

Deal Parochial Church of England Primary School

Inspection report

Unique Reference Number	118746
Local Authority	Kent
Inspection number	358436
Inspection dates	16–17 February 2011
Reporting 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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Peter Gibson
Headteacher	Cathy Cremin
Date of previous school inspection	4 June 2008
School address	Gladstone Road Deal Deal CT14 7ER
Telephone number	01304 374464
Fax number	01304 370900
Email address	headteacher@deal-parochial.kent.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eleven lessons were observed and eight teachers were seen. Meetings were held with groups of pupils, staff and governors. The inspectors observed the school's work and examined documents including the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance and attendance information. They also analysed the content of 68 questionnaire returns from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The learning, progress and attainment of all pupils, particularly the higher achievers.
- The quality and consistency of teaching and assessment.
- The effectiveness of the curriculum in supporting progress and learning.
- The effectiveness of leaders in rigorously monitoring the quality of teaching and learning.
- The effectiveness of leaders in tackling the areas for improvement identified in the last inspection.

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are well below those seen nationally. The number of pupils joining or leaving the school at times other than September and July is low.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is improving because leaders and managers, including governors, have a precise understanding of the school's strengths and what it needs to improve. Ambitious and detailed plans to tackle areas of weakness are helping to secure improvements. For example, recent curriculum developments have ensured that the enthusiasm of learners is successfully harnessed through creative and stimulating starting points for topics. Pupils enjoy school and are enthusiastic about learning; consequently, attendance is above average.

The leadership team is clear that the school needs to improve by raising standards through high quality teaching and learning. This includes better use of assessment to provide work which meets pupils' exact needs, providing greater challenge for some pupils and having high expectations of all. While there is clear evidence that elements of provision and achievement are improving, the school has yet to secure consistently good teaching or better quality in teaching and outcomes for all pupils. While there is some good teaching, some is less effective, so the quality of teaching and learning is satisfactory overall. The leadership team has recently been reorganised; consequently, the impact of some leaders is developing and is currently satisfactory. Overall the school's capacity for further improvement is satisfactory.

Achievement has improved since the last inspection. This is evident, for example, in mathematics, where a high proportion of pupils in 2010 achieved typically expected levels by the end of Year 6. However, variable progress across year groups means that historically average standards at the end of Year 6 have not yet been systematically addressed. The school is rightly focusing on establishing good progress for all and particularly for higher achieving pupils. Progress is satisfactory and attainment is average by the end of Year 6. As a result of the support provided for them, pupils with special educational needs and/or disabilities make good progress.

Provision in the Early Years Foundation Stage is satisfactory. Improvements have been made to the environment and more are planned. However, some of the activities on offer do not fully engage children and they spend too long listening rather than engaging in practical activities.

This is a friendly and harmonious community and pupils feel safe here. There is a strong ethos of mutual respect which underpins all relationships. Staff know the pupils as individuals and provide good guidance and support, particularly for pupils with specific medical needs. As a result of effective collaboration with external agencies and careful monitoring, those pupils who are most vulnerable receive good support.

The school reaches out well into the local area and is making imaginative use of the town and surrounding area as a resource to enrich pupils' learning. It is developing links further

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afield in contrasting locations, including schools in South London and France, in order to enhance pupils' cultural development. Parents and carers are very supportive of the school and appreciate the good care provided. For example, one parent commented: 'There is a lovely atmosphere, everybody's involved, it's a happy school.'

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better by:
 - ensuring that all teachers have high expectations of what pupils can achieve in lessons
 - ensuring that work in lessons is matched to pupils' needs, particularly for higher achieving pupils
 - consistently providing pupils with clear guidance about what they need to do next to improve their work.
- Improve provision in the Early Years Foundation Stage by:
 - ensuring that adult-led group activities fully involve all children in active learning
 - ensuring that the environment provides stimulating opportunities for children to extend their learning through play.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning, are keen to share their ideas and talk readily about their learning with adults and each other. They follow instructions, work collaboratively and share resources amicably. Pupils make good progress in lessons when they are actively engaged in challenging activities and when they are clear about how to improve their work. For example, in one lesson, pupils were successfully applying their key number skills to interpret complex data. Learning is slowed in lessons when pupils are not able to extend their learning, the work is too easy, or they spend too long listening. Pupils with special educational needs and/or disabilities are supported well in lessons, and respond well to the school's inclusive approach, so they make good progress.

Behaviour is good; pupils play and work together well. They are well mannered, polite and friendly. They understand the difference between right and wrong and apply this to their time in school. Pupils contribute to their own safety well by moving around the school in a calm and orderly way. Their spiritual development is very good. This is most evident when they gather together to sing and pray. Pupils' speaking and listening skills are well developed. They listen respectfully to each other and show appreciation of the efforts of others. Trained pupil mediators contribute to good moral development by working with fellow pupils to resolve disagreements. Pupils play a useful part in determining their learning and show responsibility in choosing topics about things that interest them.

