

# Tenterden Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	118671
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358418
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Eileen Chadwick

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Ross Smith
<b>Headteacher</b>	Gillian Guthrie
<b>Date of previous school inspection</b>	12 March 2008
<b>School address</b>	Recreation Ground Road Tenterden TN30 6RA
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<b>Email address</b>	headteacher@tenterden-junior.kent.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons and observed 11 teachers. Inspectors held meetings with pupils, staff with key responsibilities, members of the governing body and representatives from the local authority and the national support school. Inspectors observed the school's work and evaluated documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, as well as the school's safeguarding procedures. Inspectors analysed 154 completed questionnaires from parents and carers, 17 from members of staff and 95 completed by pupils in Key Stage 2.

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

- The extent to which the school builds on pupils' attainment when they join in Year 3.
- Pupils' attainment in the current Year 6 in English and mathematics and whether pupils' progress is improving, especially in mathematics.
- Whether initiatives to improve teaching are succeeding and leading to raised achievement.
- The impact of leaders' work on bringing about improvements in English and mathematics.

## Information about the school

The school is a little larger than most junior schools. It serves the local community and its surrounding area. Most pupils have previously attended the infant school on the adjacent site. The proportion of pupils known to be eligible for free school meals is below average and most pupils are of White British heritage. The percentage of pupils identified with special educational needs and/or disabilities is below average. These pupils' difficulties are mainly emotional and behavioural or they have learning difficulties in literacy and numeracy. The proportion with a statement of special educational needs is below average. The number of pupils attending the school has gradually fallen since the previous inspection.

The executive headteacher has led the school since September 2010 and she is also the substantive headteacher of Tenterden Infant School on the adjacent site. Since January 2011, the school has worked with a national support school with a focus on improving teaching and learning. The school's awards include Healthy Schools, Activemark and Eco-school.

**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

Tenterden Church of England Junior School provides a satisfactory and improving education. On her arrival, the headteacher, together with staff and governors, took a critical look at the school's position. They accurately concluded that, although pupils' attainment was average, this was not good enough considering their starting points on entry to the school. Very clear and well-focused leadership from the headteacher, strong partnerships with the national support school and a determined governing body are unlocking the potential within staff. This has led to improvements in teaching and pupils' achievement, which are now satisfactory. There has been a strong focus on all-round improvement and pupils now learn in an attractive and well-organised environment.

Pupils' progress is satisfactory overall. Pupils' attainment in Year 6 has improved this year in both English and mathematics and is above average, although lower in mathematics than in English. There is still work to be done to increase the proportions reaching average and higher levels in mathematics so that individual pupils' attainment in mathematics matches English. In mathematics, pupils occasionally have gaps in their mental arithmetic which slows their calculation skills. Pupils write fluently for a range of purposes but spelling and punctuation are relatively weaker aspects and their handwriting is not always joined or tidy.

The outcomes for pupils' personal development and well-being are good, including their spiritual, moral, social and cultural development. Pupils behave well, show consideration for others and are polite. Pupils contribute well to the community and their good understanding of healthy lifestyles is reflected in their keenness to take part in sport and is recognised in national awards. Good care, guidance and support and safeguarding contribute to pupils' good attendance, enjoyment of school and feelings of personal safety.

About half of all lessons are good although a small proportion are inadequate. Lessons have improved as staff have been supported in developing their practice. However, there is not enough good teaching to quickly raise achievement for all pupils. Lesson introductions are sometimes too easy for higher attaining pupils or too hard for the lower attaining pupils. Occasionally, in their planning for group work in mathematics, teachers make insufficient use of assessment information. At such times the lack of challenge for average and lower attaining pupils means that progress slows. Lessons contain interesting learning contexts in English but teachers do not routinely use good quality reading texts for stimulating pupils during writing lessons.

Self-evaluation systems are now very thorough. Assessment systems have been tightened and rigorous checks by senior leaders help to identify any gaps in pupils' progress. However, the school recognises that there are fewer intervention programmes for more-capable pupils than for others.

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Secure leadership and management now underpin the school's work. Using her wide experience, the headteacher has worked well with governors to reorganise senior and middle leadership. Roles and responsibilities have been reviewed and leadership has begun to be shared but some leaders are still developing their roles so they can make a stronger contribution. Senior leaders' accurate evaluation means the school has very appropriate priorities for moving forward. All this, combined with rising attainment and the shared vision among staff for moving forward, indicates that the school has a satisfactory capacity to sustain improvement.

