

Teynham Parochial Church of England Primary School

Inspection report

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|--------------------------------|----------------|
| Unique Reference Number | 118651 |
| Local Authority | Kent |
| Inspection number | 358410 |
| Inspection dates | 9–10 June 2011 |
| Reporting inspector | Kevin Hodge |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 144 |
| Appropriate authority | The governing body |
| Chair | Bob Sutton |
| Headteacher | Elizabeth Pearson |
| Date of previous school inspection | 11 December 2007 |
| School address | Station Road Teynham Sittingbourne ME9 9BQ |
| Telephone number | 01795 521217 |
| Fax number | 01795 522086 |
| Email address | headteacher@teynham.kent.sch.uk |

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|--------------------------|----------------|
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Introduction

This inspection was carried out by two additional inspectors. They visited 10 lessons taught by six staff. They observed the school's work, and looked at school documentation and pupils' workbooks; they held discussions with groups of pupils, the Chair and Vice Chair of the Governing Body and other members, and senior staff. Questionnaires from 52 parents and carers and 15 staff were analysed to help inform the inspection process.

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

- How well children develop their language and number skills in the Reception class.
- The extent to which teaching promotes pupils' writing and mathematical skills in Years 1 to 6.
- How well science and information and communication technology (ICT) work is provided for.
- The capacity of senior leaders, including the members of the governing body, to improve the overall effectiveness of the school.

Information about the school

This is a smaller than average sized school of its type. The Early Years Foundation Stage children are taught in one Reception class. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils known to be eligible for free school meals. The range of special educational needs and/or disabilities include emotional, behavioural and academic. There are very few pupils from minority ethnic heritages. There is a pre-school which operates from the school building but is managed separately and is not reported as part of this inspection. The headteacher was appointed in September 2009, and a newly appointed deputy headteacher is joining the school in September 2011. A part-time, special educational needs coordinator will also start at the same time. The school has very recently achieved National Healthy Schools Status.

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 school provides a satisfactory standard of education for its pupils. Attainment is rising due to the efforts of leaders and staff to pinpoint and then remedy weaknesses in pupils' learning.

Children have a good start to their school life in the Reception class, where a good range of well-taught activities encourage good progress so children begin Year 1 with firm foundations to their learning. The indications from the latest national tests in Year 2 show rising standards as pupils grow more confident in their learning. In Years 3 to 6, pupils are also becoming more confident learners so that by the time they reach the end of Year 6, they reach broadly average levels of attainment and achieve satisfactorily. Some weaknesses remain as it is taking time to make up for past gaps in pupils' knowledge, understanding and skills in aspects of their writing, speaking and mathematical skills. Although they speak with increasing confidence, their range of both spoken and written vocabulary is quite narrow. In mathematics, their basic number skills develop systematically, but their ability to apply these skills in everyday situations is too limited. Pupils' skills in science and ICT also reach average levels by the time they leave the school, but their ICT skills are not always used or extended fully within other subjects on a day-to-day basis.

Pupils like the school and behave well. They say they feel very safe from the good quality of care they receive. The staff listen to their concerns and recent updates to site security aid their sense of well-being. An increasing range of after-school clubs and partnerships with other schools help extend the physical activities on offer and complements their desire to keep healthy. The school's attempts to respond to community needs enable pupils to contribute to their school activities and within their local community. The school's promotion of community cohesion is only satisfactory as the pupils' knowledge and understanding of those communities further from the school or abroad is too limited.

The headteacher is focused on raising attainment and accelerating pupils' rate of progress. The governing body gives good support. Members visit regularly and are quick to back improvements to learning facilities, such as to the outside area in the Early Years Foundation Stage, and to the general school environment. These changes have aided pupils' learning. Many lessons are well taught, but teaching is sometimes inconsistent in quality so pupils' progress and learning vary between classes in Years 1 to 6. The school's self-evaluation has extra rigour from the views of pupils, parents and carers in pinpointing priorities for improvement, such as teaching, pupils' academic skills and their preparation for later life. Good partnerships with other local schools and voluntary groups provide specialist advice and extra opportunities to improve pupils' well-being. Given leaders' commitment, rising attainment and improving provision, the school has a satisfactory capacity to sustain improvement.

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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?

- Raise pupils' attainment in English and mathematics by:
 - helping pupils develop a wider spoken and written vocabulary to enable them to speak and write more confidently and imaginatively
 - ensuring there are more opportunities for pupils to apply their number skills in 'real life' examples in their day-to-day work.
- Improve the quality and consistency of teaching in Years 1 to 6 by:
 - ensuring that monitoring focuses sharply on aspects which will improve pupils' learning
 - ensuring the teachers give pupils more time to respond to their questions and to encourage them to answer at greater length
 - pupils having more opportunities to use ICT in their day-to-day lesson activities.
- Strengthen the school's promotion of community cohesion by:
 - developing the pupils' awareness of the range of backgrounds and beliefs represented in the United Kingdom and globally.

