

Hever Church of England Voluntary Aided Primary School

Inspection report

Unique reference number	118718
Local authority	Kent
Inspection number	379668
Inspection dates	6–7 March 2012
Lead inspector	Michelle Winter HMI

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	105
Appropriate authority	The governing body
Chair	Annabel Lark
Headteacher	Caroline Powell
Date of previous school inspection	4 February 2009
School address	Hever Edenbridge Kent TN8 7NH
Telephone number	01732 862304
Fax number	01732 864724
Email address	headteacher@hever.kent.sch.uk

Age group	4–11
Inspection date(s)	6–7 March 2012
Inspection number	379668



You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to ‘Subscribe’.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
 Textphone: 0161 618 8524
 E: enquiries@ofsted.gov.uk
 W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Michelle Winter

Her Majesty's Inspector

This inspection was carried out with two days' notice. Teaching and learning were seen in eight lessons and seven teachers were observed including four joint observations with the headteacher. The inspector listened to pupils from Key Stage 1 read. Meetings were held with pupils, staff and members of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work and looked at the school's self-evaluation, improvement plans, assessments and monitoring evidence. The inspector looked at a sample of pupils' work books. She also considered responses to questionnaires returned by 49 parents and carers and those from pupils and staff.

Information about the school

This is a smaller-than-average primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with disabilities and those with special educational needs is higher than usually found. The Early Years Foundation Stage children are taught in one class along with some Year 1 pupils. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a satisfactory school which is improving. Leaders and managers have an accurate understanding of the school’s strengths and weaknesses. The monitoring of teaching, linked to effective professional development, has secured considerable improvements in literacy teaching. The governing body systematically monitors the work of the school and holds it to account rigorously. Detailed and ambitious improvement plans have secured improvements in pupils’ behaviour. The school is not yet good because some satisfactory teaching remains which is not securing consistently good progress, particularly in mathematics.
- Attainment is broadly average. Pupils make good progress in literacy lessons as a result of teaching that meets learners’ needs well. Pupils’ progress in mathematics is slower because some lessons do not successfully promote pupils’ full engagement and involvement, and some activities do not consistently challenge learners.
- Teaching is satisfactory overall. The teaching of language and literacy is good as a result of leaders’ actions to improve it. Weaknesses in the teaching of mathematics mean that activities do not consistently challenge pupils to achieve their best. The teaching of the sounds letters make begins in the Early Years Foundation Stage and promotes good progress in reading for most pupils. Other provision in the Early Years Foundation Stage does not provide enough opportunities for children to extend their own learning through stimulating and open-ended activities.
- Almost all pupils enjoy school and attendance is high. Pupils are polite, friendly and confident. They support each other to behave well in a safe and inclusive environment where spiritual, moral and social development is promoted strongly.
- Detailed and regular information is provided to parents and carers about the work of the school; however, a minority of parents and carers feel that their comments and concerns are not addressed.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring

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

visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve teaching, particularly of mathematics, so that all of it is good or better by:
 - ensuring that teaching consistently moves learning at a good pace so that pupils remain fully involved
 - using assessment information to ensure that tasks are appropriately matched to pupils' needs and abilities.

- Improve provision in the Early Years Foundation Stage by:
 - ensuring there are enough opportunities for children to apply their developing skills and understanding to open-ended pupil-directed activities
 - ensuring there is an appropriate balance between activities that children choose for themselves and those provided by adults.

- Strengthen the partnership with parents and carers by:
 - making sure that parents and carers are better informed about the school's strategies to manage and improve pupils' behaviour
 - ensuring that parents receive information about how their comments and concerns are considered and addressed.

Main report

Achievement of pupils

Pupils enter the school with skills typical for their age. Attainment at the end of Key Stage 2 was broadly average in 2011 and school data indicate that pupils are on track to attain similar standards in 2012. In other year groups, where pupils have benefited from consistently satisfactory or better teaching, attainment is improving. The regular teaching of the sounds letters make (phonics) in the Early Years Foundation Stage and in Key Stage 1 contributes effectively to pupils' developing reading and writing skills. Attainment at the end of Key Stages 1 and 2 in reading is broadly average and improving. Pupils enjoy reading and can talk knowledgeably about their favourite books and authors.

