

Hawkhurst Church of England Primary School

Fowlers Park, Rye Road, Hawkhurst, Kent, TN18 4JJ

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. A large majority of pupils make more than expected progress for their age across all year groups.
- Teaching is good overall and some is outstanding. Teachers have strong subject knowledge and use this effectively to make learning interesting for pupils.
- Children in Reception receive an outstanding start to school. They enjoy captivating experiences which lead to purposeful learning.
- Behaviour is outstanding. Pupils are eager to learn and want to do well. There is a positive climate for learning and pupils work enthusiastically together and respond positively to challenge. Pupils feel safe in school.
- The subjects taught engage pupils and provide enjoyable opportunities to practise and apply their skills in everyday real-life situations.
- Pupils particularly enjoy reading. They are confident readers in public and have worked together to produce a book of their own written work.
- The headteacher and other leaders have been successful in improving standards in the quality of teaching and learning. They have addressed all the areas for improvement raised in the last inspection.
- Governors play a key role. They use their expertise to contribute to the overall leadership of the school to drive forward improvements.

It is not yet an outstanding school because:

- More-able pupils are not always moved on quickly enough onto more challenging work.
- Pupils do not have sufficient opportunities to talk about their learning to show how secure their understanding is.
- Teachers do not consistently provide guidance in mathematics for pupils to understand how to become more successful in their work.

Information about this inspection

- Inspectors observed 17 lessons, two of which were joint lesson observations with the headteacher. Additional support groups were also seen. Inspectors listened to pupils read and looked at pupils' work in their exercise books. A number of short visits to classrooms were made to look at the range of activities on offer to pupils.
- Inspectors met with pupils and talked with them about their work. Meetings were also held with subject leaders, governors and a representative of the local authority.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, attendance records and checks on pupils' attainment and progress were reviewed.
- Inspectors took account of 36 responses from parents and carers to the online questionnaire (Parent View) and 20 questionnaires from staff. An inspector also talked to parents and carers informally during the inspection.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Lynda Walker

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- In the Early Years Foundation Stage, there is one Reception class.
- Most pupils are of White British heritage.
- The proportion of pupils receiving support from pupil premium funding, which is the extra government support for pupils known to be eligible for free school meals, looked-after children and those from service families, is average. In this school it relates to pupils who are known to qualify for free school meals.
- The proportion of disabled pupils and those supported at school action is average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has received the Mayor of Tunbridge Wells' Community Award for special community deeds.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to promote rapid and sustained progress for all pupils by:
 - making sure extra challenge for more-able pupils is introduced earlier in lessons so that they make the best possible progress
 - providing opportunities for pupils to reflect on their work and explain their thinking so that they can demonstrate their understanding
 - ensuring pupils are clear about how well they are doing and how they can further improve their work in mathematics.

Inspection judgements

The achievement of pupils is good

- Achievement in Key Stage 2 has improved since the last inspection. In 2012 most pupils reached the expected levels and a large majority of pupils made more than expected progress for their age in national tests. Progress of current pupils is good for all year groups. School records show that increasing numbers in Year 6 are on track to achieve above average national standards for their age.
- Children make good progress in the Reception class. The majority of children enter the Early Years Foundation Stage with skills and understanding at levels below those expected for their age and, because of the exemplary provision which is especially evident in their written work, they are well prepared for the next stage in their learning.
- Pupils of all ages enjoy reading. The teaching of phonics (linking letters and sounds) is good and the school's own checks show a marked improvement in pupils' achievement in reading. Pupils are confident readers and especially value listening and reading to each other in whole-school settings. Teachers are skilled in using books and poetry to extend pupils' learning.
- Disabled pupils and those who have special educational needs are well provided for. Targeted approaches to improve pupils' confidence help them to make the same progress as their peers. During group activities within lessons other adults provide effective support so they enjoy success, for example, in writing independently to express their ideas.
- The progress of pupils supported through the pupil premium is now similar to that of other pupils. The gap in their attainment compared to their peers' was wide in 2012 when they were behind by 12 months in English and 14 months in mathematics. This gap is now much narrower as pupils are making rapid gains in their learning.
- Pupils have opportunities to practise and apply their numeracy skills in a variety of problem solving activities. They use mathematical language accurately. However, teachers do not consistently provide guidance for pupils to understand how to become more successful in their work to secure even better progress in mathematics.
- The large majority of parents and carers who responded to the online parent survey (Parent View) said they think their children make good progress.

The quality of teaching is good

- Because of the effective use of a range of approaches adopted by the headteacher to improve the quality of teaching, this is now good with some that is outstanding. Teachers have a good understanding of how to ensure their teaching is of a high quality so that lessons are well structured and make clear to pupils what they are expected to learn.
- Teaching in Reception is outstanding. Children's learning experiences are enriched through a variety of activities in which their confidence is enhanced as they explore their own ideas. Adults take every opportunity to extend children's communication and numeracy skills. Their work on the theme of holidays, for example, is developing children's writing skills rapidly.
- Teachers are skilled in planning learning opportunities which enthuse pupils. For example, in one Year 2 numeracy lesson, the teacher read a story to pupils who were consequently inspired to apply their skills in an activity on liquid measure. Their understanding of key terms was deepened and pupils talked animatedly about what they had discovered.
- Information and communication technology (ICT) is used effectively to challenge pupils. For example, in one session Year 6 pupils worked collaboratively using ICT to apply their numeracy skills, calculating the necessary adjustments to respond to changing weather conditions and other factors in order to prepare a Formula One car to race around a circuit.
- Additional adults are adept at helping pupils with their specific needs. They provide pupils with appropriate levels of support to help them become independent learners. This was seen in a Year 1 session in which pupils with learning needs were proud to share their written work and

explain how they had used describing words to portray a sequence of events.