Outcomes for individuals and groups of pupils

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|----------|
| 3 |
|----------|

Pupils enter the school with levels of attainment that are below those typical for their age. They enjoy school and are increasingly excited and interested by the learning that is taking place. This is helping them to reach broadly average attainment by the time they leave, as past declines in national test results are being reversed. The change to a creative curriculum and an improving quality of teaching are helping them to learn faster, but these improvements are relatively recent. For example, older pupils enjoyed writing about mysterious new plants, having received a letter from the White House in America asking them to investigate the strange new species. This motivated them to write informed, descriptive passages. Conversely, some learning in mathematics is too slow or uninteresting, such as counting the number of triangles within a shape, with little real purpose. Pupils' listening skills are good and, while they willingly discuss work with each other and visitors, they are hampered by their limited spoken vocabulary. Pupils with special educational needs and/or disabilities keep pace with their classmates' learning and progress as they are supported well, both in whole classes and in small groups. Those pupils with social and emotional needs are increasingly gaining confidence in their learning. Similarly, the very few pupils from minority ethnic heritages make satisfactory progress, along with their peers.

Pupils' good behaviour helps them to enjoy playtimes and lunchtimes, although they say that some extra equipment at lunchtimes would help. The school council is gaining influence, and redecoration of areas of the school is on their agenda for improvement. Pupils know the benefits of healthy eating and taking exercise, which is helped by the popular range of extra-curricular clubs on offer. Pupils say they like the gardening club, and their environmental awareness is just starting to develop. This has contributed to the

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school's recent national award to promote healthy living. Pupils' involvement in the local community is developing, although their knowledge of others much further from the school is too limited in scope. Given pupils' levels of maturity and that their basic skills are developing securely, they are adequately prepared for their next stages of education.

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 | 3 |
| 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 | 3 |
| 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 | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

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?

Pupils say that lessons are interesting. The revised curriculum makes activities particularly those that combine subjects such as history, geography, art and design more appealing. Pupils find the approach motivating. The school's recent focus on developing pupils' writing has made them more eager to write. Extra-curricular activities help broaden pupils' horizons and stretch their physical abilities. Initiatives such as 'cyber coaching', where pupils are guided to move and exercise while watching a video screen, are popular. Other initiatives, such as using the focus of motor karts at a local centre to foster pupils' interest in writing, are starting to work. Pupils write more willingly as a result. Activities in science are planned appropriately to develop pupils' investigative and scientific thinking.

Although there is a proportion of good teaching, practice is not always consistent across Years 1 to 6. On occasions, pupils do not have enough time to respond to questions or to develop their answers to questions posed by the teacher. Work in small groups and partner activities to foster pupils' abilities to learn collaboratively are effective features of

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good lessons. Lessons equip pupils with ICT skills, but they have insufficient opportunities to apply these skills in lessons on a day-to-day basis.

Teaching assistants provide valuable help in supporting the learning of pupils with special educational needs and/or disabilities. A focus on developing basic skills for these pupils, as well as others, helps them learn securely. Teachers mark work regularly and their comments are appropriately varied for different age groups. Pupils know their targets to help them improve, and regular pupil-progress meetings are giving staff greater insight into where the weaknesses are in pupils' learning.

Good care, guidance and support develop effectively pupils' well-being, sense of safety, healthy lifestyles and good behaviour. Those pupils with special educational needs and/or disabilities benefit particularly from quick identification of their needs and well-thought-out plans of action to meet them. Good links with other professionals beyond the school aid pupils' sporting, academic and emotional development. Pupils are particularly appreciative of the school's response to their worries and concerns, although they sometimes feel these are not dealt with as effectively at lunchtimes. Good links with pre-schools and to those schools to which Year 6 pupils transfer help ease transition. Links with voluntary organisations and specialist provision within other local schools such as 'The Ark', provide ongoing support for pupils to manage occasional unsatisfactory behaviour, as well as support for the staff who work with them.

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 | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The drive and ambition of senior leaders, particularly those of the headteacher, are directing staff more effectively in addressing weaknesses in pupils' academic work. Recent appointments from September and changes in class responsibilities mean that management roles are in transition. Although teaching is regularly monitored, it is still sometimes inconsistent, as not all monitoring focuses clearly enough on those aspects which would quicken pupils' learning. Staff are responding to raised expectations of their own teaching quality and the pace at which pupils should learn.

Members of the governing body support the headteacher effectively and inform themselves from the performance data available and by regular visits to gauge progress. Members challenge the school to account for its performance and expect improvement. They ensure that staff are vetted carefully and that training in the safeguarding of pupils is up to date. As a result of good child protection procedures, staff are knowledgeable and prompt in identifying and addressing any safeguarding issues. Most parents also indicate they feel their children are kept safe.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The school monitors the performance of different groups and all individuals to ensure all receive equal opportunity and respond to all needs with appropriate support. Discrimination of any sort is not tolerated. Engagement with parents and carers is satisfactory and improving as they become more involved in the life of the school. Good partnerships with others such as a local special school, community college, local support groups and other professionals help pupils' well-being and foster their healthy lifestyles. The school's promotion of community cohesion is no more than satisfactory. The school recognises that pupils do not have sufficient awareness of others with varying backgrounds and beliefs represented nationally and beyond.