Skills in literacy are taught well and many older pupils confidently write for a range of purposes. Pupils in Key Stage 1 identify the main features of a sentence and most are able to use capital letters and full stops in their writing, using some ambitious vocabulary. Older pupils use increasingly complex sentences and grammatical features such as paragraphs, speech marks and exclamation marks. Pupils' handwriting is clear and legible as a result of the specific teaching of a cursive style. Teachers and teaching resources usefully exemplify good handwriting.

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

Pupils' mathematical skills and understanding are less secure when lessons do not systematically build on previous learning. Pupils in Key Stage 2 use their knowledge of multiplication facts to solve calculations but are not always successfully applying their knowledge and skills to more complex mathematical problems because they do not have enough opportunities to do this.

Leaders and teachers have very good knowledge of pupils as individuals. They track the progress of all pupils rigorously. Leaders and teachers discuss the progress of pupils and set challenging targets. They also agree strategies to address any potential underachievement, resulting in improving progress. Pupils with disabilities and those with special educational needs make progress in line with other pupils as a result of effective support. This support is evaluated carefully to ensure it is successfully closing the gap in attainment for these pupils. There is no identifiable disparity in the attainment of boys and girls.

Pupils are happy and settled in the Early Years Foundation Stage. They communicate and cooperate well with each other. The more-able pupils demonstrate their growing knowledge and skills through discussion. However, some activities limit children's opportunities to extend learning because they are overly directed by adults.

The majority of parents and carers feel their children are making good progress. The inspection found that most pupils are making good progress in reading and writing, but evidence from lessons and pupils' work shows that progress in mathematics is not yet consistently good.

Quality of teaching

Most parents and carers consider that their children are taught well. The inspection found that teaching at the school is satisfactory overall and improving. Relationships between adults and pupils are positive and lessons run smoothly. Spiritual, moral and social development is promoted well through these positive relationships, increased opportunities for pupils to work together and through daily opportunities for spiritual reflection in assemblies. Pupils' cultural development is developed through plentiful enrichment opportunities, including visits to the local area and beyond. Their understanding of the diversity of cultures beyond the school and local area is more limited.

Literacy teaching is typically good. Teachers have good subject knowledge and most lessons build systematically on pupils' skills and knowledge. They provide activities which meet learners' needs well. Stimulating starting points for lessons engage pupils' interest and enthusiasm. The curriculum is adapted to meet learners' needs. One literacy lesson used extracts from 'Toy Story' to stimulate the interest of boys successfully. Targeted questioning during lessons consolidates learning and allows teachers to check understanding. In the best lessons, teachers use this information to re-shape lessons to meet learners emerging needs. In satisfactory mathematics lessons, teachers do not use assessment information well enough and activities often lack challenge. The pace of learning slows because teaching does not precisely meet

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

pupils' needs and their engagement wanes.

Assessment procedures have improved since the previous inspection. Marking and feedback to pupils is helpful in providing the next steps in learning, particularly in writing. Pupils know and understand their individual targets which are linked to National Curriculum levels and pupils, therefore, know how well they are doing.

Provision in the Early Years Foundation Stage successfully promotes children's personal, social and emotional development. It provides learning opportunities across the whole of the Early Years Foundation Stage curriculum, both indoors and in the developing outdoor area. There is an imbalance, however, between activities that adults lead and direct and those that children choose for themselves. Some activities limit learning because their outcomes are fixed and they are not sufficiently open ended to allow children to use their growing skills and knowledge fully.

Behaviour and safety of pupils

Behaviour has improved since the previous inspection. Pupils feel safe and their parents and carers strongly agree that the school keeps them safe. Parents and carers commented positively about the school's caring ethos. Pupils behave well in lessons and around the school and their behaviour contributes effectively to learning. They have positive relationships with each other as well as with the adults in school. Incidents of poor behaviour have reduced and pupils have confidence that when incidents occur the school will deal with them. Pupils' comments and school records confirm that behaviour in lessons is generally good over time.

