

Hawkinge Primary School

Inspection report

Unique Reference Number	118385
Local Authority	Kent
Inspection number	339211
Inspection dates	22–23 March 2010
Reporting inspector	Eileen Chadwick

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	David Chantry
Headteacher	Alyson Ward
Date of previous school inspection	12 September 2006
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Introduction

This inspection was carried out by three additional inspectors. Twenty-five lessons were observed and 12 teachers were seen. Inspectors also held meetings with pupils, staff with key responsibilities and representatives of the governing body. In addition to observing the school's work and evaluating documentation including policies, the school improvement plan and records of pupils' learning and progress, inspectors examined 130 completed questionnaires from parents and carers.

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

- children's attainment on entry to the Early Years Foundation Stage and standards at the end of Reception
- pupils' current attainment in Year 2 and their learning and progress in reading, writing and mathematics in Key Stage 1
- whether pupils' attainment in English, mathematics and science continues to rise for Year 6 pupils, and pupils' progress throughout Key Stage 2
- the consistency of good teaching and learning from Reception to Year 6 and the impact of the school's initiatives to improve teaching
- the quality of leadership and management at all levels and its impact on raising achievement.

Information about the school

This school, above average in size, serves the local community and its surrounding area. Most children are of White British heritage although the proportion of pupils from different ethnic backgrounds is larger than in most schools, with the majority of these originating from Nepal. A slightly above average proportion speak English as an additional language and are also at early stages of learning English. The proportion of pupils entitled to free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is well above average although few have a statement for their special educational needs. These pupils' difficulties are mainly emotional and behavioural or in speech and literacy.

Since the previous inspection, the number of pupils attending the school has risen and the number entering other than at the normal time is above average. There have also been significant changes to staffing with the headteacher and deputy headteacher taking up post 18 months ago. The school has gained several awards including Healthy Schools, Activemark and Eco Schools. It provides a daily breakfast club for children from Reception to Year 6. An after-school club on site is also available but privately managed and did not form part of this 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

2

Main findings

This is a good school which has some exceptional features. It is quickly improving under the outstanding leadership of the headteacher. The commitment of the whole school team to her vision of excellence and enjoyment in education has ensured that school improvements have gathered pace. Pupils make excellent progress in reading in Key Stage 2. Very nearly all pupils reach at least the expected standards in reading and mathematics by the time they leave. Excellent partnerships with other schools, outside agencies and parents support pupils' rising attainment and enjoyment of school. Pupils contribute exceedingly well to their school and wider community. Parents and carers are often delighted with the school and one echoed the views of many saying, 'It's a great school with an excellent headteacher.'

Children enjoy learning in Reception and they make good progress from their starting points. This progress continues in the rest of the school so that attainment by Year 6 is above average in English, mathematics and science. Pupils make good progress in information and communication technology (ICT). Pupils with special educational needs, and those from different minority ethnic groups, achieve as well as their peers because their needs are identified early and they are given good support, like those who join the school with little or no English. A key factor in pupils' good achievement is the strong priority placed on their care, support and guidance. As a result, pupils feel safe, well cared for and valued. Excellent relationships at all levels and pupils' good behaviour promote a happy and friendly atmosphere. Pupils work hard and their positive and welcoming attitudes contribute to the great sense of purpose throughout the school.

Through honest and accurate self-evaluation, leaders have brought about many improvements. The sharp focus on teaching and learning and excellent checks of pupils' performance are driving up pupils' attainment. Teaching and learning are good and, in a minority of lessons observed, were outstanding. Teachers manage their pupils well and carefully match work to pupils' range of abilities during group work. However, occasionally, when the whole class is taught together, teachers' explanations and questions are too hard for those who do not find learning as easy. There are also instances when teachers do not make the best use of their support assistants.

The curriculum is strong in art and design and sport, and there is excellent enrichment through outside visits, visitors and after-school clubs. The breakfast club is very well attended and gives pupils an excellent start to the school day. An

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increased emphasis on guided reading, phonics (linking letters and sounds), spelling and writing for a range of interesting purposes, is raising pupils' attainment in English. However, writing tasks across the curriculum do not always build securely on pupils' phonic skills. Leaders are vigilant in helping pupils from all backgrounds to do well and have provided robust procedures for helping those who need to catch up.

