

Hawkinge Primary School

Canterbury Road, Hawkinge, Folkestone, Kent CT18 7BN

Inspection dates

11–12 June 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The inspirational headteacher is determined to provide the best possible experiences for pupils in the school. She does this extremely well, ably supported by her deputy headteacher.
- Governance is a strength of the school. Skilled, experienced and capable governors carry out their duties rigorously. They visit regularly and understand the school very well.
- The headteacher and deputy have established an ambitious, reflective and highly positive ethos which is helping to drive further improvement. Dedicated staff are fully supportive.
- Subject leaders are highly capable. They collaborate very well to plan a coherent and well-sequenced curriculum.
- The quality of teaching is outstanding. Teachers' strong subject knowledge helps to deepen pupils' learning.
- Teachers and teaching assistants provide highly effective support for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- Children make an exceptionally positive start to their school life in Reception Year.
- Excellent phonics teaching across early years and key stage 1 ensures that pupils are encouraged and supported to read widely.
- Pupils make outstanding progress from their starting points. Some pupils enter the school with below-average levels of achievement, and by the end of Year 6, pupils' outcomes are above the national average.
- Leaders have developed a creative and challenging curriculum that captivates pupils. Pupils successfully acquire a wide range of subject-specific knowledge and skills.
- Pupils' love of learning is clear in the enthusiastic way they apply themselves in lessons. Their use of language is very well developed, and pupils speak eloquently about how to improve their work.
- Pupils flourish and thrive because they are very well looked after in a stimulating environment. Individual academic, social and emotional needs are carefully identified and supported.
- Pupils feel safe and very well cared for in this harmonious environment. Everyone is valued and treated with respect. The school strongly promotes both mental and physical well-being.
- Pupils love coming to school. Attendance is above national levels. A few pupils remain persistently absent. Pupils take great pride in their school.
- Parents are overwhelmingly positive about the school. Many describe the school as 'fantastic' and 'wonderful'.

Full report

What does the school need to do to improve further?

- Leaders should continue their work to reduce the level of persistent absence.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and deputy headteacher have worked tenaciously and with determination over the last 10 years to grow this exceptional school.
- The headteacher's passion for providing an outstanding education for pupils permeates the school. There is a strong sense of community. Staff morale and relationships within the school are very positive. Staff are unanimous in their praise for the way in which the school is led and the positive working environment created by the headteacher and deputy headteacher.
- Senior leaders are ambitious for pupils and staff and show high expectations. They are clear about their vision and priorities and the relevance of the curriculum to local and national issues. Staff share leaders' vision and, as a result, there is a culture of support, challenge and care for individuals throughout the school. Leaders are also committed to supporting families and offer an impressive range of provision for partnership working.
- This is a school with clear, embedded systems, and everyone understands their role. High-quality practitioners are retained, and staffing is stable. A notable feature of the school is the very high levels of consistency in daily routines, the excellent quality of teaching and the way that staff respond to pupils. As a result, pupils feel safe and secure and ready to learn, and staff are confident to innovate.
- Self-evaluation is rigorous. Leaders scrutinise the school's performance from every angle and swiftly address aspects of the school's performance that may occasionally dip. Leaders' sharp analysis identifies precise areas for improvement. Plans show appropriate steps to lead to further improvement, and actions taken are monitored regularly by governors and checked for positive impact.
- Leaders are outward-looking and reflective. Staff are encouraged to read educational research and discuss and debate all aspects of teaching and learning. They appreciate the range of training and professional development opportunities available.
- Subject leaders are a strength of the school. The headteacher ensures that teachers receive helpful training and mentoring as they take on subject-leadership roles. Middle leaders form an enthusiastic and skilled team which is successfully improving teaching of subjects across all years. Team members check carefully how well pupils are acquiring knowledge and skills in different subjects and address any gaps that come to light.
- Leaders show a detailed knowledge of the various needs of pupils in different classes, and of what could be done to further support or challenge the pupils. Throughout the school, staff are hard-working and committed to ensuring that pupils thrive, feel safe and achieve well. Pupils and staff are proud to belong to the school.
- Leaders keep a close check on the progress of each pupil in the school. The pupil premium funding is spent well. Disadvantaged pupils benefit from well-targeted support that enables them to catch up from lower starting points. Most disadvantaged pupils achieve as well as non-disadvantaged pupils.