The vast majority of parents and carers feels that behaviour is good, but a minority feels that the school does not deal effectively with bullying. Pupils have a good understanding of the different forms of bullying and they can name an adult to approach if they need help. Pupils have a voice through their school council, which makes a positive contribution, including organising fundraising events. Older pupils are supportive of younger ones and some Year 6 pupils organise and run lunchtime activities for younger pupils, for example an art club. The popular eco-club makes a positive contribution to global awareness, for instance when members presented an assembly about fairtrade products during the inspection. Other pupils listened attentively and were supportive of their efforts.

Leadership and management

Leaders and managers successfully communicate high expectations to the whole school community. They set challenging targets for pupils' progress and attainment. The headteacher and assistant headteacher form an effective partnership and they have secured improvements since the previous inspection. Leaders' evaluation of the school's performance is accurate and the school demonstrates strong capacity to improve further. Staff responses to the Ofsted questionnaire indicate that morale in the school is high.

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

Senior leaders are effectively improving teaching and learning through the accurate evaluation of the impact of teaching on learning. Useful feedback to teachers and appropriate professional development opportunities make a good contribution to improving teaching. The regular monitoring of a range of outcomes and provision, including pupils' work in books, informs detailed and appropriate plans for improvement. Leaders usefully seek the views of pupils to inform their evaluations.

Members of the governing body are effective in their role in challenging the school to improve. They monitor improvements for their impact on raising achievement. They visit the school to evaluate matters first hand and have recently reviewed the school's marking and assessment procedures. The governing body makes useful suggestions and sets targets for improvement including timescales for further evaluation. School leaders ensure that arrangements to keep pupils safe are secure. They promote equality well and have identified pupils whose circumstances may make them vulnerable to underachievement and provided them with additional support to help them catch up.

Parents' and carers' workshops, which help to support learning at home, are appreciated. Leaders and teachers are available to parents and carers at the end of every school day. The school's website is a useful source of information and holds important school policies including those for safeguarding and child protection. Leaders regularly canvass the views of parents and carers but do not communicate well enough how they have acted on this information or how they have addressed their concerns, including about how behaviour is managed.

The curriculum is broad, balanced and engaging. It promotes spiritual, moral and social development well. Pupils respectfully observe prayer and reflection times in daily assemblies. There are some weaknesses in pupils' understanding of cultural and religious diversity. The curriculum is enhanced through a wide range of popular extra-curricular activities. During the inspection, pupils were enjoying their activities in the cookery club. Pupils have opportunities to learn instruments and, through links with local secondary schools, benefit from coaching in various sports.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

8 March 2012

Dear Pupils



**Inspection of Hever Church of England Voluntary Aided Primary School,
Hever TN8 7NH**

Thank you for making me so welcome when I visited your school recently. I thoroughly enjoyed talking to you in lessons and on the playground, meeting the school council and hearing some of you read. I also read your views about the school in the questionnaires some of you completed.

You told me that you enjoy your lessons and think that the school takes good care of you and keeps you safe. I agree with your views. The school council also told me about its work and how it has helped to make decisions in the school and organise fun activities that raise money for charities. I particularly enjoyed the eco assembly about fairtrade products and the chocolate I tasted was delicious! I also think that you sing very well.

Overall, you are making satisfactory progress, teaching and your attainment are broadly average. Leadership, management and behaviour are good.

I have asked the adults that lead and manage your school to improve it further by:

- making sure that you are actively involved throughout mathematics lessons and that activities challenge you to do your best
- making sure that children in the Early Years Foundation Stage have more opportunities to choose activities for themselves and that activities help them to use all of their skills and understanding
- making sure that your parents and carers know how the school is managing behaviour and how it pays attention to their comments and concerns.

I am sure you will play your part by continuing to work hard and doing your very best.

Yours sincerely

Michelle Winter
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**