of provision so that teaching and learning are good. This is because teachers have high expectations of their pupils and the pupils, in turn, rise to the challenge. Work is generally well matched to pupils' different capabilities. Standards by the end of Year 6 are in line with national averages. This represents good achievement in relation to the low starting points of pupils who start in the Foundation Stage and of those who join partway through their primary education.

Pupils respond well to the brisk pace of many lessons, so that they often get a lot done in the time available. Sometimes, however, teachers' introductions go on for too long which can mean pupils get fidgety because they are sitting for too long on the floor. It can also limit the time available at the end of the lesson for checking with the pupils what they have learnt. Teaching assistants make a strong contribution in supporting those pupils who need extra help with their learning because of speech and language or emotional and behavioural difficulties. Sometimes, however, teachers miss opportunities to direct support staff to make the very best use of their valuable assistance.

Hawksmoor's 'core values' aim to encourage 'flying in formation'. School leaders have certainly succeeded in creating a very supportive school environment where pupils of all backgrounds get on very well and work and play together. The pupils are polite and considerate. They understand and appreciate the importance of teamwork. They demonstrate this especially well in their sporting prowess. Teams from the school have an exceptional track record in inter-schools sporting contests. Between them they have either won or been runner-up for the past two years in more than a dozen different competitions covering a wide range of sports.

Pupils' outstanding personal development results from an exceptionally stimulating curriculum that helps to motivate them to try hard and do their best and gives them opportunities to excel, as they do in sport. It also follows from the good provision for their care, guidance and support. Pupils feel safe at school because they are looked after well. They generally know what they need to do to improve their work in English and mathematics because they have individual targets and benefit from good marking in these subjects, although marking in other subjects does not always give them such clear guidance on how they can make their work better.

In this well run school, the headteacher and leadership team have had particular success with their 'core value' that 'we believe we can all fly'. Pupils love school because of the way it helps build their confidence and self-esteem. Parents particularly value the way that 'the staff are all extremely approachable, and if any problems occur, they are always happy to help.' The rise in standards since the last inspection shows the school's good capacity for continued improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start school with skills that are well below those expected for their ages. They make good progress, especially in the Nursery, although, by the start of Year 1, their skills are still below average. Relationships are very good. Children behave well and they quickly learn the school's orderly routines. The children are happy, confident and want to come to school. As a

parent commented, 'My daughter is always looking forward to going to school because she enjoys every bit of it'. Teachers have high expectations of what the children can do and provide well-planned activities which stimulate children's learning. For example, children were thrilled at the opportunity to listen to and sing along with a local harpist. Children's progress is assessed throughout the day and teachers use these assessments to plan the next stage in each child's learning. Learning activities are regularly reviewed to develop new skills and an interesting variety of resources are used, which the children enjoy, despite the cramped conditions. As in other classes, however, teachers do not always make the most effective use of support staff, especially during those parts of the day when the whole class is being taught together.

### **What the school should do to improve further**

- Ensure that all teachers use teaching assistants to best effect and that they do not allow lesson introductions to go on for too long.
- Give pupils clear guidance in all subjects on what they need to do to improve their work.

## **Achievement and standards**

### **Grade: 2**

Standards reached by the end of Year 6 are in line with those expected nationally. This represents good achievement. Results for 2008 show a significant improvement in mathematics. Those who join the school partway through their primary education make good progress because of the very good help they are given in settling in. The school does a particularly good job in identifying any gaps in their knowledge and in helping them to catch up. Able pupils do well, with an increasing proportion attaining the higher level (Level 5) in the Year 6 tests. Pupils' good progress in English, mathematics and science prepares them well for the next stage of their education. In addition, pupils achieve very well in their many sporting endeavours.

Standards have mostly been average in the Year 2 national assessments, although they are lower this year. In part this is because this group started with lower Foundation Stage scores. Results are also depressed, however because the school has been overly cautious in its assessment of pupils' attainment of the higher level (Level 3) in reading, writing and mathematics. The lack of Level 3s is due not to more able pupils underachieving but because the school is operating a policy this year of only listing a pupil as Level 3 if they are half way through rather than just meeting the description for Level 3 attainment.

