

# The Harvey Grammar School

Cheriton Rd, Folkestone, Kent CT19 5JY

**Inspection dates** 16–17 March 2016

**Overall effectiveness** **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher's first-rate leadership has improved all aspects of the school since the last inspection. Governors and senior leaders are highly effective. Together they have created a culture where staff and pupils thrive.
- Governors effectively contribute to the school's success because they rigorously and precisely monitor all aspects of the school's work and challenge leaders to do better where necessary.
- Senior leaders have systematically developed the staff so that they have very high levels of expertise in teaching and learning.
- Excellent relationships between teachers and pupils, inspiring teaching and exemplary tracking systems ensure that all groups of pupils make very good progress. Outcomes are outstanding.
- Achievement at GCSE is well above the national average. All groups of pupils make above-average progress in all subject areas.
- Pupils' behaviour is exemplary and their attendance is well above the national average and has been for some time.
- Leaders and teachers have imparted to pupils a very strong work ethic, high aspirations and a desire to excel.
- The school makes an outstanding contribution to pupils' spiritual, moral, social and cultural development. It prepares them well for life in modern, diverse Britain.
- Leaders ensure that disadvantaged pupils are very well supported and so make the same, or better, progress than other pupils nationally.
- Pupils who have special educational needs or disability are supported effectively and so make very strong progress.
- The highly effective curriculum ensures excellent opportunities for pupils' personal and academic development.
- Pupils benefit from a superb range of high-quality extra-curricular activities, clubs, visits and expeditions, and participation rates are high.
- Pupils are happy at The Harvey Grammar School and staff keep them safe. The vast majority of parents are enthusiastic in their support for the school. They believe that it serves their children extremely well.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that all teaching and assessment, particularly for the most-able pupils, is as highly effective as that found in the best practice in the school.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher is admired by pupils, parents and staff alike. His exceptional leadership has led to rapid improvements in all aspects of the school's work. He leads a dedicated and professional team who are all highly committed to achieving the best for every pupil. This culture of excellence means that pupils flourish because they receive highly effective teaching, challenge and support. As one parent commented, 'The Harvey Grammar school has been great for my son, he has grown into a very confident young man with good manners and respect for people and the world around him. His results have been excellent and the teachers have always been available and willing to help.'
- The headteacher and governors have been visionary in ensuring that this is a selective grammar school that serves the needs of all of its local community. Their redesign of the entrance exam has given all pupils a much fairer chance of gaining entry, regardless of background or circumstances. This has resulted in a larger proportion of disadvantaged pupils attending the school; currently the proportion of pupils eligible for the pupil premium (additional government funding) is in line with national averages for all schools. Effective tracking systems coupled with highly effective, often inspirational, teaching ensures that these pupils are making the same very high levels of progress as other pupils in the school.
- Senior leaders have developed an ethos where the school cares for the whole child. Through embedding the school's ethos, 'work hard, play hard, be supportive', leaders don't just ensure that all pupils make rapid progress academically, they develop pupils' love of learning and make sure that they are well cared for. As one sixth former explained, 'We are a family.'
- Parents are overwhelmingly positive about the school. Very nearly all who contributed to Ofsted's online survey questionnaire, Parent View, would recommend the school to another parent. The vast majority who responded agreed that the school is well led and managed and that their child is safe and happy at the school.
- Senior leaders have significantly improved the quality of teaching. They lead by example and provide highly effective support and challenge for teachers. Leaders provide access to a wide-ranging package of relevant training which is particularly valued by teachers. All of the areas for improvement in teaching identified in the previous inspection report have been addressed. As a result, overall progress has accelerated rapidly and all groups of pupils achieve very well in the school.
- The headteacher and senior leaders' evaluations of the school's effectiveness are sharply focused and they take the appropriate actions to make the necessary improvements.
- Middle leaders have responded well to the demands of the new national curriculum. New schemes of work have been developed and approaches that worked well when teachers used national curriculum levels last year have been effectively adapted so that they work with the new way of assessing pupils' progress from their different starting points. As a result, leaders can accurately monitor the progress of all groups of pupils and effectively target support and interventions where necessary.
- The school's electronic tracking and monitoring system is particularly effective. Leaders have a clear overview of the quality of assessments used by each subject and the progress that pupils make. Parents have access to live reports of their son's progress and achievements. Parents particularly value this high-quality information and communication that they receive from the school.
- The broad curriculum meets the needs of pupils particularly well. Staff share a clear understanding of how well-taught lessons, regular enrichment beyond the school day and a range of opportunities to undertake leadership roles underpin pupils' achievements. Consequently, the school's provision for the spiritual, moral, social and cultural development of all pupils is exceptional and personal development and welfare is outstanding.
- Middle leaders and teachers respect and trust the headteacher and senior leaders. They value greatly the support and challenge that senior leaders bring to their work. Effective training and teamwork have ensured that teaching is securely good and there are many outstanding features in English, mathematics, science and across the curriculum.
- Subject leaders are an enthusiastic and committed team and they are driven to continually improve standards in their subject areas. A culture of collaborative learning, coaching and professional dialogue has led to improved teaching and learning across the school. As one member of staff commented, 'The skills and breadth of knowledge possessed by the teaching staff are staggering...I am in awe of some of my colleagues.'
- The staff surveys returned and feedback received indicate that the effect of this teamwork is that