The successful leadership of the headteacher, well supported by the senior team and well-trained staff, is key to the school's success. The school's rigorous and accurate self-evaluation helps it to set clear and achievable priorities for the future. Given the record of rising attainment, all-round recent improvement and the successful tackling of issues from the last inspection, the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Improve the consistency of good teaching and pupils' good learning and progress by:
 - ensuring that lesson introductions take account of the needs of lower attaining pupils
 - making better use of support assistants' time so they consistently guide pupils well in their learning
 - ensuring that writing tasks across the curriculum take full account of pupils' phonics skills.

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

Teachers cultivate pupils' enjoyment in learning by providing interesting lessons. Setting enables pupils who need extra challenge to work at higher levels and for those who struggle, to be taught in smaller learning steps. For example, in an excellent phonics and spelling lesson observed in Year 2, more-capable pupils quickly learned advanced spelling rules when applying suffixes to make complex words. The teacher skilfully accelerated learning by using games to help pupils to check their own learning and to learn quickly from each other.

Pupils' broadly average attainment on entry to Year 1 reflects an improvement in recent years. A stronger focus on teaching basic skills, including reading, is raising attainment throughout the school. The significant number of later entrants to the school in Key Stages 1 and 2 progress well because their skills are thoroughly assessed on entry and learning tasks are carefully matched to what they can do. Small group work for vulnerable pupils in English and mathematics contributes to pupils' good achievement.

Pupils with emotional and behavioural difficulties are helped very well and incidents of poor behaviour are rare. Pupils' spiritual, moral, social and cultural development is

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good. They are sensitive to the needs of others and the strong community ethos enables pupils of all backgrounds to get on well together. Pupils are very proud of their school. They show great thoughtfulness when raising funds for charities. They are keen to engage in the many opportunities to take on responsibilities and to become involved in helping the school make some decisions. Thorough systems ensure everyone’s voice can be heard. Pupils’ work on ecology is commendable and they gain first-hand experience of growing vegetables as well as recycling and energy conservation. Pupils’ understanding of healthy lifestyles is reflected in their keenness to take part in sport and is recognised in national awards. Pupils run a weekly savings bank which helps them to develop their economic understanding and this, together with their regular attendance and good achievement in basic skills, helps to prepare them well for the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and carefully plan lessons so that pupils learn through listening and watching as well as through discussion and solving problems. They use time well, giving pupils rich opportunities for sharing ideas in small groups to enhance their speaking and thinking skills. New technology and practical resources are used well to make lessons interesting. Assessment is rigorous and used effectively to plan well-matched activities during group work although lesson introductions are occasionally too hard for lower attaining pupils. Good feedback and marking inform pupils well about what they need to do to improve their work. The ‘Green Pen’ system makes a significant contribution to developing

¹ 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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pupils’ ability to evaluate and improve their own learning. Support staff make a positive contribution to pupils’ learning during group work.

The broad curriculum focuses on embedding the key skills of literacy and numeracy. It includes a modern foreign language and practical activities, for example in art and design, while a rich array of visits and visitors enlivens the curriculum and brings relevance to academic learning. Pupils are well looked after and there are well-managed systems for child protection and health and safety across the school. Good induction arrangements when pupils join the school and when they move on help to ease the transition from one stage to the next. Adults provide strong support for the social and emotional development of all pupils, including those with challenging behaviour. The school has excellent links with parents and other agencies to ensure pupils’ welfare needs are well met. Pupils have clear targets and they know what they need to do to reach them.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders are very successful in inspiring all members of the school to share a strong sense of purpose and to work effectively as a team. Regular and rigorous monitoring is the basis for sharing ideas and best practice to improve teaching and learning across the school. Staff are valued as the school’s best resource and any areas for improvement are linked to performance targets with a strong focus on professional development. Excellent attention to evaluating pupils’ assessments enables school leaders to pinpoint how well individuals, groups and classes are attaining and progressing towards their challenging targets. Leaders at all levels have undertaken monitoring of teaching and learning although several middle leaders, who are new to their roles, are still receiving training.