- Leaders ensure that pupils experience a rich and stimulating curriculum. Themes are skilfully planned to capture pupils' imagination and develop their knowledge and understanding through a range of subjects. The exciting, interesting and topical curriculum is designed to promote pupils' physical and mental health as well as underpinning outstanding outcomes for pupils. Pupils move seamlessly between subjects as they acquire the knowledge pertinent to the theme. Senior and middle leaders carefully monitor the impact of the curriculum and adjust it annually to enhance its relevance. They especially focus on how effectively subjects are linked together within a theme, so that pupils can build interconnected knowledge.
- The curriculum also provides opportunities for pupils to deepen their appreciation of British values. Leaders carefully thread these values, together with spiritual, moral, social and cultural development, successfully throughout the curriculum. A wide range of extra-curricular activities enhances the curriculum further.
- Funding to support pupils with SEND is used well. The special educational needs coordinator (SENCo) identifies and implements suitable provision so that these pupils make good progress. High levels of staff expertise mean that pupils' needs are well met.
- Leaders use the primary school sports funding effectively by employing sports coaches to provide training for staff in physical education and sports enhancement during the school day. Some of the coaches also provide activities before school. The sports funding has had a positive impact on pupils' participation, enjoyment and well-being.
- Parents are overwhelmingly supportive of the school. All parents who responded to Ofsted's online survey, Parent View, would recommend the school to another parent. One parent spoke for many when she describes how her daughter was 'inspired to achieve her best whilst being nurtured and supported along the way'. Parents appreciate the approachable staff, stimulating teaching and exceptional support for pupils with medical or learning needs. There were many comments about the 'family' feel and trusting relationships within the school. Leadership at the school is highly regarded, especially by the 'amazing' headteacher.
- The school demonstrates excellent practice in teaching and learning. As a result, it is asked to share its expertise with other schools. Leaders work alongside two partner schools in the Vicus Trust to moderate work and share expertise and ideas. The local authority has full confidence in the school's leadership and considers it necessary to maintain only a light-touch monitoring role.

Governance of the school

- Governance is a strength of the school. Governors are astute, dedicated and highly effective. Governors share the headteacher's vision and ethos with equal passion. They work with leaders to ensure that pupils in the school receive a high-quality education.
- Governors draw on their expertise and experience to enhance the school's effectiveness very well. Governors apply their skills to aspects of the school's development, monitoring of improvement and safeguarding. As a result, they make an important contribution to raising standards and improving pupils' well-being.

- Governors visit the school regularly, are well informed and have an accurate understanding of its strengths and those areas that could be further developed.

Safeguarding

- The arrangements for safeguarding are effective.
- In this school community, every pupil is valued and cared for. Staff have very positive relationships with pupils and know them well. This means that staff are alert to any changes in pupils that may indicate a concern. Pupils feel safe in school. They are confident in knowing that there is always a trusted adult who they can speak to in school if they are worried about something.
- Record-keeping is highly organised and up to date. Referrals are followed up and are well documented. Leaders work closely with parents and external agencies to ensure that pupils receive the support they need.
- Pupils develop an age-appropriate understanding of personal safety. Pupils explained the importance of protecting their identity when using the internet and know the risks associated with social media.

