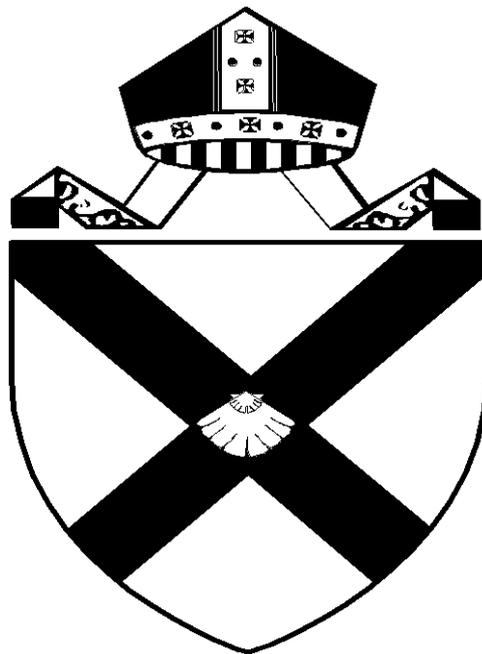


# STATUTORY INSPECTION of ANGLICAN SCHOOLS

## ROCHESTER DIOCESE

2012



**Hever Church of England  
Primary School**

**Voluntary Aided**

Hever, Edenbridge, Kent TN8 7NH

Unique Reference No: 118718

Kent CC

Head Teacher: Caroline Powell

Chair of Governors: Annabel Lark

Rector: Rev. Jane Weeks

Inspector: Jan Thompson (No 92)

Inspection: 29 March 2012

**Hever Voluntary Aided CE Primary School**

Hever, Edenbridge, Kent TN8 7NH

**Diocese: Rochester**

Local authority: Kent

Date of inspection: 29 March 2012

Date of last inspection: 26 February 2009

School's unique reference number: 118718

Headteacher: Caroline Powell

Inspector's name and number: Jan Thompson No 92

**School context**

Hever Church of England Primary School is a small Voluntary Aided school of 105 pupils, who are mostly White British. It is situated in the picturesque village of Hever in Kent, close to St. Peter's Church. Founded in Victorian times, the present building has been extended recently so that there are now all new classrooms. Some pupils come from Hever, but most are from surrounding areas, with more than half from the nearby town of Edenbridge. Thirty percent of pupils are from church going families and another fifteen percent attend special Sunday services. The headteacher has been in post two and a half years and the vicar just over a year. Ofsted judged the school to be satisfactory overall, with good pupil behaviour and good leadership and management.

**The distinctiveness and effectiveness of Hever CE Primary School as a Church of England school are good.**

This school has made very good progress since its last inspection and is now a securely good church school, with excellent potential to improve further.

**Established strengths**

- The school environment is very well used to promote spiritual development.
- The new vicar gives enthusiastic Christian support to the school community.
- There is strong Christian leadership and management of this church school.

**Focus for development**

- Enable pupils and all teachers to take leadership roles in collective worship.
- Establish regular and formalised monitoring of all church aspects of the school, particularly through questionnaires for parents, pupils and staff.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The clear Christian aim 'To ensure that children know that God values and loves them as individuals' helps staff to meet the needs of all pupils in this small, friendly school. In addition, the three core Christian values of love, respect and wisdom are fundamental to the life of the school. They have had a strong impact on pupils' improved behaviour and rising standards. They are clearly linked to Bible teaching, which is an improvement on the last inspection. For example, a display on these values quoted, among other passages, 'Let us love one another, for love is from God.' Pupils behave well in class and around the school, and relationships are very good at all levels. Religious Education (RE), collective worship and the use of the school environment all contribute well to pupils' good spiritual and moral development. A pupil said s/he learnt from worship to 'Always trust God and make the right choices.' Attractive interactive prayer stations in all classes and in common areas are developed with pupil involvement and used by them reflectively. This is a significant improvement since the last inspection. Pupils enjoy raising money for charities and know that Christianity encourages them to help people in need because of Jesus' teaching. Some pupils benefit from a lunchtime Christian club run by the youth leader of the local Baptist church.

**The impact of collective worship on the school community is good.**

Pupils enjoy all aspects of worship, engage with it very well and behave with reverence. During the inspection, they were keen to volunteer for active roles in the telling of the Palm Sunday story, they all participated well in answering questions, pupils did the Bible reading and the singing was breath-taking for such a small school. However, pupils do not have opportunities to plan and lead worship, except the monthly Eucharists when different classes prepare the prayers and Year 5/6 pupils serve at the altar. Some have been involved in evaluating specific acts of worship, but most have not been asked for their opinions of worship and therefore have not been able to influence its development. A regular part of collective worship is a guided reflection, which has a good impact on pupils' spiritual development. They appreciate this quiet time and say that it helps them to say their own prayers. Worship also influences pupils' moral development. An act of worship during Lent helped pupils 'Not to be tempted by things that are wrong'. Pupils have a good experience of Anglican worship. It is planned around the seasons and festivals of the Church's year and daily worship is introduced with a Christian greeting and response. The vicar leads worship once a week, held alternatively in the school hall or the church, and once a month there is a whole school Eucharist. Other clergy from churches that the pupils attend in Edenbridge are also on the worship rota. Collective worship is clearly an important part of the school day and is carefully planned by the headteacher, but not all teachers have a chance to lead it.

**Religious Education is good.**

RE is significantly better than at the last inspection. The Diocesan syllabus has been adopted and its scheme of work is now being followed in all classes. This ensures that lessons are clearly planned and pupils know what they should achieve. Their work is assessed against the national levels and marking, at its best, helps pupils to improve further. Attainment in terms of knowledge and understanding of religions is in line with national expectations and pupils make steady progress across the school. The main focus is Christianity, but pupils also learn about four other religions and appreciate that this is important in order to respect people with different beliefs and cultures. There is a good balance in lessons between religious studies and relating the subject to pupils' own lives, for their spiritual and moral development. Progress and attainment in the latter is good. For example, Year 5/6 pupils were able to think, to question and to respond to each other's ideas when investigating a passage from John's Gospel. They also spoke of their enjoyment in visiting a Sikh temple and talking to the people there. Where appropriate, RE is linked with the school's creative curriculum, in cross-curricular work, adopting a suggestion at the last inspection. This is popular, particularly with the younger pupils. The RE subject leader keeps in close touch with the subject across the school by monitoring and teaching some of the RE units in each class.

**The effectiveness of the leadership and management of the school as a church school is good.**

The headteacher is highly committed to this school as a church school and is positive and open to new ideas. She is particularly inspired and supported in this by the new vicar. The governing body has successfully addressed the issues from the last inspection. Governors are now involved in the self-evaluation of the church aspects of the school, helped by the vicar, as the link governor for RE and collective worship. Their self evaluation is accurate and feeds into the school improvement plan. One weakness, however, is that they have not systematically sought the views of pupils and parents. Since the last inspection, staff, pupils and governors have worked together on the school's core Christian values, which are regarded by all stakeholders as fundamental to the school. Parents approve of the close links between church and school. An interesting development is that pupils' interactive prayer displays are later set up in the church for the congregation to use. There is a good relationship with the diocese, particularly in connection with the extensive new building work at the school.