## **Personal development and well-being**

### **Grade: 1**

Pupils take a growing pride in their school. They greatly enjoy coming to school, as is evident in their improved attendance, although some pupils still miss school unnecessarily because they are taken by parents for holidays in term time. Relationships throughout the school are very good, and pupils show a genuine interest in learning about their own and the other cultures represented within the school community. Pupils are unfailingly polite and friendly. They behave well and treat each other with care and respect. They work hard and delight in each other's successes. Pupils take part in lessons with great enthusiasm. Many are particularly fond of mental mathematics because they enjoy using the exciting computer starters at the start of each lesson. Pupils have an excellent understanding of the need for a healthy diet and exercise, as well as about how they can keep safe in and out of school. They have responsible jobs to do in class in and around school and carry out their responsibilities sensibly.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers have high expectations and pupils are keen to learn. There are excellent relationships and behaviour is managed consistently well so that pupils are motivated to do their best. They cope well with the restrictions of the very small classrooms. Lesson planning is good so that work is generally well matched to the different abilities and learning styles of pupils. There is an appropriate emphasis on speaking and listening and on problem-solving because these have been identified as areas of weakness for many pupils. Interactive whiteboards are used well to inject competition and pace as well as fun to many lessons. Teachers are good at breaking down complicated ideas so that pupils can build their learning in simple steps. Teaching assistants are used well to give extra help to small groups and individuals. However, they do not always have a clear role while the teacher is talking to the whole class, and sometimes this part of the lesson lasts too long, so that pupils become fidgety sitting on the floor.

### Curriculum and other activities

#### Grade: 1

The school has piloted its first year of the 'Creative Learning Journey', a way of teaching through topics rather than subjects, and this has proved to be highly successful. It has enthused staff and pupils and given more emphasis to a wider range of subjects. As one teacher put it, 'Geography and history have come to life'. The curriculum has been planned so that there is an emphasis on speaking and listening, en Francais as well as in English, and on the 'core values' of the school: teamwork, high expectations and valuing everyone's contribution. It reflects the Nigerian heritage of many of the pupils, with Yoruba classes, Djembe drumming and a topic on Benin which contribute to all pupils' social, spiritual and cultural education. Pupils have a voice in what topics are taught. Each includes work on managing feelings and creative thinking as well as skills, and this contributes in turn to the pupils' outstanding personal development. There is a very good range of enrichment activities and clubs that cater for many interests, especially sport, and these help to provide pupils with a very well-rounded experience of education.

### Care, guidance and support

#### Grade: 2

A strong partnership with external agencies ensures that all pupils, including the most vulnerable, receive effective individual support. Child protection, safety and safeguarding systems are rigorous, as are the systems for promoting attendance and discouraging avoidable absence. There are good systems in place to check on how well pupils are doing, and the school is quick to respond with additional support when a pupil is identified as at risk of falling behind. All pupils have clear targets for improvement in English and mathematics. These help to drive pupils' achievement because teachers keep pupils well informed about what they need to do to reach these targets. Marking also gives pupils clear guidance on what pupils need to do to improve their work in English and mathematics, but it is less effective in other subjects. The school offers an array of enjoyable activities for pupils outside the ordinary school day through its extended provision of a breakfast club, after-school clubs and holiday activities.

## Leadership and management

### Grade: 2

Parents describe Hawksmoor as 'a well-run school' and they are right. Since the last inspection the headteacher and leadership team have improved the quality of teaching and successfully remodelled the curriculum so that pupils' achievement is now good. There are very good systems for tracking pupils' progress, monitoring teaching and making interventions to raise achievement. Innovations are evaluated and responsibilities are shared among several staff so that new managers are developed very well. There is very good teamwork and a shared ethos of high expectations. Staff, pupils and parents are involved in decision-making and parents are very supportive of the school. The headteacher has a very clear vision, and an accurate picture of how well the school is doing and where there is scope for further improvement. Challenging targets are set and mostly achieved, although assessments of more able pupils' Year 2 work have been overly cautious. The governing body ensures that there is excellent attention to health and safety and they are very supportive of the school. They are, however, quite dependent on the headteacher for information on how well the school is doing.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
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 the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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 tackled so that all learners achieve as well as they can	2
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

## Text from letter to pupils explaining the findings of the inspection

15 July 2008

Dear Pupils

Inspection of Hawksmoor School, London, SE28 8AS

Thank you for making us so welcome when we came to visit your school. I was very impressed with how polite and friendly you are. You get on very well with each other and you are keen to take part, and to work hard and do your best. Keep it up!

You are obviously very proud of your school. You have every right to be. Hawksmoor is a good school. It is well run. Your teachers give you lots of interesting things to do. They challenge you to do well and we were delighted to see that you enjoy rising to the challenge. Those of you who need extra help get good support from the many teaching assistants in the school, but we found that teachers do not always make the best possible use of these helpers. We have also asked teachers to think carefully about their introductions to lessons so that you do not spend too long sitting on the floor or that the lesson doesn't run out of time before you have had a chance to show what you have learnt.

One of the things that most stands out about your school is the super range of things you get to do. It is because staff give you such an interesting range of things to do and learn about that you enjoy school so much. I don't think there can be many schools that could match your sporting success! I know how much you have enjoyed visiting the David Beckham Academy. Who knows, perhaps one day children will be visiting an academy named after one of you!

The school looks after you well. We were pleased to see that so many of you know your targets in English and mathematics. Marking also helps you to improve your work in these subjects, but it does not give you such clear guidance in other subjects. This is something that we have asked the school to improve to help make your good school even better. You can help too by carefully reading comments that teachers write on your work and doing your best to follow their advice.

Yours sincerely

Selwyn Ward

Lead Inspector