Quality of teaching, learning and assessment

Outstanding

- Teachers throughout the school are highly skilled at motivating pupils to learn exceptionally well. Their deep subject knowledge and the school's rich curriculum enable pupils to make excellent progress.
- Teachers create a highly positive climate for learning. In class, pupils respond well to teachers' clear and high expectations. Learning routines are clearly established. Pupils expect to work hard, and they tackle tasks in class with a sense of purpose. Learning time is rarely wasted. Pupils work well together, supporting each other successfully with their learning.
- Teachers are enthusiastic, and this leads to strong pupil engagement. They ask probing questions which challenge pupils' thinking, who consequently respond with great interest. This results in confident learners who are willing to take risks. Pupils do not take the easy route, routinely selecting difficult work to tackle.
- Teachers know their pupils very well and plan learning that closely meets the needs of different groups of pupils. Assessment is used very well in lessons to determine the pitch of the content and when to extend the most able and support those who need it. Teachers challenge the most able pupils appropriately and skilfully intervene when a pupil shows any misconception. This supports strong achievement. Teachers' careful checks on progress during lessons mean that any pupil in danger of falling behind gets additional help. Pupils appreciate the care that teachers and teaching assistants take to help them keep up or catch up if they have been absent.
- Additional adults are well deployed in lessons to provide precise support and challenge for individuals and small groups of pupils. Teaching assistants offer skilful questioning to help pupils who require additional support to work things out for themselves. This is

promoting better progress, both for pupils who need to catch up and for those with SEND.

- Phonics teaching is highly effective because pupils can show clear strategies to tackle unfamiliar words. Phonics has clearly been taught well over time, and pupils show a confidence in their approach to language. Pupils develop language skills that are mature for their age.
- Teaching successfully develops pupils' love of reading. The expert teaching of phonics contributes well to younger pupils' strong progress in reading. Teachers make sure that pupils' reading books closely match their reading ability. Confident reading and the use of high-quality texts provide the foundation for the teaching of English. Building on research, curriculum leaders have introduced quality fiction linked to personal, social, health and economic education, and science, to reinforce learning and working memory development.
- Teachers provide many opportunities for pupils to write in a wide range of meaningful contexts and for different purposes. Teachers develop pupils' vocabulary skilfully through their careful planning and probing questioning. Teaching consistently helps pupils to use a range of sentences and language features to create lively character descriptions.
- Teachers' secure mathematical knowledge and clear explanations enable pupils to become fluent in mental calculations and skills. Pupils' progress and engagement are supported by the range of interesting questions used and the integration of reasoning into many of the tasks. Many tasks require problem-solving, which pupils tackle with relish.
- Teaching in subjects right across the curriculum is highly effective. This is because subject leaders work closely with teachers to ensure that they know how to deliver the planned learning. Pupils' work shows that, over time, they build up a detailed web of knowledge in a range of topics from different subjects. Teaching encourages cultural links, and pupils gain new knowledge and skills. Pupils are encouraged to be reflective about where they live and what differences we find in localities. Within the carefully planned themes, current local, national and international events are studied, which makes learning relevant to pupils and promotes progression in skills as well as an increase in knowledge.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have created a happy and secure environment and pupils love coming to school. Many parents commented on how happy their children are at school. One parent explained: 'She enjoys going to school, and it's an absolute joy to hear her speak so positively of her day once we have collected her.'
- Great care is shown to all pupils, including impressive support for those facing challenges. Staff in the school show a relentless determination to help pupils overcome any difficulties they face, and this is building the self-confidence of vulnerable pupils.

All staff show extensive knowledge of the pupils. They work very effectively with a range of outside agencies to ensure that pupils receive the care and support they require.

- Staff have established strong relationships with pupils and families. This helps pupils to feel safe and trust staff. Pupils are confident that any adult at the school will listen to them and help them if they are ever worried about anything. They say that instances of bullying are rare, and staff act swiftly to resolve any issues.
- The family support worker and an emotional-well-being consultant offer a comprehensive and well-targeted provision for pupils and their families to support pupils' emotional health and well-being. This includes careful preparation for Year 6 pupils for transition to secondary school.
- Pupils are overwhelmingly positive about their school. One pupil told inspectors: 'We are safe because there is nothing to worry about at this school. We are taught how to keep safe inside and outside school, and everyone cares for us.'