teachers feel valued and staff morale is very high. One teacher commented, 'This really is a fantastic school and I absolutely love working here.'

- Governors and leaders ensure highly effective use of the pupil premium funding. Actions taken by leaders have ensured that the attainment of disadvantaged pupils has continued to rise. Leaders and teachers ensure that this group of pupils makes accelerated progress and attain GCSE results that overall exceed other pupils nationally.
- Leaders ensure that careers advice and guidance is very well organised and effective. Pupils in key stage 4 feel well informed about the range of opportunities open to them at age 16, including the variety of college courses, different institutions and the qualifications required to support their aspirations. Learners in the sixth form are given an effective programme of support and guidance to assist them to progress to their chosen universities, apprenticeships or employment.
- The school works closely with a school improvement advisor from the local authority to provide suitable support for staff. Regular monitoring and review visits take place to affirm both the accuracy of leaders' self-evaluation and the quality of their improvement work. Very good liaison and close working relationships with other schools have led to better teaching and leadership in a range of subjects.
- **The governance of the school**
  - Governors share the headteacher's ambitious aims for the school and they manage the performance of the headteacher well. Members of the governing body have a wealth of skills and educational experience which enables them to support and challenge leaders at all levels. Governors ensure the fair and consistent application of policies and that only the best teaching is rewarded with pay increases.
  - The governing body has successfully challenged leaders to raise the quality of teaching and learning and holds them to account for further improvements. Governors scrutinise performance information, alongside externally produced analyses, in order to assess the success of the school against its own targets, and the standards achieved by similar schools.
  - Regular meetings and visits enable governors to evaluate aspects of the school such as safeguarding, provision for the most-able pupils and the impact of the pupil premium funding. As a result, they have a very clear understanding of the school's performance and its day-to-day work.
- The arrangements for safeguarding are very effective. Regular, high-quality training for all staff is provided by the school on safeguarding matters and careful records are maintained of all those who have completed it. Meticulously managed systems and an effective team approach involving governors, leaders and office staff ensure that all pupils are kept safe.

## **Quality of teaching, learning and assessment is outstanding**

- Teachers see themselves as professional learners and continually seek to improve their practice. There is a collective drive to improve teaching at the heart of the school's work by sharing the best approaches and resources. As a result, teaching, learning and assessment across the school are consistently of very high quality, much being outstanding, including in the sixth form.
- Staff use their specialist subject and assessment knowledge particularly well to design and deliver engaging and challenging lessons. Inspectors witnessed inspirational teaching promoting rapid learning in English, geography, history, science and French. Homework is set in line with the school policy and is used well to extend learning.
- Access to accurate and detailed information about pupils' achievement enables teachers to provide them with additional individualised support and challenge within and outside lessons. Pupils and their parents particularly value the very high quality of teaching.
- Teachers know their pupils' strengths and weaknesses well and have very high expectations. As a consequence, there is mutual respect between teachers and pupils and a very studious learning atmosphere. Pupils have high aspirations, celebrate success and are rightly proud of the high-quality and neatly presented work in their books and on display around the school. This shared ethos supports all pupils to make very good progress and the most-able pupils to excel.
- Teaching in English is exemplary and in mathematics is very strong and this enables pupils to make very good progress. In English, teachers expertly use probing questioning and pupils are challenged to analyse texts creatively and use extended writing to develop deeper thinking. In mathematics, teachers model mathematical techniques well and challenge pupils to think deeply by spotting relationships and solving problems.

