

# Hawkinge Primary School

Canterbury Road, Hawkinge, Folkestone, CT18 7BN

**Inspection dates** 13–14 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. From low starting points, pupils make good progress in reading and writing throughout the school. They make outstanding progress in mathematics.
- Pupils who are at risk of not doing as well as other pupils, and those who are disabled or have special educational needs, are well supported, and consequently make good progress.
- Teaching is good overall and occasionally outstanding.
- Pupils' behaviour is good as a result of the importance the school places on fostering good relationships.
- Younger pupils make outstanding progress in their early reading.
- The headteacher leads the school very effectively. She is passionate in her determination to make the school a safe place where all pupils learn well.
- Leadership and management at all levels and governors carry out regular and careful checks on how well pupils are doing. The school then provides extra support for those who need it. Senior leaders also observe lessons to check on the quality of teaching and learning, and give good, constructive advice to help teachers improve.
- Pupils say, and their parents and carers agree, that they feel safe in the school. All parents and carers would recommend the school to others.
- Children develop an enthusiasm for learning in the Early Years Foundation Stage. They make good progress in developing their social and emotional skills, which they do both indoors and outside.

### It is not yet an outstanding school because

- Teachers do not always give pupils time to respond to comments they have made in their books or to reflect on what they, as learners, need to do to improve.
- Teaching is not always pitched at the right level of challenge in writing, so that some more-able pupils sometimes lose their concentration, and progress in their learning slows.

## Information about this inspection

- Inspectors visited 19 lessons. They undertook two observations jointly with the headteacher. In addition, inspectors made a number of short visits to lessons, assemblies and the breakfast club.
- Inspectors held discussions with pupils, the headteacher, the deputy headteacher, subject leaders and members of the governing body. A meeting took place with a representative from the local authority.
- Inspectors met informally with parents and carers at the end of the school day and took account of the 43 responses from the online questionnaire (Parent View) as well as two individual communications.
- The inspection team scrutinised a number of documents, including the school's current information about pupils' progress, the school's checks on its own effectiveness and the school development plan. They also looked at records of how additional funding known as pupil premium is spent and at its impact on pupils' learning, at records relating to behaviour and attendance, and at safeguarding documents.
- Inspectors sampled pupils' work and listened to them read.
- The inspectors analysed 25 questionnaires from staff.

## Inspection team

Gay Whent, Lead inspector	Additional Inspector
Gianni Bianchi	Additional Inspector
Joanna Toulson	Additional Inspector

## Full report

### Information about this school

- Hawkinge Primary School is larger than the average-sized primary school. A building programme is currently taking place on the school site as the school continues to expand.
- Children in the Early Years Foundation Stage are taught in two Reception classes.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is just above average. These pupils have a variety of barriers to learning including behavioural, emotional and social difficulties and speech, language and communication difficulties.
- The proportion of pupils known to be eligible for the additional funding is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a local cooperative group of schools. The headteacher, the deputy headteacher and middle leaders all lead training sessions for local schools. Students from the local university visit regularly to observe the teaching of phonics (the sounds that letters make).
- The school is proud of its national awards which recognise science and geography leadership, the quality of art and the training of its teachers.
- The headteacher is currently supporting two local schools.

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

- Improve the quality of teaching to outstanding by making sure that all teachers:
  - apply the school's marking policy consistently and give clear guidance to pupils about the next steps in their learning
  - plan for pupils to have enough time to respond to teachers' comments in their books so that they can show that they know exactly what they need to do to improve
  - pitch the lesson content to appropriate levels of challenge in writing, so that more-able pupils' attention and interest are maintained throughout their learning.

## Inspection judgements

### The achievement of pupils

is good

- The majority of children start school with skills and abilities that are below those typical for their age. In the Early Years Foundation Stage, children make good progress. As a consequence of the range of opportunities they are offered, particularly in social and emotional development, they become increasingly more confident and curious learners.
- The teaching of phonics is outstanding. As a result, most pupils make outstanding progress in early reading because they use their knowledge of letters and sounds to read words that are new to them.
- In Key Stage 1, teachers build upon pupils' skills, and pupils continue to make good progress to reach standards that are broadly average. Attainment is influenced by the numbers of pupils whose parents serve in the armed forces who join and leave the school throughout the school year.
- In 2013, the proportion of pupils making expected and better than expected progress in writing and mathematics in Key Stage 2 compared favourably with the national average. It was lower than average in reading. There is a keen awareness of the importance of reading and it is a focus for home learning. Current information on pupils' progress, and evidence in reading sessions, show that standards in reading are now rising more rapidly.
- In reading, writing and mathematics, a few pupils are working within the higher Level 6 this year. This is as a result of a whole-school focus on improving the level of challenge for more-able pupils. However, not all able pupils have enough opportunities to write at length and achieve the level of writing of which they are capable.
- Teachers and their support staff have had high-quality training on how to ensure that those pupils at risk of not doing as well as their peers progress as well as other pupils. Consequently, most disabled pupils and those who have special educational needs are making good progress in reading, writing and mathematics, which is leading to higher attainment.
- Pupils eligible for additional funding make good progress overall as their needs are identified accurately and teachers use effective approaches to aid their learning. The school is successfully closing the gap as their progress and attainment in writing and mathematics is better than that of other pupils in the school. The school's data and observations show that this also includes progress in reading.
- Pupils enjoy reading. It is a high priority in the school. They talk enthusiastically about the books they read and their favourite authors, who include Michael Morpurgo and David Walliams. Most pupils are confident and competent readers, and the least able can work out unfamiliar words without a great deal of support.