Behaviour

- The behaviour of pupils is outstanding. Pupils are polite, courteous and friendly towards each other, staff and visitors. They are proud of their school and look after it well.
- Pupils behave extremely well around the school and at break and lunchtime. Activities are available to engage pupils who say there is plenty to do. Pupils say that they enjoy physical exercise and appreciate how to keep themselves healthy.
- Pupils are highly motivated and keen to learn. They are fully engaged in lessons and enjoy their learning activities. All adults have the highest expectations of behaviour. Pupils are rarely off-task, because lessons are generally well matched to their needs. The presentation of their work is of a high standard.
- Attendance is above national levels and improving. Staff provide highly individualised support for pupils whose attendance is low. Nevertheless, there is a small group of pupils who show persistent absence, despite the best efforts of school leaders.

Outcomes for pupils

Outstanding

- Pupils achieve exceptionally well and make substantial progress from their starting points right across the curriculum. This is due to the high expectations established by leaders, exceptional support for pupils' well-being and learning needs and strong teaching. Pupils' outcomes improve the longer they are in the school.
- Children in the early years make very good progress from their starting points and continue to achieve strongly as they progress through key stage 1. In 2018, the proportion of Year 1 pupils meeting the expected standard in the phonics screening check was well above the national average. The school's information about current pupils in Year 1 indicates that they are likely to achieve equally well, having left Reception Year with lower starting points. This represents excellent progress during Year 1. Pupils make very proficient use of their phonics when they read and write.

- Published results show that for the last two years the proportion of pupils who achieved both age-related expected and higher standards in reading, writing and mathematics by the end of Year 2 was above that seen nationally.
- In the tests and assessments in 2018 at the end of Year 6, a much-higher-than-average proportion of pupils achieved both age-related expectations and the higher standard in reading, writing and mathematics. These results are similar to results from the two previous academic years. In 2018, pupils also achieved very well in science, and in the grammar, punctuation and spelling tests. The progress made by pupils through key stage 2 is excellent, and well above the national average in writing and mathematics.
- Work in pupils' books and the school's own assessment information show that pupils' current progress is very strong, including for disadvantaged pupils.
- Pupils with SEND make very good progress from their varied starting points. High-quality teaching and effective support enable these pupils to make rapid gains because it caters precisely for pupils' individual needs. The impact of the effective support provided by teaching assistants under the skilful leadership of the SENCo improves pupils' self-belief and the progress they make.
- Writing across the school reflects the exceptional outcomes at the end of key stage 2. It is clear to see how the strength in teaching impacts on progression as each genre for writing shows a depth to the learning. Writing by older children is purposeful, intelligent and often very thoughtful in content. Presentation reflects a pride in writing, and peer marking indicates maturity in the interaction between pupils.
- In mathematics, pupils memorise the facts and skills they have studied fully. The extensive work in mathematics books shows that pupils embed learning. The standard of work in mathematics is very high and pupils make at least good progress from their starting points. Pupils' work demonstrates that reasoning builds over time, starting in Year 1 and showing a clear development through the school.
- Enthralling teaching, impressive support systems, high expectations for all and the innovative curriculum across a range of subjects mean that pupils' achievement is impressive. They reach particularly high standards in science, history and geography, as well as in English and mathematics. As a result, pupils leave the school very well equipped for the demands of their secondary education.
- In science pupils conduct experiments regularly, write logical conclusions based on results and link them back to their predictions. Pupils generally use scientific vocabulary well, with the most able pupils using precise terminology accurately.
- Pupils' 'theme' books show how imaginative and relevant topics show links between design technology, geography, music, art and history. In theme work, pupils also draw on their previously learned skills in English, for example writing an advert persuasively to encourage tourists to visit Moscow. Work shows evidence of progression and acquisition of cumulative knowledge, especially in history and geography.
- The work across the wider curriculum is of an excellent standard. Pupils show maturity and are able to reflect on their own and others' views. The most able are suitably challenged.

