

Hextable Primary School

Rowhill Road, Hextable, Swanley, Kent, BR8 7RL

Inspection dates 11–12 December 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils, regardless of their background, make good progress from their starting points.
- Children in Reception settle into school quickly and make good progress due to the varied and interesting activities presented to them.
- Pupils entitled to support from additional funding, disabled pupils and those who have special educational needs are making good progress, and their attainment in English and mathematics is close to that of their peers in school by the end of Year 6.
- Teaching is good, and increasingly outstanding, leading to rising achievement across the school.
- Behaviour across the school is good and pupils state they feel very safe due to the excellent relationships they have with each other and adults in school. Pupils say there is no bullying and any previous instances were dealt with quickly and effectively.
- Leaders and managers have brought about rapid and significant improvements since the last inspection. Leaders at all levels, including governors, have made sure that teaching and achievement have improved. Self-evaluation is accurate and leaders have a firm understanding of the school's strengths and weaknesses.
- The governing body provides good support and challenge to the school as a whole.

It is not yet an outstanding school because

- Achievement in writing in other areas is not as good as that in English and mathematics.
- Information regarding the attainment and progress of pupils in Key Stages 1 and 2 is not easily accessible to all staff in order to inform future planning.
- The most able pupils do not consistently reach the upper levels of which they are capable, because teachers do not always challenge them enough in lessons.

Information about this inspection

- The inspection team observed 19 lessons and were joined in nine of these by members of the senior leadership team.
- Meetings were held with members of the senior leadership team, a representative of the local authority, two members of the governing body and a group of pupils.
- Several pupils were heard reading and inspectors observed pupils during the teaching of reading and of the letters and the sounds they make (phonics).
- Inspectors scrutinised a range of documents covering safeguarding, school self-evaluation, the management of staff performance, records of behaviour and safety, pupils' attainment and progress, attendance information and school improvement planning.
- The inspection team took account of 85 responses to the online questionnaire (Parent View), two letters received from parents and 31 responses to the staff questionnaire.

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Bryan Meyer

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The Early Years Foundation Stage and Key Stage 1 pupils are in one building and Key Stage 2 pupils are in a separate building on the same site. The school has two classes per year group.
- The proportion of pupils known to be eligible for the pupil premium funding is well below average. This is additional government funding provided for looked after children, pupils known to be eligible for free school meals and children of service families. In this school it applies to pupils known to be eligible for free school meals.
- The proportion of pupils with a statement of special educational needs or supported at school action plus is broadly average, but the proportion supported at school action is above average.
- The new leadership team has been in place for close to a year with the headteacher, deputy headteacher and assistant headteacher all having been appointed in the last year.
- The school has forged excellent partnerships with the local authority and the local schools in the area.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise the amount of outstanding teaching by making sure that:
 - there is consistent challenge for the most able pupils so they can reach the levels of attainment of which they are capable.
- Raise achievement further by making sure that:
 - all teachers provide further opportunities for pupils to write extended pieces of work in all subjects
 - assessment information on pupils' progress and attainment is easily accessible to all staff to inform their future planning.

Inspection judgements

The achievement of pupils is good

- Children enter the school with skills and knowledge that are in line with those expected for their age. Children make good progress in the Reception classes and enter Key Stage 1 with a solid foundation for their future learning. Although Year 1 pupils did not achieve well in their first attempt at the phonics screening check, all pupils achieved above average scores on their second attempt.
- Pupils make good progress in Years 1 and 2 and their attainment by the end of Key Stage 1 is a little above national expectations in reading, writing and mathematics. School information shows that current progress for pupils in Key Stage 1 is at least good, and for some it is outstanding.
- By the time pupils reach Year 6 their attainment is above average; however, the number of the most able pupils achieving the higher Levels 5 and 6 has been variable. Current school information shows that pupils in Year 6 are on track to exceed national averages in English and mathematics, especially the most able pupils who are on track to achieve the higher levels.
- Attainment in writing has been below that of reading and mathematics for some time and is a key focus for the school. However, not all teachers provide good opportunities for pupils to write extended pieces of work across all subjects and this slows progress a little in this area.
- Disabled pupils and those with special educational needs make good, and some even better, progress in both English and mathematics. This results in their attainment being within a term of their peers in school by the end of Year 6 and above their peers nationally.
- Pupils who receive extra support through the pupil premium funding make good or even better progress. They reach the end of Year 6 with attainment that is approximately a term to a half term behind that of their peers in both English and mathematics. This is due to the good teaching they receive and the excellent support they have from the other adults who support their learning.
- Attainment in mathematics has risen across the school due to the more practical learning pupils receive and the level of challenge presented by the teachers. For example, in a Year 6 mathematics lesson, pupils were observed studying proportion and ratio. The pace of the lesson for all pupils was excellent; the teacher constantly adapted her questioning to suit the various ability levels in the class. Tasks were changed as the lesson progressed to make sure that the level of challenge for all was high enough throughout the lesson.
- The quality of reading in the school is good and is a strength, with attainment in reading being above national average by the time pupils leave Year 6. Pupils enjoy reading for both pleasure and information, and teachers encourage this across the school.
- Parents, pupils and staff all rightly feel that pupils make good progress in this school.