Pupils adopt healthy lifestyles with enthusiasm and are keen to take part in physical activities in lessons, at play and in after-school clubs. They understand the impact of poor health choices, including smoking and alcohol use. Pupils contribute purposefully to the

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school community by taking on responsibilities in the classroom and around the school, including the 'Sing-up' leaders who encourage the good singing heard in assemblies. The school council provides a strong pupil voice and organises events such as 'Parochial's Got Talent' to raise money for charity.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is broadly satisfactory, with some that is good and none inadequate. Teachers manage behaviour well. Lessons provide a good balance between being calm while also being stimulating and building well on pupils' interests. The appropriate use of technology, including interactive whiteboards, adds interest and aids pace. The best lessons feature good use of assessment information to plan activities which are well matched to pupils' abilities. Here, teachers use their good subject knowledge to provide logical links in learning. This, together with good questioning, ensures pupils achieve well in these lessons. Less effective lessons do not provide enough opportunities for pupils to show what they can do, activities limit the progress made and teachers' expectations are too low. This is particularly the case for higher achieving pupils. Individual targets are shared with pupils but these are not consistently clear to all so that pupils do not always know how to improve their work.

Recent and well-planned developments in the curriculum mean that some subjects are taught within a theme. This adds to pupils' enjoyment because they can see the links in

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their learning. Activities are made more meaningful to them through the use of real-life experiences, including visits to the local area and visitors into school. Teachers adapt the planned curriculum to ensure that it engages the interest of different groups of learners; for example, a topic on 'mega-structures' was particularly appealing to boys. Work with external partners is well developed; for example, links with local schools provide further enrichment opportunities, including in sport.

The care, guidance and support of pupils are good. Effective transition arrangements are in place on arrival and for pupils leaving the school. One parent of a newly arrived child commented very favourably on the school's individual support for her and her child.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders are ambitious for the school and clear about how to improve it. The headteacher is building the school's capacity to improve through the newly formed leadership team and managers are now beginning to communicate plans for the school's future clearly to other staff. The monitoring of teaching and learning is rigorous and features a clear understanding of what constitutes a good lesson and useful feedback to teachers. There are appropriate plans to include more leaders in this process and this is beginning to take place. However, it is too early to see the full impact of this work in terms of outcomes for pupils. The promotion of community cohesion is satisfactory; for example, the school is reaching out to schools in the local area and beyond. The school makes good use of partnerships with other schools to provide examples of outstanding teaching and learning for staff. Leaders have addressed areas of improvement from the last inspection, including the presentation of pupils' work and their handwriting, so that they are now good. Development plans are now leading to improvements, and the outdoor learning area in the Early Years Foundation stage and the quality of teaching are also developing well.

Safeguarding procedures are robust and meet statutory requirements. The school satisfactorily promotes equality of opportunity and tackles discrimination. The governing body has a thorough understanding of the strengths and weaknesses of the school and holds the school to account in key areas. It is responding to parental requests for improved partnership through its plan to establish a parent forum. Nevertheless, the governing body is not yet fully evaluating the impact of some of its policies.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is satisfactory. Leaders have a clear understanding of how to improve provision and outcomes. Although the outdoor learning area has improved since the last inspection, there is scope to develop the environment further so that it provides stimulating opportunities for children to develop their learning through play. There is a good balance between activities that are led by adults and those that children choose for themselves. Children are supported sensitively in their play to develop their ideas and language. They are also well cared for so that social and language development is good. For example, a group of children playing outside were imaginatively constructing a 'dinosaur trap'. They were confident to access resources to enhance their play and talked excitedly about what they were doing. During some adult-led activities, children spend too long listening in groups and their concentration and engagement wane. Teachers keep engaging records of children's achievements in their learning journey books which rightly include close observations of the children at work. Parents and carers are encouraged to contribute to these assessments with records of achievements at home but this is still developing. Other effective steps are taken to make links with parents and carers. For example, home visits now take place which aid transition into school and parents and carers are welcomed into classrooms to help settle their children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The questionnaires indicate a high level of support and confidence in the school. A number of respondents made additional comments. They were particularly positively about how the school keeps their children safe and how their children enjoy school. A minority of expressed concern about how incidents of unacceptable behaviour are dealt with. Inspectors judge that behaviour is well managed and no incidents of unacceptable behaviour were observed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Deal Parochial Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	63	22	32	2	3	0	0
The school keeps my child safe	42	62	24	35	1	1	1	1
My school informs me about my child's progress	31	42	33	49	4	6	0	0
My child is making enough progress at this school	33	49	25	37	8	12	0	0
The teaching is good at this school	33	49	30	44	3	4	0	0
The school helps me to support my child's learning	28	41	34	50	4	6	0	0
The school helps my child to have a healthy lifestyle	24	35	40	59	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	34	40	59	0	0	0	0
The school meets my child's particular needs	33	49	29	43	5	7	0	0
The school deals effectively with unacceptable behaviour	24	35	28	41	9	13	4	6
The school takes account of my suggestions and concerns	29	43	30	44	7	10	1	1
The school is led and managed effectively	26	38	30	44	8	12	2	3
Overall, I am happy with my child's experience at this school	32	47	30	44	5	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



18 February 2011

Dear Pupils

Inspection of Deal Parochial Church of England Primary School, Deal CT14 7ER

Thank you for making us so welcome when we visited your school recently. We certainly enjoyed talking with you and were impressed by your politeness and the way you get on with your teachers and each other. We know from talking to you and reading your questionnaires that you enjoy being at school and feel safe there. Your headteacher and her staff take good care of you and make sure that you get along well with each other. Overall, you make satisfactory progress. We were pleased to see how well you listen to each other and we were impressed by your good singing. We have asked Mrs Cremin, the staff and governors to try to make your school even better by:

- making sure that more lessons are as good as the very best so that you make at least good progress
- making sure that all of you know how you can improve your work
- improving the Early Years Foundation Stage.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter

Her Majesty's Inspector

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