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 | 2 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| 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

Children make a good start. Recent improvements to both the outside areas and within the classroom help children make good progress. Consistently good teaching develops children's basic language, number and social skills effectively. The wide range of activities, including a pretend 'garden centre' and other role-play areas are enjoyed by children. For example, children who were working in the 'garden centre' enjoyed taking on the role of being shop manager and in wrapping up some flowers to give to their teaching assistant. Other children made good use of computers to develop their artistic talents, while others carefully counted and picked out black seeds to develop their hand movements. Although a weaker aspect of their learning, children's skills and enthusiasm to write are helping lay the foundations for later in the school when they enter Year 1. In other areas of learning, the majority of children reach expected levels when they leave Reception. Children enjoy their 'plan, do and review' sessions, which influence their choice of activities and celebration of successes. There is a good balance between those activities directed by the teacher and those which the children can choose themselves. When needed, these are adapted quickly in the light of how the children engage with them. Occasionally, some

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children are left too long on their own without having extra guidance about how they might extend their use of equipment or activity. Good attention is given to simple hygiene procedures and snack times are nice social occasions which children enjoy. The successes of others are celebrated regularly and children delight in commending some of their classmates to be added to the class 'rainbow' to applaud their success. The senior leaders have a good understanding of the principles and practices of this stage of the school's work and have developed good procedures so that children's start to the school is as smooth as possible.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Most parents and carers who responded to the questionnaire expressed positive views about the school and many noted recent improvements. There were individual comments relating to their own children. These comments raised a number of individual areas where it was felt improvements could be made, but there was no overall pattern to the issues that were voiced. Inspectors endorse the positive views expressed, and raised with the school, anonymously, some of the individual issues voiced by some parents and carers. Inspectors recognised the concerns of a small minority about their children's progress. This area was judged to be satisfactory, and inspectors observed the school's recognition of this as a priority for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Teynham Parochial Church of England 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 25 | 48 | 22 | 42 | 4 | 8 | 1 | 2 |
| The school keeps my child safe | 28 | 54 | 20 | 38 | 3 | 6 | 1 | 2 |
| My school informs me about my child's progress | 19 | 37 | 26 | 50 | 5 | 10 | 2 | 4 |
| My child is making enough progress at this school | 21 | 40 | 19 | 37 | 8 | 15 | 3 | 6 |
| The teaching is good at this school | 20 | 38 | 25 | 48 | 4 | 8 | 0 | 0 |
| The school helps me to support my child's learning | 15 | 29 | 30 | 58 | 4 | 8 | 3 | 6 |
| The school helps my child to have a healthy lifestyle | 18 | 35 | 33 | 65 | 1 | 2 | 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) | 14 | 27 | 25 | 48 | 4 | 8 | 1 | 2 |
| The school meets my child's particular needs | 19 | 37 | 21 | 40 | 6 | 12 | 3 | 6 |
| The school deals effectively with unacceptable behaviour | 18 | 35 | 24 | 46 | 5 | 10 | 5 | 10 |
| The school takes account of my suggestions and concerns | 14 | 27 | 25 | 48 | 7 | 13 | 4 | 8 |
| The school is led and managed effectively | 21 | 40 | 23 | 44 | 7 | 13 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 23 | 44 | 21 | 40 | 4 | 8 | 2 | 4 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 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 2010/11 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.



13 June 2011

Dear Pupils

**Inspection of Teynham Parochial Church of England Primary School,
Sittingbourne ME9 9BQ**

Many thanks for your welcome recently when we visited your school. We think yours is a satisfactory school. Here are some particular things we found out.

- You make satisfactory progress in your learning and your attainment in many subjects, especially writing and mathematics, is average.
- Your history, geography and sports skills develop well. Your Horrible History work sounds good.
- You behave well and you told us you enjoy lessons.
- The school cares for you well, particularly those who find learning hard.
- You know about keeping healthy and keeping fit with exercise.
- Those I spoke to, and your questionnaires, said you feel very safe in school.
- Your headteacher, staff and governors are glad that the school is helping you to learn better. Inspectors think things are heading in the right direction.

We have asked the school to try and improve in three areas to help it get even better:

- Give those of you in Years 1 to 6 more help in widening your written and spoken vocabulary and more 'real-life' activities in mathematics that will really make you think hard.
- Ensure that the teaching is good, or even better, in every lesson.
- Help you learn more about others from different places and cultures through your links with schools and children in other parts of this country and abroad.

You can help too by continuing to be well behaved and in giving your ideas about how the school can keep improving.

Yours sincerely

Kevin Hodge

Lead inspector

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