The quality of teaching is good

- In the Reception classes, teaching is good and teachers provide interesting activities for the children. Both the indoor and outdoor learning areas are used effectively to engage children in their learning and so create a solid foundation for their future learning across the school. Children's progress is carefully monitored and recorded so that teachers can build effectively on their prior learning.
- Excellent relationships between staff and pupils ensure that behaviour is good and it is well managed by all adults in the school.
- Teaching is good and increasingly outstanding. This is bringing about faster rates of progress. The pace of lessons is generally good, except in a few lessons. Teachers do not always challenge the most able pupils by expecting more of them. As a result, they do not always reach the levels of attainment of which they are capable.
- Pupils in receipt of additional funding, disabled pupils and those with special educational needs

are taught well. Work is highly focused to match the needs of these pupils and this has begun to raise their achievement. The gap between these pupils and their peers in school is closing rapidly and their attainment is above that of their peers nationally.

- The school has a clear focus on improving the quality of writing in the school and this has begun to raise achievement in this area. However, teachers do not provide enough opportunities for pupils to practise their writing skills across all a range of subjects and so these are not as strong as in reading and mathematics.
- Teachers know their pupils well and cater for their pupils' needs and abilities well. Other adults who support learning are used effectively and provide excellent support, especially for the less-able pupils. Teachers ensure the subjects they teach are modified to draw on pupils' interests and relate to their level of ability.
- Marking has improved considerably since the last inspection and provides pupils with clear guidance on how to improve their work.

The behaviour and safety of pupils are good

- Due to the excellent relationships between the pupils and staff, behaviour is good and pupils have a positive attitude to learning. Pupils are polite and courteous to each other and towards adults.
- Parents, pupils and staff all rightly feel that behaviour is good and this contributes to the good and better progress the pupils make.
- Older pupils support the younger ones during breaks and lunchtimes and take great pride in their responsibilities. Pupils are proud of their school; as one pupil replied, when asked if the school was a good one, 'No. It's absolutely amazing!'
- Adults make sure that all pupils can participate in all aspects of the school, and so achieving equal opportunities for all is a key aspect of the school's work. External agencies are used highly effectively to make sure that all pupils' needs are met.
- Pupils have a good understanding of bullying and its different forms, but are adamant that there is no bullying in school and any behaviour issues are dealt with quickly and effectively by staff.
- Pupils say they feel safe in school and have a good understanding of how to stay safe and healthy both in and out of school.
- Pupils' love of learning and the school is reflected in their above average attendance, which has improved considerably since the last inspection.

The leadership and management are good

- The senior leadership team has brought about considerable improvements in the school in a relatively short time. The members have a clear and accurate view of the school's strengths and weaknesses, which inform a robust school improvement plan. The vision for improvement across the school is shared by all and the staff responses to the questionnaires were overwhelmingly positive.
- Leadership and management of the Reception classes are good. As the quality of teaching has risen, so has the children's achievement. Tracking and monitoring systems are robust and make sure that work is carefully planned to provide the best possible progress for the children. New indoor and outdoor resources provide interest and enjoyment for the children.
- Senior leaders have developed a strong system for monitoring and tracking pupils' progress in Key Stages 1 and 2, but this assessment information is not easily accessible to all staff.
- The senior leadership team has provided a positive mentoring system for the staff which has raised the quality of teaching from 70% good or better in just English and mathematics to over 95% good or better across all subjects. Teachers are fully held to account by both the governing body and the senior leadership team, and performance management systems have been used effectively to raise standards.

- Subject leaders are also effective at monitoring the quality of their subjects and are held fully accountable for pupils' achievement. The highly effective links with the local authority and school partnership group have allowed these leaders to gain a wide range of training and experience, as well as the external moderation and review of their work.
- The subjects that pupils are taught are constantly modified to suit the various groups of pupils across the school and to make sure they meet their needs and gain their interest. Pupils' social, moral, spiritual and cultural development is excellent as the school provides a very wide range of opportunities to develop their skills and knowledge. For example, all the classes are named after prominent social activists and pupils have studied each of these figures as well as a wide range of religions and the countries from which they originate.
- Pupil premium funding is used to not only provide one-to-one support for eligible pupils but also to make sure they can participate in all aspects of the school's life. The primary school sports funding is also used very effectively to provide specialist teaching and support for staff to enhance the quality of physical education teaching across the school. This provision has resulted in pupils being very positive about physical activity and their joining in a range of sports.
- **The governance of the school:**
 - The governing body has retained its strong support for, and challenge to, the school. It makes sure it has an accurate view of the school's performance through looking at information on pupils' attainment and progress, the quality of teaching and all other aspects of the school's work. Governors use performance management systems to hold all staff to account and link this process rigorously with pay progression and professional development. They monitor the spending from the pupil premium and primary sports funding effectively and the results of this spending. Safeguarding aspects of the school meet requirements and the governors are fully trained in this aspect.

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	135118
Local authority	Kent
Inspection number	429601

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	393
Appropriate authority	The governing body
Chair	Steve Hemmings
Headteacher	Suzie Hall
Date of previous school inspection	23 May 2013
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