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 and improve their progress by July 2012 by:
  - increasing the proportions reaching average and higher levels in mathematics
  - improving pupils' mental skills in mathematics
  - improving pupils' spelling, handwriting and punctuation.
- Eliminate the small proportion of inadequate teaching as a matter of urgency and improve the consistency of good and better teaching by July 2012, by:
  - making better use of assessment and groupings to ensure that work is consistently matched to all pupils' abilities, especially in mathematics
  - ensuring a wide range of quality texts is used to underpin writing lessons
  - increasing intervention programmes to challenge higher-attaining pupils in mathematics and, where necessary, to help them catch up.
- Increase the capacity of school leaders to contribute to improvements, by July 2012, by:
  - equipping all school leaders with the skills and providing the opportunities necessary to ensure they take a full role in raising achievement
  - ensuring the school development plan shows clear attainment targets for every year group by the autumn term 2011.

### **Outcomes for individuals and groups of pupils**

**3**

Lesson observations, together with the evaluation of pupils' tracking data and their work, show that pupils' learning is mainly satisfactory. Overall, the school now builds satisfactorily upon pupils' above average attainment on entry to the school. However, although improving, there is still work to do to ensure Year 3 pupils are consistently challenged, especially in mathematics. Accelerated progress in Year 6 enables pupils to make up some ground lost earlier in Key Stage 2. This was seen in a good mathematics lesson in Year 6 when pupils solved money problems which involved fractions and percentages. Pupils of all abilities learned well because of the way the teacher ensured everyone was challenged. However, in younger classes, this does not happen so consistently; for example, when a few pupils who enter school with average or lower attainment are given work in mathematics that is too easy and, consequently, mark time.

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Test results for the current Year 6 show nearly all pupils now reach at least average levels in English but fewer do so in mathematics, and there is scope for middle-ability pupils in particular to do better in mathematics. Attainment at the higher levels has risen substantially this year, including in mathematics, but the proportion reaching higher levels is still a little better in English than in mathematics. Pupils do not always have multiplication facts quickly in mind and this limits their ability to calculate quickly.

Pupils with special educational needs and/or disabilities achieve satisfactorily. The school has rightly identified that a significant number have literacy and numeracy needs because of earlier underachievement. The school is providing intervention for these pupils while recognising that better teaching is the key to securing appropriate achievement. Those with emotional and behavioural difficulties are helped well and incidents of poor behaviour are unusual. Pupils have a very good knowledge of how to keep themselves safe. They reported very little bullying and trust adults to deal with any that might occur.

Pupils enjoy school and are articulate and enthusiastic learners. They are keen to work hard and take some responsibility for their own learning. They play a positive and active role within their community, for example through the school council, fund-raising, acting as role models to younger pupils and through their eco work. As a result of assemblies, their work in religious education and the sense of wonder engendered through art and design and humanities education, their spiritual development is good. They develop good teamwork and decision-making skills, for example through their mini-enterprise projects. The extent that pupils develop and apply their basic skills prepares them soundly for their future life and learning.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Calm and visually stimulating classrooms and good relationships mean that learning takes place in a supportive classroom atmosphere. Pupils respond well to teachers' high expectations for behaviour. In the good lessons, teachers' subject knowledge is strong and they expertly pitch work at the correct level for all pupils so that the quality of their learning is good. In these lessons, pupils relish the challenge presented to them by interesting work. Where English and mathematics are no better than satisfactory, opportunities for well-focused learning are sometimes missed because learning tasks are not fully adjusted to meet pupils' needs. All lessons are conscientiously planned but teachers do not consistently take pupils' different starting points into account or use National Curriculum levels in their planning. In the small amount of inadequate teaching seen, pupils were insufficiently challenged in mathematics. Teaching assistants provide satisfactory support but, on occasions, do too much for lower attaining pupils and those with special educational needs and/or disabilities.

The satisfactory curriculum is broad and stimulates cross-curricular learning. There are many examples of good quality practical work underpinning pupils' academic learning, for example, when pupils practised writing a persuasive 'pitch' about themselves during a mini-enterprise project. Music, art and design, and sport are strong features of the curriculum. However, opportunities for pupils to develop their basic skills are patchy and the school has started to revise the curriculum to ensure a more systematic build-up. From

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next September the school, working with the infant school, intends to build continuity in provision across Year 2 and Year 3 in reading, letters and sounds and writing to eliminate disruption to pupils' learning when they transfer to the juniors.