Early years provision

Outstanding

- Children in the early years get an excellent start to their schooling. Leadership of the setting is dynamic and passionate. The pursuit of excellence is uncompromising, and expectations are consistently high.
- Children make excellent progress in the early years. Some have relatively low starting points and catch up very well over the year. High expectations and precise attention to the developmental stage of every child mean that staff know how to support each child's learning so that they all do well. Children's achievement accelerates through the year so that they are very well prepared for transition to Year 1.
- Assessment is meticulous and based on high-quality evidence. All staff are involved in assessing children. Planning is also meticulous to meet the needs of different groups, including disadvantaged children, those with SEND and the most able. Planning is based on rigorous and sharply focused assessment of the children's capabilities, leading to provision for each child to participate in highly challenging activities.
- The curriculum is of an excellent quality. Children are challenged and supported well to help them build on their creative and imaginative ideas. Staff plan activities to meet children's interests and inspire their natural curiosity. Lots of problem-solving takes place. Children concentrate well and sustain their interest, which indicates how well learning is matched to their individual needs.
- Children work exceptionally well together, wait their turn and talk eagerly with each other. During the inspection, several children working in the outside area were diligently helping each other choose equipment to set up an obstacle course, and others were 'building a house'. Collaboration was excellent, and the adults fully supported the children's language development by asking probing questions.
- Teachers and teaching assistants have high expectations of children and ensure that they make appropriate learning choices. Staff also strongly promote children's emotional well-being and help them build effective relationships. Adults use dialogue and questioning to draw out what children know and to deepen their understanding. As a result, children are articulate and talk confidently about what they are doing.
- Parents are overwhelmingly positive about the early years provision and the progress their children are making. They feel that transition into Reception Year is very well organised, and they appreciate the teacher's visits to nurseries. Parents commend the excellent communication and feel that they are kept very well informed about how their children are doing.
- Safeguarding is promoted as effectively in the early years as it is in the rest of the school. Leaders ensure that staff are suitably trained to recognise potential risks to pupils' welfare, acting on their concerns in an appropriate and proportionate way. Children are taught how to keep safe, through circle time, and through the broader curriculum. They are aware of potential risks to themselves.

School details

Unique reference number	118385
Local authority	Kent
Inspection number	10087959

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

Type of school	Primary
School category	Foundation school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	The governing body
Chair	Jan Doyle
Headteacher	Alyson Ward
Telephone number	01303 892 224
Website	www.hawkingeprimaryschool.co.uk
Email address	headteacher@hawkinge.kent.sch.uk
Date of previous inspection	5 June 2018

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils come from White British backgrounds. The proportion of pupils who speak English as an additional language is lower than national levels.
- The proportion of pupils with SEND is below the national average.
- The proportion of disadvantaged pupils is similar to the national average.
- Hawkinge Primary School, together with two other local primary schools, is a member of the Vicus Co-operative Learning Trust.

Information about this inspection

- Inspectors observed pupils' learning in all the classes in the school. Most lessons were visited jointly with the headteacher or deputy headteacher.
- Inspector listened to pupils read, met with groups of pupils from Years 3 to 6 and considered 84 responses to Ofsted's online pupil survey.
- Inspector looked at a range of pupils' work in lessons, and a further selection of pupils' books was scrutinised. Pupils' behaviour was observed in lessons, around the school and during breaktimes.
- Inspectors held meetings with the headteacher and school leaders. The lead inspector met with five members of the governing body, including the chair and the vice-chair. The lead inspector also met a representative from the local authority.
- Inspectors met parents at the beginning and end of the days of the inspection and considered the 91 responses to Ofsted's online questionnaire, Parent View.
- Inspectors also took account of the views of the 39 staff who completed Ofsted's online staff survey.
- The inspectors evaluated a wide range of documentation, including the school's self-evaluation, attendance information, safeguarding records, information on pupils' progress, and minutes of governors' meetings.

Inspection team

Theresa Phillips, lead inspector	Her Majesty's Inspector
Sean McKeown	Ofsted Inspector
Joyce Lydford	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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