

# Tunstall Church of England (Aided) Primary School

Inspection report

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<b>Unique Reference Number</b>	118735
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358435
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Emma Aylesbury

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Doreen Hunter
<b>Headteacher</b>	Katherine Hutchings
<b>Date of previous school inspection</b>	4 December 2007
<b>School address</b>	Tunstall Road Sittingbourne ME9 8DX
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited assembly time and observed eight lessons taught by seven teachers. They had meetings with members of the governing body, staff and groups of pupils. They observed the school's work, including sports day and a Key Stage 2 curriculum day, and looked at the school's self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 111 pupils, 23 staff and 121 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 impact of the school's actions to raise attainment at Key Stage 2 and to eliminate any significant variations between different groups of pupils.
- The effectiveness of teachers' use of assessment data to ensure that all pupils make equally good progress.
- The impact of governance and leadership at all levels in monitoring and improving the progress of all pupils.

## Information about the school

Tunstall Church of England Primary School is an average-sized school. The largest group of pupils are of White British heritage. The proportion of pupils who are from minority ethnic groups is well below average. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. An average proportion of pupils have special educational needs and/or disabilities. The school has gained the Healthy Schools Award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where all staff strive to help pupils to achieve their very best in a warm and friendly environment. As one parent commented, 'The staff are so friendly and always approachable.' The outstanding care and pastoral support that pupils are afforded enables them to progress well in their studies, including those with special educational needs and/or disabilities. Pupils are confident, respect each other's desire to learn and feel very safe at school and, as a result, their behaviour and attitudes to learning are exemplary. They are keen to come to school which is demonstrated by their high levels of sustained attendance.

Pupils achieve well because of the good teaching they receive and, by the end of Year 6, attain levels that are above average. They are introduced well to the school through an effective Early Years Foundation Stage programme. The progress of all pupils is good.

The headteacher and senior team work cohesively together and regularly monitor learning. They have an accurate view of the quality of teaching, with most lessons being good and some outstanding. However, pupils are not sufficiently aware of the next steps they need to make to take their work to a higher level. The good curriculum is enhanced by the newly developed creative aspects and caters for all learners. It is well planned and gives all pupils the opportunity to develop their knowledge and understanding. Pupils say they enjoy learning. The school knows what it needs to do to improve and is accurate in its self-evaluation.

Pupils take on many responsibilities around school, which creates an atmosphere of effective pupil-centered leadership. For example, pupils in Year 6 act as buddies to Early Years Foundation Stage children. They enjoy the 'voice' they have in school and the opportunity to have tea with the headteacher. The pupils have an excellent understanding of how to keep themselves healthy and are keen to participate in sport, which was clearly seen during the whole-school sports day.

The staff work well in liaison with each other. The senior managers have created a strong and committed team which has established good links with parents, carers and external bodies. The school and community benefit from the links forged, for example children singing at the old people's home and the links with the church. The vast majority of parents and carers commend the school for its work and are very supportive of all of the school's activities, especially those that promote spiritual development. One parent commented, 'Thank you for supporting my children's faith.' The school's provision for community cohesion is satisfactory. However, the promotion of the pupils' understanding of a global perspective is at an early stage of development.

Members of the governing body are very supportive of the school and are confident in holding it to account for pupils' achievement. Partnerships with parents and carers are

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good and channels of communication have been enhanced through the development of the school website. Since the last inspection, the school has improved attendance, developed excellent pastoral systems and raised attainment. These actions demonstrate that the school has good capacity to sustain improvement and fulfil its ambitions for the future.

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

- Increase the proportion of outstanding teaching by:
  - improving the consistency of teaching through sharing the best practice
  - making more effective use of pupils' targets in lessons and in the marking of pupils' work to ensure pupils have a very clear understanding about what they need to do to reach the next level in their work.
- Develop the school's work to promote community cohesion beyond the school, particularly in the global community, so that pupils have further opportunities to learn about the range of beliefs and lifestyles throughout the world.

