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9 November 2007

Mrs J Watson  
The Headteacher  
Hawkinge Primary School  
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Dear Mrs Watson

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 31 October 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please also pass on my thanks to the pupils and staff for meeting with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 12 and 13 September 2006, the school was asked to:

- take steps to improve pupils' skills in writing for different purposes in all years, and particularly in Years 1 and 2
- improve provision for pupils who have learning difficulties and monitor their progress more effectively.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievements.

Standards and achievement are improving, including for pupils with learning difficulties. In the 2007 national tests particularly good improvement was made in English with pupils achieving well to attain above average standards.

The school has given a high priority to raising standards in writing and provides a good range of writing opportunities for pupils in each year group. Pupils' writing is a prominent feature of displays around the school. Effective leadership of English has provided a clear direction for improvement. Weaknesses in writing have been carefully analysed and schemes of work reviewed to ensure there is clear progression in the development of writing skills, particularly in the purpose and

organisational aspects of writing and spelling. Good practice has been shared, monitoring is systematic, and professional development for all staff has been carefully planned. There is a structured approach to handwriting, the teaching of phonics and writing which provides consistency and good guidance to staff, and has raised expectations. However, some tasks are not always appropriately differentiated to maintain sufficient challenge for all pupils. Writing is moderated against National Curriculum levels, and targets are set and reviewed regularly. As a result, pupils understand how well they are doing and what they need to do to reach the next level. They speak with confidence about the range of writing opportunities they have, particularly in other subjects, and enjoy having choices. However, the quality of marking is inconsistent and does not clearly identify development points for improvement.

The provision for pupils with learning difficulties has been reviewed and effective changes made to ensure it is more closely matched to pupils' specific needs. Following staff changes, this aspect of the school's work is now directly led by the headteacher. There is a detailed action plan for improvement with clear links to staff development. However, success criteria are not consistently focused on precise pupil outcomes. Protocols are in place for the identification and support of pupils. Needs are identified through structured diagnostic assessments and additional support and interventions sharply focused for a specific period and then reviewed to evaluate their impact. Staff are held to account for the progress pupils with learning difficulties make through performance management and termly review meetings with senior leaders. As a result, staff have a better understanding of support strategies and teaching assistants are used increasingly effectively in lessons so the progress these pupils make has improved and is now satisfactory.

The school has made good use of external training and opportunities to share good practice, build expertise and address the areas identified for improvement.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Jackie Krafft  
Her Majesty's Inspector