Parents and carers and pupils agree that pupils are well cared for. There are well-managed systems for child protection and health and safety across the school. Good induction arrangements help ease the transition from one stage of education to the next. The links between the infant and junior school have improved enormously this year. Adults provide good support for pupils' social and emotional development. The school works well with outside professionals in order to support vulnerable pupils and help them to adapt to school. Sound partnerships with parents help to promote pupils' satisfactory learning in school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides strong leadership and management and has set a fresh direction. The senior team has focused its efforts on making sustained improvement to pupils' achievement and improving the quality of teaching. This has started to have a positive impact. The restructuring of leadership is adding much to leadership capacity, including opportunities for the infant school deputy headteacher to work within the leadership team. The roles of other senior leaders are developing as they work alongside strong role models, including leaders from the national support school. Those in middle leadership positions are new to their roles and, at present, are largely dependent on support from senior colleagues and partners from the national support school to effect change in their areas. Rigorous systems to track progress and monitor teaching are in place. Consequently senior leaders have an accurate view of the school's strengths and areas for development and their judgements matched those of the inspectors. The governing body has restructured; it is well informed, hard-working and holds the school to account well. Partnerships with the national support school have been well managed and are having a good impact on school improvement, including improving teaching through coaching. The school improvement plan sets a clear agenda for improvement with ambitious numerical targets for the end of Year 6 attainment. However, the school improvement plan does not contain enough attainment targets for each year group and this restricts the ability of governors and staff to fully evaluate the impact of initiatives on improving pupils' performance.

Systems for safeguarding and risk assessment are good and firmly established in policies, working practices and the school ethos. This is affirmed by the high degree of



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endorsement from parents and carers in the questionnaires returned. All relevant training is up to date, and the vetting of adults working with pupils is recorded well. There is no evidence of discrimination, and the relative progress of different groups of pupils, while variable as they move through the school, means that equality of opportunity is satisfactory. Leaders are keen to lift these features to become good in the future and work has begun on ensuring a better match of activities to pupils' needs, but inconsistencies in provision remain. Cohesion is promoted satisfactorily within its own community and the school has developing links with schools abroad. However, it recognises that there is more to be done to foster pupils' understanding of cohesion at a national level.

*These are the grades for leadership and management*

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

## Views of parents and carers

There was a good rate of return of completed questionnaires. Most parents and carers who responded have positive views about Tenterden Church of England Junior School. A very large majority feel their children enjoy school, the school keeps their children safe and supports a healthy lifestyle. Inspection evidence confirms these judgements. A small minority do not feel the school helps parents and carers to support their children's learning or provides enough information about their children's progress. While these areas are satisfactory the school's new leadership team has targeted them for improvement so parents and carers can play a full role in the education of their children. A few parents and carers expressed concern that their children were not making enough progress, especially in Year 3. The inspection evidence indicates that pupils make satisfactory progress and that there is scope for improvement. The school has strong plans for improving the continuity of provision across Year 2 and Year 3, for example in reading. A very small minority of parents and carers expressed concern that pupils do not always behave well enough. The inspection team finds that pupils' behaviour is good and well managed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tenterden Church of England Junior 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 154 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	49	72	47	5	3	1	1
The school keeps my child safe	82	53	64	42	7	5	0	0
My school informs me about my child's progress	40	26	92	60	19	12	1	1
My child is making enough progress at this school	40	26	92	60	19	12	1	1
The teaching is good at this school	51	33	84	55	8	5	4	3
The school helps me to support my child's learning	29	19	99	64	17	11	5	3
The school helps my child to have a healthy lifestyle	43	28	105	68	6	4	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)	52	34	91	59	7	5	1	1
The school meets my child's particular needs	44	29	87	56	13	8	6	4
The school deals effectively with unacceptable behaviour	37	24	90	58	16	10	5	3
The school takes account of my suggestions and concerns	32	21	93	60	16	10	2	1
The school is led and managed effectively	56	36	82	53	8	5	1	1
Overall, I am happy with my child's experience at this school	64	42	75	49	11	7	3	2

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 June 2011

Dear Pupils

**Inspection of Tenterden Church of England Junior School, Tenterden, TN30 6RA**

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a satisfactory and improving education. Here are some of the things you and your school do well.

- You enjoy school and this shows in your good attendance rates.
- You help to make your school a special place because you behave well and are very helpful.
- You have some good learning opportunities in music, art and design, and sport.
- You understand how important it is to keep fit and healthy and know you should not eat too many cakes and sweets.
- You told inspectors that staff take very good care of you and keep you safe and we agree.
- Your headteacher is leading you all very well and all the staff and governors are working hard to make the school better.

This is what we are asking your school to do to improve.

- Help some of you to reach higher standards in mathematics and help all of you to improve your mental arithmetic, handwriting, punctuation and spelling.
- Make all lessons as good as the best ones so that the work is at just the right level and never too easy for you.
- Make sure all school leaders play a full part in making the school better and check how well things are going.

We hope you will continue to enjoy school. You can help by working hard at improving your spelling and mental arithmetic. Well done for doing so much for the community. Please keep this up!

Yours sincerely

Eileen Chadwick

Lead inspector

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