- Teachers have high expectations. For example, in a Year 3 reading session pupils' own work was used to show how they could become even more successful in their learning. However, pupils do not always, as a matter of routine, have sufficient opportunities to think and talk about their learning to show how secure their understanding is.
- Planning ensures work is well matched to the ability range of pupils. Pupils are set tasks that build on their previous learning, as seen in a Year 5 lesson which required pupils to interpret data about a mountain climb. However, teachers do not always move more-able pupils on quickly enough into more challenging work so they can make the best possible progress.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary. In the Reception class children play purposefully and talk with each other about how to organise and complete the tasks they have set themselves. Older pupils work collaboratively to support each other and sustain their concentration even when work is challenging. Pupils listen attentively to their teachers. They share their ideas and confidently use key vocabulary when applying their understanding.
- Relationships between pupils and staff are very positive. Pupils say they enjoy their lessons and this is evident in how they move quickly between whole-class sessions into group and individual tasks to apply themselves in their work. Their enthusiasm was seen during an outside activity when pupils talked about dragonfly larvae they had found and used this to discuss a poem they had been reading about a dragonfly.
- The school's Christian ethos enhances pupils' sense of community. Pupils show mature social skills as seen in the warm welcome and engagement with a visiting group of pupils from France. They are happy to take on responsibilities for example, acting as peer mentors. Pupils have shared in publishing a collection of their creative writing celebrating their 'passion and interests'. They have also received an award for special community deeds.
- Pupils say they feel safe at school. They comment on how calm the school is during different times of the day. The school has ensured pupils understand how to use the internet safely and say cyber bullying is not an issue. Pupils treat each other as equals and incidents of racism are very rare.
- Attendance has improved and is now above average, and punctuality is good. This is because of the school's work to ensure that systems to encourage attendance are now effective.

The leadership and management are good

- The headteacher, through her commitment and reflective approach, has successfully improved the school. Aply supported by the deputy headteacher and other leaders, together their determined approach has ensured that the issues raised in the previous inspection have been addressed and that pupils are now making good progress throughout the school.
- The school knows its strengths and is aware of where further developments are required. Improvements have become embedded and checks on the quality of teaching and pupils' progress are used to ensure no pupil is left behind.
- Provision for disabled pupils and those with special educational needs is comprehensive. Discrimination is not accepted and all pupils have equal opportunity to become successful. The pupil premium funding is used to effectively support these pupils and ensure they are making accelerated progress so that gaps are rapidly closing.
- The school improvement plan is comprehensive. Through the focus of key issues it shows how improvements are being implemented to bring positive outcomes for all groups of pupils. Subject leaders in English and mathematics are active in checking the quality of learning in their subjects and leaders have rightly identified good practice across the school. However, this has yet to be fully implemented within the provision of mathematics.
- Teachers' career and pay progression is linked to pupils' progress. Teachers have raised their

expectations so that the quality of teaching is good or better. There is extensive bespoke training for teachers, which has further enhanced good practice. Teachers have a secure understanding of what good learning and progress look like.

- The local authority now provides a light touch approach in its support of the school. This is in acknowledgement of how effective the school has become in sustaining improvements since the previous inspection. The deputy headteacher mentors trainee teachers and is a local authority assessor for writing and uses her expertise to develop provision within the school.
- The subjects taught provide appropriate coverage for pupils to extend their knowledge. Phonics sessions are especially well planned. Pupils are encouraged to use their numeracy and literacy skills across other subjects with opportunities to practise and apply their skills in everyday real-life situations. Pupils share in theatre workshops and enjoy residential visits and a range of additional clubs, including table tennis.
- The development of pupils' spiritual, moral, social and cultural awareness is comprehensive. These are reflected in the school's values of fellowship, reverence, endurance, friendship and forgiveness. Pupils have a garden where they may go to be quiet and reflect. Music has a high priority and the school's choir performs at high profile events. Pupils broaden their understanding of other cultures and meet and work with children from Chile and France.
- Safeguarding procedures meet statutory requirements so that pupils are kept safe.
- **The governance of the school:**
 - Governors are actively involved in the life of the school. They have an in-depth understanding of how the school is doing and compare its performance with that of others nationally. They have kept up to date through training. Consequently, governors are clear on areas where the school is successful and conversant with aspects that have yet to be fully addressed to bring about further improvements in pupils' outcomes. Governors have adopted an effective system which ensures they can check on how pupils are making progress. They are well informed about teachers' professional development and the quality of teaching, and they check promotions and salary increases. The budget is managed effectively and governors are astute at forward planning to ensure the headteacher is appropriately challenged and targets are met. They have a comprehensive understanding of how the pupil premium funding is being used to improve the progress of these pupils. For example, they have ensured spending in mathematics is boosted and have appointed an additional teacher to support pupils who are weak in numeracy, and they have checked pupils are benefiting from this.

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

Unique reference number	118602
Local authority	Kent
Inspection number	405792

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Keith Brown
Headteacher	Elizabeth Hatcher
Date of previous school inspection	8–9 June 2011
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