- Most teachers expertly stimulate learning by using thought-provoking resources together with good questioning skills to ensure high levels of challenge and engagement. For example, in a Year 7 English lesson, pupils were challenged to generate their own hypothesis about language and draw on quotes to back up their ideas. The teacher's skilful questioning motivated and challenged all pupils and their excitement in the class discussion and debate was tangible.
- The quality of teaching, learning and assessment in the 16 to 19 study programmes is particularly strong; teachers know their learners very well and set regular tests using examination questions from previous years. They model good answers and provide highly detailed feedback to demonstrate how sixth formers can improve on their performance in future tests. Teachers modify their teaching in response to any misconceptions highlighted by learners' answers to test questions.
- All subjects are promoting improvements in literacy through a strong focus on developing discussion and debate and the accurate use of subject-specific vocabulary. Embedded routines enable pupils to present their ideas and to learn from each other. For example, in a Year 7 geography lesson, high-quality preliminary discussion in an atmosphere of mutual respect had enabled pupils to present their work with confidence to the class. Many pupils find this helpful to clarify and sequence their thoughts before committing to writing.
- Nearly all teachers give very effective feedback to pupils in line with the school's expectations. Where this happens, pupils clearly understand what they have to do to improve and act upon this feedback. Consequently, pupils make very good progress in lessons and over time. In some areas, including mathematics, the quality of feedback is not challenging the most-able pupils sufficiently.
- In a very small minority of lessons, including in religious education and a minority of mathematics lessons, insufficient challenge by the teacher means that the pace of learning is slower than is found elsewhere. Where this is the case, leaders swiftly identify training and support for the teachers in order for them to improve their practice.

## **Personal development, behaviour and welfare is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are safe in The Harvey Grammar School and they feel safe. Leaders are clear that pupils' welfare is paramount and good systems are in place to offer help and support, involving external agencies when appropriate. Mixed-age tutor groups encourage older pupils to take on responsibility through mentoring and supporting younger ones. Parents report that their children are well looked after and feel happy at the school.
- Pupils value the many opportunities to get involved in the life of the school. They enthusiastically embrace, and recognise how they benefit from, getting involved in the huge range of out-of-lesson learning that the school offers. These activities include: school music and drama productions; a wealth of sporting clubs and trips; expeditions to explore other countries and help local communities; various charity fundraising events; and participation in Duke of Edinburgh awards. The Old Harveians Association arranges regular social and fundraising activities to assist with the funding of these and other school activities.
- Tutor time is used well to reflect on current affairs and explore moral and ethical issues. The house system encourages pupils to support local and national charities as well as giving them opportunities to get involved in a wide range of competitions and events. As a result, pupils are self-confident, articulate and very well prepared for the next stages of their education, training or employment.
- Careers advice and guidance is very well organised and effective. Pupils in key stage 4 speak with confidence about the range of opportunities open to them at age 16, including the variety of courses, different institutions and qualifications needed to support their aspirations. Similarly, learners in the sixth form are very well informed and prepared for their next stage of education, employment or training.

### **Behaviour**

- The behaviour of pupils is outstanding. Both in lessons and when moving around the school site pupils are calm and sensible. There is an atmosphere of mutual trust and respect. Pupils are keen to learn, polite and friendly towards each other, staff and visitors. They are rightly very proud of their school and look after it well.
- Behaviour in most lessons is exemplary. Pupils are punctual and come to lessons well equipped and ready to learn. The vast majority of pupils are keen, attentive and thoughtful in class.

- Attendance is well above national average figures and has been for some time. The very small number of pupils who have special educational needs or disability have contributed disproportionately to absence levels in the past. This disparity has been addressed and there are no longer any significant differences in the attendance of different groups.
- Parents, staff and pupils all agree that behaviour is managed very well at school. Instances of poor behaviour are very rare and the rates of exclusion are well below national levels.

## Outcomes for pupils

## are outstanding

- Pupils start at The Harvey School in Year 7 with attainment above national averages. By the time they reach the end of Year 11, the proportion of pupils achieving five good GCSEs including English and mathematics is well above the national average.
- In 2015 the most-able pupils, while they made progress in line with national expectations, did not make the same very high levels of progress as their peers. This is no longer the case; outcomes are consistently strong in all subject areas. Teachers monitor pupils' learning well and provide a wide range of focused support and challenge for any who lag behind. All groups of pupils make significantly more than average progress in English, mathematics and across nearly all subjects.
- Leaders and teachers have very high expectations and so pupils from all starting points are making very good progress in all subjects. Heads of subjects work well as a team to analyse and share effective strategies to motivate, challenge and inspire the most-able pupils. This ensures that that they progress well to achieve the top grades at GCSE and aspire to study further.
- Disadvantaged pupils achieve very well and their attainment is improving. The progress and attainment that they make at The Harvey School matches or exceeds that of other pupils nationally.
- Pupils who have special educational needs or disability are supported well and so by the end of key stage 4 they make the same good progress as other pupils in the school.
- Pupils who speak English as an additional language achieve well. This is because the support that they receive is well matched to their needs and allows them to play a full part in lessons and the life of the school. Similarly, pupils from minority ethnic backgrounds achieve as well as other pupils.
- Pupils are very well prepared for, and speak with confidence about, their progression to their next stage of life in work or education. All pupils who left in 2015 were enrolled on education or training.

