

Inspection of Hawkesbury Church of England Primary School

High Street, Hawkesbury Upton, Badminton, South Gloucestershire GL9 1AU

Inspection dates: 12 and 13 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

'Enabling everyone to flourish' sits at the very heart of Hawkesbury Church of England Primary School. The school is inclusive and welcoming. Parents appreciate the nurturing environment and positive relationships between pupils and adults. Staff form caring relationships with pupils and know them and their families well. Pupils feel safe and know that adults are there to help them.

Most adults have high expectations of pupils. Pupils usually respond well to these. As soon as children start in Reception Year, routines are well established and followed. Pupils are polite and well mannered. They hold doors open for adults and are proud of their school. Pupils of all ages play well together during social times. Older pupils enjoy the responsibility they have as a buddy to Reception Year children. As a result, playtimes and lunchtimes are harmonious and enjoyable for all.

Pupils enjoy the many opportunities they have to take on leadership responsibilities across the school. They fulfil their role as worship warriors, house captains and mental health champions with maturity. Pupils understand the importance of looking after each other and being kind. Mental health champions ensure that pupils get rewarded in celebration assembly if they demonstrate the school values.

What does the school do well and what does it need to do better?

The school has been relentless in their drive to make the necessary improvements since the last inspection. The curriculum is well designed and ambitious for all pupils. In most subjects, the important knowledge pupils need to learn and remember has been set out. This means that pupils build their knowledge well over time. For example, in mathematics, younger pupils talk about and use their knowledge of the value of digits to one hundred. This supports older pupils to deepen their understanding and explain the value of digits to one million.

The curriculum in some wider subjects is new. In these subjects, the school has not identified precisely what pupils should learn or by when. This means that pupils' learning does not build well. There are gaps in pupils' knowledge.

In mathematics and phonics, teachers use assessment information well to identify gaps in pupils' knowledge. The curriculum is adapted to address this. However, in some subjects, assessment lacks precision and is not effective. As a result, the school is unsure what pupils know and can do.

The school ensures that reading is a high priority. The new and effective phonics programme supports pupils to learn to read well. As soon as children start in Reception Year, they are taught to recognise letters and sounds. Pupils read books that match the sounds they know. This supports those pupils, including some who struggle to read, to become fluent and confident readers. Teachers quickly identify any pupils who start to fall behind. They provide extra support for those who need

it. Older pupils enjoy reading. They enjoy the rewards they get when they reach the '30 reads' challenge. Pupils say they are looking forward to the new school library.

Pupils follow the school rules of 'be ready, be respectful, be safe'. They understand the importance of treating others with kindness. This starts in the Reception Year. Adults support children well. Children listen carefully and follow instructions. Pupils with complex special educational needs and/or disabilities (SEND) have extra help to manage their behaviour and follow instructions. Pupils move around the school in an orderly manner, demonstrating the school's rule to be 'safe'.

The school offers a wide range of opportunities for pupils to develop beyond the academic. Pupils spoke positively about the first-aid training they have had and can explain how to administer CPR. They appreciate the opportunities they have to learn a musical instrument in school. Pupils enjoy the many extra-curricular clubs that are on offer, including archery, cross country and choir. Pupils know that some people are less fortunate than themselves. They understand the importance of helping others locally and internationally.

Pupils say that everyone is welcome in their school. They recognise that everyone is different and unique. Pupils spoke positively about the 'no outsiders' assembly and the importance of inclusion. Pupils learn about different faiths and cultures. This helps them to understand the world beyond Hawkesbury. Pupils talk about the qualities that make a good friend, including trust and kindness. They understand what makes a healthy relationship.

All at the school work well together. Staff appreciate the consideration given to their well-being and workload. Governors have an accurate understanding of the schools' strengths and areas to develop. They provide support and challenge to ensure the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects in the wider curriculum, the school has not identified the important knowledge pupils need to learn. This means that pupils do not experience a well-sequenced curriculum, and they develop gaps in their knowledge. The school needs to identify the key knowledge they want pupils to know and remember and then assess to check understanding.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109161
Local authority	South Gloucestershire
Inspection number	10288116
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	Local authority
Chair of governing body	Kathryn Kempster and Julie Gardener
Headteacher	Mike Riches
Website	www.hawkesburyprimaryschool.co.uk
Dates of previous inspection	11 and 12 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Gloucester Diocese. The last section 48 inspection of the school was carried out in November 2019. The school was judged to be good overall.
- The school offers a breakfast and after-school club for the pupils who attend the school.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with senior leaders, subject leaders, staff, governors and a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to an adult.
- Inspectors considered the responses to the online survey for parents, Ofsted Parent View, including free-text responses, and the surveys for staff and pupils.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Marcia Northeast

Ofsted Inspector

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