

Adisham Church of England Primary School

Inspection report

Unique Reference Number	118652
Local Authority	Kent
Inspection number	366489
Inspection dates	6–7 July 2011
Reporting inspector	Chris Kessell

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Sigrid Leidig
Headteacher	Gill Betts
Date of previous school inspection	18 January 2010
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Introduction

This inspection was carried out by two additional inspectors, one of whom attended for one day. Inspectors observed nine lessons seeing four teachers. They also observed the schools work and held meetings with pupils, parents and carers, staff and members of the governing body. Inspectors looked at pupils work and school data which showed the pupils progress over the current academic year. Procedures to protect and safeguard pupils were analysed. A range of additional school documentation was evaluated including development planning and evaluations of the quality of teaching.

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

Whether pupils attainment and progress have improved sufficiently over the current academic year and whether underachievement has been eradicated.

The schools procedures for improving the quality of teaching and eliminating inadequate teaching.

Improvements in leadership and management, particularly in the accuracy of self-evaluation, the rigour of the monitoring of pupils progress and the challenge set by targets.

Information about the school

The school is smaller than most primary schools. Although it is situated in the village of Adisham, the majority of pupils travel from neighbouring communities. Most pupils are from White British backgrounds. The proportion of pupils identified with special educational needs and/or disabilities is broadly average. Their needs are predominantly linked to communication, language and literacy. The proportion of pupils known to be eligible for free school meals is well below average.

The school was judged as requiring special measures at its previous inspection because it was providing an inadequate education for the pupils. Since that time, there have been a significant number of staff changes. From summer 2010, the school was managed by a consultant headteacher provided by the local authority and a new substantive headteacher joined the school at Easter 2011. From Year 1 to Year 6 the school is organised into three mixed-age classes. The Early Years Foundation Stage is represented by one class of Reception-age children. At the time of the inspection, the Early Years Foundation Stage leader was on maternity leave.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This is a satisfactory school. By the time pupils leave in Year 6, their attainment is broadly average in English and mathematics. The school has successfully addressed previous underachievement and pupils now make satisfactory progress in relation to their starting points. It is an improving picture. For example, there are now above average levels of attainment in writing in Year 2 and many pupils are making good progress in their reading and writing, which have been a strong focus in the school over the last year. Attainment and progress are not quite as strong in mathematics.

The pupils high levels of attendance are evidence of their enjoyment of school. Christian values permeate much of school life. Pupils play together happily and work well in groups, with partners and independently. As a result of the school's recent keep fit/stay safe week, pupils are knowledgeable about personal safety; they have healthy lifestyles. Pupils are polite and respectful, and their spiritual, moral and social development is good. However, their understanding of the beliefs and traditions of different groups and communities in the United Kingdom and beyond is more limited.

Although teaching is satisfactory overall, a growing proportion is good or better. Inadequate teaching has been successfully eradicated. Classroom relationships are good and in lessons pupils are generally provided with activities that are relevant to their individual needs and levels of ability. Where teaching is less successful, higher-attaining pupils are not always challenged sufficiently and they can find their work too easy. There are also times when a few pupils, mainly boys, are not sufficiently engaged with their work and this is not picked up by teachers. Pupils in Years 3 to 6 talk confidently about their individual targets and these make a successful contribution to their learning. This good practice is less effective among the younger pupils. Teaching in the Early Years Foundation Stage is satisfactory and children make good progress in relation to their starting points. Pupils writing skills have been successfully developed in other subjects but their mathematical skills are not developed as effectively.

Leadership and management are satisfactory. The new headteacher already has a secure understanding of the school's strengths and areas for development, and has made accurate evaluations of the quality of teaching. She has impressed the pupils with her fairness and high expectations regarding behaviour, and issues raised by parents and carers in a recent survey have been successfully addressed. Governance has improved since the previous inspection. Governors are now better positioned to challenge and hold the school to account, and participate and contribute to strategic development. However, year group attainment targets are no longer challenging enough because of the

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improvements in pupils progress. Overall, improvements in leadership and management, and outcomes for pupils, demonstrate the schools satisfactory capacity to improve.

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?

- Further improve the quality of teaching by:
 - making sure that higher-attaining pupils are challenged sufficiently in all lessons
 - ensuring that all pupils, but especially boys, are fully engaged in their learning
 - helping younger pupils to understand fully the importance of their individual targets in English and mathematics, and how these can improve their learning.
- Raise attainment further and improve pupils progress by:
 - setting new, challenging, but realistic, attainment targets for each year group in English and mathematics
 - building on the opportunities that pupils already have to develop their writing skills across the curriculum and provide similar opportunities for pupils to develop their mathematical skills.
 - Provide more opportunities for pupils to engage with members of different communities to improve their understanding of the differences between people from a range of backgrounds.

Outcomes for individuals and groups of pupils

3

Children generally start school with attainment that is similar to that expected for their age. School data and pupils work indicate that many pupils have made good progress over the current academic year. However, much of this improvement shows them catching up on previous years of underachievement. Pupils with special educational needs and/or disabilities make the same progress as their peers because of the effective support they are offered, especially by teaching assistants.

Pupils are well motivated and excited by their learning. They mostly find their lessons interesting and engaging. Occasionally, when introductions to lessons are too long or group activities are not monitored effectively, a few pupils lose interest. Lesson observations showed pupils enjoying their learning. Years 3 and 4 pupils, for example, worked hard in teams to work out different strategies to solve number problems. Pupils also work well independently. Year 5 pupils accurately self-assessed written work from a previous lesson and were able to identify ways they could lift the standard of their work to a higher level. High expectations from the class teacher ensured improvements in the pupils work as they rewrote their work in the computer suite.