## 16 to 19 study programmes

## are outstanding

- The school provides very effective careers advice and guidance and a suitable range of study pathways with clear routes to further study or employment. Learners in the sixth form are ambitious; most progress to good universities, while others gain access to further education, training or employment in their chosen field through apprenticeships.
- Leaders know the strengths and weaknesses of the sixth form well. They are ambitious and have detailed plans and strategies in place to accomplish them.
- The school's highly effective tracking systems enable subject leaders to regularly check learners' progress towards demanding targets. A raft of support measures is delivered by subject teachers and tutors for any learners who start to fall behind. Sixth formers are ambitious, take a pride in their school and they appreciate the support teachers give them to reach their high aspirations.
- Historically, sixth formers made progress above national averages, but this was not the case in 2015. Leaders have analysed the reasons for this and have implemented effective changes, including introducing a range of new vocational courses and ensuring a more detailed focus on exam study skills. This has ensured that current standards of progress in the sixth form have returned to their previously very high levels. Inspectors witnessed how well teachers are preparing learners with the range of skills and in-depth understanding needed to attain the highest grades in their exams.
- Teaching in the sixth form is of the highest quality, particularly in subjects such as art, sciences, Spanish and history. Teachers have very high expectations and use their expert subject knowledge to design learning activities which engage and challenge learners. Teachers regularly ask probing questions which demand that learners think deeply and make connections between topics. Detailed feedback enables many learners to work independently to improve the quality of their work. As a result, they learn very well in lessons and over time.

- Tutor time is used well to reflect on spiritual, moral, social and cultural issues and help learners prepare for adult life. In addition, learners experience regular work-related learning. Sixth formers told inspectors that they particularly value the enrichment programme and the high-quality careers information and guidance that the school offers. Many learners take up leadership roles, for example mentoring younger pupils or volunteering for charity fundraising events. This contributes well to their development as responsible citizens.
- The conduct of sixth formers around the school is exemplary and they provide excellent role models for younger pupils. Sixth formers are mature, tolerant and respectful of difference. They have a very good understanding of how to look after themselves and be safe.



## School details

<b>Unique reference number</b>	138480
<b>Local authority</b>	Kent
<b>Inspection number</b>	10011127

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary grammar
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in 16 to 19 study programmes</b>	Boys
<b>Number of pupils on the school roll</b>	903
<b>Of which, number on roll in 16 to 19 study programmes</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Dennis
<b>Headteacher</b>	Scott Norman
<b>Telephone number</b>	01303 252131
<b>Website</b>	<a href="http://www.harveygs.kent.sch.uk">www.harveygs.kent.sch.uk</a>
<b>Email address</b>	<a href="mailto:enquiries@harveygs.kent.sch.uk">enquiries@harveygs.kent.sch.uk</a>
<b>Date of previous inspection</b>	15–16 September 2011

## Information about this school

- The Harvey Grammar School is a slightly smaller than average-sized secondary grammar school for boys.
- The school converted to become an academy in August 2012. When its predecessor school, also called The Harvey Grammar School, was last inspected by Ofsted it was judged to be good overall.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is much lower than the national average.
- Currently there are no pupils in key stage 4 who attend alternative provision to study vocational courses.
- The proportion of pupils who have special educational needs or disability is well below the national average. The proportion with a statement of special educational needs or educational health care plan is very low.
- The proportion of pupils from minority ethnic backgrounds is below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress.



## Information about this inspection

- Inspectors observed pupils in 30 lessons in order to gather evidence to contribute to inspectors' evaluation of the quality of teaching, learning, and assessment. In addition, walks around the school were conducted jointly with members of the school leadership team to observe what the school provides and pupils' learning. Inspectors also attended tutor periods, an assembly, visited the library and observed pupils' conduct around the site at break and lunchtime.
- Meetings were held with the headteacher, members of the governing body, senior leaders, teachers and support staff, the school's improvement advisor and several groups of pupils.
- Inspectors scrutinised a range of school documentation including that relating to: policies; the minutes of governors' meetings; strategic planning documents; safety; self-evaluation documents; pupil achievement; behaviour and attendance information; and a wide range of pupils' work.
- Inspectors considered the views expressed in 193 responses to Ofsted's online survey (Parent View), 39 staff questionnaires and 38 pupil questionnaires.

## Inspection team

Matthew Newberry, lead inspector	Her Majesty's Inspector
David Powell	Ofsted Inspector
Kathryn Moles	Her Majesty's Inspector
Lisa Moore	Her Majesty's Inspector
Mark Roessler	Ofsted Inspector
Patricia Slonecki	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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