### The quality of teaching

is good

- Teachers are continually improving their teaching as a result of a wide range of good-quality training combined with the constructive feedback they receive from school leaders.
- The quality of teaching over time is good with examples of outstanding teaching across the key stages. In an outstanding lesson where older pupils greatly improved their throwing and catching skills, the teacher modelled well what she wanted pupils to learn. She asked challenging questions for pupils to think about and then act on. All pupils participated wholeheartedly and succeeded in improving their skills to the best of their ability.
- Pupils of all age ranges and abilities are able to talk about their targets which help them improve their learning. They can explain how teachers' comments in their books help them understand the next steps they need to take. In some classes, pupils are given time to respond to teachers' comments and show that they understand that they know what to do to improve, but this is not yet consistently applied across the school. This is why the quality of teaching is not yet outstanding.

All teachers and their teaching assistants work together in effective teams. They have extremely good relationships with pupils. As a result, disruptive or inattentive behaviour is unusual. High-quality support for pupils who find managing their behaviour difficult ensures that they learn well and allow others to do so.

- Teachers expect pupils to do their best at all times and to 'learn well'. However, writing challenges are not always pitched at the right level for some more-able pupils. As a result, progress in their learning slows and they do not make the progress of which they are capable.
- In one successful phonics lesson, pupils learned well when working together. They used their 'sound talk' to work out how to spell the word 'sink'. They showed that they were able to persevere until they reached the right spelling with clear explanations as to why their previous choices were incorrect. As they spelled the words out, the teacher modelled the school's handwriting expectations.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils behave well in and around the school; they are calm and their behaviour is well managed. They say that their teachers are 'strict but firm'. In the words of one teacher, 'Pupils are given the skills and confidence to make the correct choices.'
- Pupils behave sensibly when they walk to assembly or go to lunch. Pupils move between lessons, groups and activities without fuss because they understand what is expected, enjoy the opportunities they are offered and have great pride in their school. Behaviour is not yet outstanding because, in the few lessons where teachers do not pitch their work precisely to pupils' needs, some pupils lose their concentration and their attention wavers.
- Everyone in the whole-school community sets great store by good relationships. Pupils are more than keen to help if they are asked. Relationships between pupils and their teachers are strong. Parents and carers agree that the school has 'a very caring and nurturing ethos'.
- The school has worked hard to improve attendance and is having great success. Part of the success is due to the well-attended breakfast club. Those who attend also have a nourishing start to the school day and meet their friends in a safe environment.
- The school's Early Years Foundation Stage environment enables pupils to learn and play well together, both indoors and outside. Some children choose to create their own building site. Here, they wear the correct protective clothing, organise themselves into a group with a leader and prepare their building plan. Such opportunities promote outstanding personal and social development.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and they would go to anyone if they ever needed help. They know that staff listen to them and take what they say seriously. They show a good understanding of e-safety.
- Bullying is rare. Pupils know what to do should it occur. They unanimously agree that the use of the 'worry box' is effective and say that teachers can be relied upon to 'deal with things always'.
- Pupils are keen to share the best things about the school. These include opportunities to be a House Captain or 'Sports Champion' in Year 6. Pupils speak highly of the support they receive and say that teachers help them if they struggle, and then point them in the right direction. They also say that teachers help everyone achieve their goals and that 'no one is left out'.

### **The leadership and management are good**

- The headteacher is passionate about the school. All staff agree that the school is well led and managed. Everybody works very effectively as a team. The headteacher has successfully created a culture where teaching and good behaviour can flourish. There are regular, careful checks on how well pupils are doing and senior leaders manage the development of teaching effectively. Leaders and managers are clear in their aims and vision that all pupils are kept safe and are able to learn well. Leadership and management are not outstanding as the quality of teaching over

time is not yet outstanding throughout the school.

- Middle leaders are knowledgeable and effective. They plan and deliver training to teachers and teaching assistants both at this school and other local schools. All leaders, including middle leaders, focus sharply on ensuring that all pupils fulfil their potential, that they have equal opportunities to prosper and that there is no discrimination.
- Parents and carers are full of praise for the school. They appreciate that the children are welcomed into school by name by the headteacher and deputy headteacher each morning, 'come rain or come shine'.
- Pupils' spiritual, moral, social and cultural development is good. This is a result of the good opportunities for pupils to develop these areas in lessons. This strength is also evident in pupils' positive attitudes when they achieve a challenge.
- The new primary school sports funding is used to finance the work of specialist sports coaches. Members of staff and the sports coaches plan lessons together. As a result, the quality of teaching in sport is good, and sometimes outstanding. The action plan is focused on increasing participation in sport for all pupils and with improving its impact on developing healthy lifestyles. This is being carefully monitored by governors.
- The school supports the development of two other local schools and also benefits from opportunities to improve its own practice through working with other schools collaboratively. The local authority recognises strengths in leadership so provides light-touch support for this good school.
- **The governance of the school:**
  - The governing body is effective. Its focus on improving achievement is central to all it does. Governors participate in a well-planned training programme. Clear evidence of their support and challenge appears in minutes of meetings. Governors understand how the school uses its data, both in relation to national figures and the school's own information. They know how this data is used to check pupils' progress at regular intervals.  
They are a well-organised team which is aware of the drive to improve teaching so that all learners receive the very best. Governors understand how the school's leadership monitors the performance of teachers. They are very aware of what is being done to reward good teachers, and how school leaders actively tackle underperformance, and how it relates to pupils' progress. Governors ensure that the school meets statutory requirements for safeguarding and finance.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118385
<b>Local authority</b>	Kent
<b>Inspection number</b>	444230

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

<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>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen King
<b>Headteacher</b>	Alyson Ward
<b>Date of previous school inspection</b>	22 March 2010
<b>Telephone number</b>	01303 892224
<b>Email address</b>	headteacher@hawkinge.kent.sch.uk

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