Although rates of attendance are high, pupils preparation for the next stage of their schooling is no more than satisfactory because their basic skills are only average. Pupils are keen to take on responsibilities. For example, team leaders were quickly chosen when Years 3 and 4 pupils worked in their problem-solving teams and Year 5 pupils were looking forward to applying for posts of responsibility for the next academic year. Although

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pupils raise funds for different charities and respectfully discuss differences between religions and beliefs, their involvement within the local community is limited.

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	1
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?

Teachers often provide useful written feedback in pupils books, especially in English, which will sometimes include points for improvement or an issue to address, although pupils do not always respond to these comments. All pupils have individual targets in English and mathematics, and in the most effective lessons these are referred to regularly. Younger pupils, however, are unclear about their targets and their usefulness. Although teachers make use of assessment information to provide pupils with work that is relevant to their abilities and understanding, they are sometimes too cautious with higher-attaining pupils and do not challenge them sufficiently.

The school is currently reviewing its curriculum. A modest range of extra-curricular activities are in place and these are popular and well attended. Pupils benefit from other activities such as the recent Year 6 trip which enabled them to experience outdoor activities and team-building exercises. There are a number of opportunities for pupils to develop their English and information and communication technology skills in other subjects. This has been helpful in improving pupils writing, which was an issue at the previous inspection.

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Parents and carers are happy that the school keeps their children secure. Pupils feel safe and are happy at the way they are welcomed into such a friendly school. Pupils whose circumstances make education a challenging process settle well into the school. Their level of support is good. Effective links with outside agencies are in place to help with this support. The school has been very successful in promoting the importance of good attendance.

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 new headteacher enjoys the confidence of the parents and carers. They are pleased that she responded to their views in an initial survey and happy to see more regular communication through a weekly newsletter and text messaging. More parents evenings are planned for the next academic year. The staff work well as a team, everyone is ambitious for the school and there is a clear drive to continue improvement. At the time of the previous inspection, pupils progress was uneven and little was done to monitor the progress of groups of pupils. This has changed and regular progress meetings are held so that the performance of everyone can be evaluated to ensure that all pupils achieve their potential. There has been a successful focus on improving pupils writing skills. The support and provision for pupils with special educational needs and/or disabilities has also improved.

Governors, who are well led by the chair and vice-chair, are undertaking a far more active role in monitoring pupils progress and in holding the school to account. At the time of the inspection, child protection and safeguarding procedures were satisfactory; staff and governors have been appropriately trained in child protection and risk assessment. Vetting procedures are good. The school and governors have correctly focused on improving outcomes and the schools quality of provision since the previous inspection. This has led to a few minor shortcomings in other areas. Work to enable pupils to engage with different groups and communities in the United Kingdom and beyond, for example, remains underdeveloped.

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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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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 leaving the Early Year Foundation Stage this year have made good progress in relation to their starting points. This means that they will start Year 1 in 2011 with attainment that is above average in all areas of learning with the exception of their creative development. Childrens progress has recently slowed somewhat because the quality of teaching is currently only satisfactory.

The children are confident and friendly. This was apparent as they all looked at a pirate map to determine where a treasure chest was buried. They listen carefully to each other and to adults, and are well behaved. They enjoy responsibilities, for example clearing-up and tidying the classroom at the end of lessons. There is a reasonable balance of adult-led and child-initiated activities. However, activities are not always tailored accurately to the needs and abilities of individuals. On some occasions, children are not monitored effectively enough to ensure that they undertake a balanced range of activities. This leads to a few children spending too long on one activity which limits their learning. The outdoor area is used appropriately to support the childrens learning. Good adult support was provided to a small group of children who were determining whether the boats they had built would float or sink. The headteacher is temporarily in charge of the Early Years Foundation Stage provision because of the maternity leave of the substantive manager. Parents and carers are pleased that the day-to-day running of the setting has continued smoothly.

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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	2
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

Questionnaires for parents and carers are not normally distributed by Ofsted for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

However, inspectors met with parents and carers during the inspection and also analysed the recent surveys undertaken by the school. The survey parents and carers completed in April 2011 raised concerns about some aspects of the curriculum provision and the schools engagement with parents and carers. These were addressed by the headteacher, who introduced the successful keep fit/stay safe week and planned more opportunities for parents and carers to become involved with school. A more recent survey of parents and carers indicates that the vast majority who took part are extremely happy with the school and that their children enjoy learning. This was confirmed during the inspection. Parents and carers who met with inspectors during the inspection also painted a positive picture of the school, declaring that it was better now in every way and was very much improved.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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.



8 July 2011

Dear Pupils

Inspection of Adisham Church of England Primary School, Adisham CT3 3JW

Thank you for helping me and being so friendly when I visited your school over the last year. When the school was last inspected, it required special measures because you were not learning as well as you could have done. I am pleased to say that the school is now satisfactory and no longer requires special measures. This means that there are still things that can get better but there are also aspects of the school that are good, for example your behaviour and your understanding of how to stay safe and healthy. Your levels of attendance are really high which shows how much you enjoy coming to school. You make satisfactory progress at school so that you reach average standards in English and mathematics by the end of Year 6.

The headteacher, staff and governors are keen to improve the school even more. They do not need me to visit the school regularly anymore but I have left them with a few things to do. I have asked that they continue to ensure that all of you find your work challenging and that you all concentrate all of the time. I have also asked the school to set challenging targets in English and mathematics for each year group and give you more opportunities to develop your skills in mathematics in other subjects. This is because you do not make as much progress in mathematics as you do in reading and writing. Finally, I have asked that you are provided with more opportunities to meet people from different communities to yours. This will give you a better understanding of the lives of people across the country and beyond.

All of you can help the school get even better by continuing to work hard and maintaining your high levels of attendance.

Best wishes for the future

Yours sincerely

Chris Kessell

Additional inspector

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