The school has an excellent relationship with parents and carers, who greatly appreciate the school’s efforts to involve them in their children’s education. Very strong support is given to parents who are new to the country and those who have limited English. Governors understand the school’s strengths well and have a good involvement in shaping its future direction, although some are more involved in the school’s work than others. Governors ensure that all statutory requirements are met.

Systems for safeguarding and risk assessment are good and receive priority. The

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school is active in tackling discrimination and promotes equality of opportunity well. It makes an excellent impact on promoting community cohesion locally. Global links are also well established and the school has clear plans to widen pupils’ understanding of the different communities in Britain today.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly in a safe, secure and very welcoming environment. Their attainment on entry is wide-ranging but, overall, is below the levels expected for their age because a significant minority have weaknesses in their speaking and listening skills. Children make good progress and, by the end of Reception, their attainment is average, including in literacy and numeracy. The strong focus on developing their language and personal skills, and the improved systems for teaching phonics, give children a good start. Children explore and learn well through carefully planned practical activities indoors and outside. Adults strike a good balance between more formal, adult-led activities and those that children select for themselves. Role play opportunities enrich learning, for example, creative development and knowledge and understanding of the world are enhanced in ‘The Chinese Restaurant’ and ‘The Garage’. There are good opportunities for the children to write during such times, although reading opportunities are not always fully matched to the range of children’s abilities. Good use is made of the small outdoor learning areas. Leadership of the Early Years Foundation Stage is good with effective teamwork between all staff. Assessment is rigorous. Children from Reception attending the breakfast club are very well cared for and enjoy worthwhile activities.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are very much in support of the school and are pleased with the way their children are progressing. Most report that their children enjoy school and are kept safe. Comments such as, 'Hawkinge School is especially great at involving parents in the learning experience' show how much they appreciate all the school's work in ensuring they are partners in the education of their children. A few parents and carers thought their children's progress could be more consistent. The inspection team agrees there are occasional instances where teaching does not fully meet the range of children's ability but finds that teaching is very much an improving picture throughout the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hawkinge 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	60	49	38	2	2	0	0
The school keeps my child safe	84	65	45	35	0	0	0	0
The school informs me about my child’s progress	71	55	53	41	5	4	0	0
My child is making enough progress at this school	71	55	48	37	7	5	2	2
The teaching is good at this school	81	62	47	36	0	0	0	0
The school helps me to support my child’s learning	74	57	50	38	5	4	0	0
The school helps my child to have a healthy lifestyle	72	55	58	45	0	0	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)	64	49	56	43	3	2	2	2
The school meets my child’s particular needs	67	52	57	44	2	2	2	2
The school deals effectively with unacceptable behaviour	62	48	58	45	6	5	0	0
The school takes account of my suggestions and concerns	64	49	62	48	1	1	0	0
The school is led and managed effectively	85	65	43	33	0	0	0	0
Overall, I am happy with my child’s experience at this school	95	73	32	25	2	2	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 all 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



23 March 2010

Dear Pupils

Inspection of Hawkinge Primary School, Folkestone CT18 7BN

It was a delight and privilege to visit your school. Thank you for making us welcome. We really enjoyed talking to you and listening to what you had to say.

First, you need to know your school is a good one. Here are some of the many things your school does well.

- You make good progress and do well in reading, writing, mathematics and science by the time you leave at the end of Year 6.
- Your progress in reading is excellent in Key Stage 2.
- Those of you in Reception get off to a good start.
- Your teachers are good at making your lessons interesting.
- You make your school such a special place because you are kind, friendly, work hard and behave well.
- You have many exciting opportunities for sport, ICT, art and outside visits.
- You understand how important it is to keep fit and healthy and enjoy sport. You know you should not eat too many sweets and cakes.
- Your headteacher leads you all extremely well and all the staff think very carefully about what is best for you.
- Staff take good care of you and you told us how safe you feel.

This is what we are asking your school to do to improve.

- Make sure, during lesson introductions, that your work is never too hard.
- Make sure support assistants have more opportunities to help you in your learning.
- Give you better chances to use your understanding of sounds and letters (phonics) when writing in your subjects.

We hope you will continue to enjoy school and carry on working hard in all you do. Well done for doing so much for the community. Please keep this up!

Yours sincerely

Eileen Chadwick
Lead inspector

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