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

**2**

Pupils demonstrate their commitment and very positive attitudes to learning, together with their love of school, by the high levels of attendance they achieve. In an exemplary literacy lesson, pupils worked well independently on improving their writing skills. All learners achieved and progressed at an outstanding pace. In a good Year 5 mathematics lesson, pupils were engaged and made good progress in a challenging but interesting task where they had to throw the dice in order to work out the probability of obtaining a better score.

Attainment is above average by the end of Year 6. Overall, from broadly average starting points, pupils make good progress and their achievement is good. Pupils who have special educational needs and/or disabilities make good progress. This is as a result of good teaching and highly effective guidance and one-to-one support. Despite this success, leaders are anything but complacent. National test results suggested girls were doing better than boys in writing and this gap has been closed by helping boys to improve their analysis of their writing skills.

Pupils have the opportunity and are eager to take on responsibilities across the school. For example, by acting as buddies, they regularly assist with the day-to-day running of the school. They do this with pride and demonstrate their ability to work well together. One parent commented, 'My child loves this school.' During a creative curriculum day, pupils were confident to take part in activities and present their ideas imaginatively. This reflects the way lessons and the curriculum are planned effectively to meet pupils' needs. Pupils have a good understanding of safety and, through the work with the national awards, they have developed an excellent understanding of what constitutes a healthy lifestyle. Participation in sports clubs is high. Pupils' spiritual, moral, social and cultural development is good and their awareness of different cultures is beginning to grow because of the increasingly rich opportunities the school provides. Pupils receive detailed information about moving on to secondary school and many commented that they enjoyed the activities the school has provided which prepare them well for the next stage of their school career.

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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>2</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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<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?

The excellent quality of pastoral care is seen in all areas of the school's work, from the teachers to the administration practices. Pupils whose circumstances make them vulnerable benefit greatly from the excellent work the school carries out with external agencies. Those pupils who have special educational needs and/or disabilities are enabled to progress as well as others because the work is carefully matched to their individual needs.

Teaching is developed well and teaching assistants are effectively deployed to support the learning of different groups. Rigorous planning ensures all pupils' work is targeted to improving their levels of attainment. The strong relationships between adults and pupils ensure pupils are fully engaged in learning activities. As a result, pupils feel well supported and able to do their very best. Individual assessment data is used well by teachers to plan work that matches each pupil's needs and promotes good progress. Target setting is used well to guide pupils, but teachers do not always explain clearly enough the next steps pupils should take in order to improve their work. For example, some pupils knew their current level, but did not have a clear understanding about how to achieve the next.

The recently introduced creative curriculum meets the needs and enthusiasms of pupils well. This was evident in the stimulating and vibrant displays seen throughout the school, in particular the one relating to the project on the Amazon rainforest.

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Pupils are afforded many opportunities to take part in extra-curricular activities, which range from journalism to a family tree club. They are especially proud of their annual Year 6 visit to the Isle of Wight, which provides excellent opportunities for pupils to broaden their social, sporting and scholastic skills.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is well supported by the senior team and members of the governing body. All of the staff work well together as a team to enable all pupils to progress well and do their best work. The headteacher has a clear vision and ensures that the school is constantly striving and there is a clear whole-school development plan, which has improved teaching. Governors hold the senior leadership team to account well for its work and they have a thorough understanding of the school's strengths and weaknesses.

Monitoring of teaching is effective and senior leaders are afforded stimulating professional development opportunities. This is having a positive impact on the quality of learning and creative teaching strategies. However, systems for spreading best practice are currently not fully in place. The school has good partnerships with a group of schools and the local church. The school is a cohesive society and has a detailed understanding of its own community and the different ethnicities and cultures represented. However, it is at an early stage of raising pupils' understanding of the broader international context. There is a clear plan, but it has yet to be implemented to strengthen community cohesion. The school promotes equal opportunities well and pupils value each other's differences. Leaders rigorously tackle inequalities, as can be seen in the successful narrowing of the gap between the attainment of boys and girls. The governing body and headteacher ensure that good safeguarding training and procedures are in place and monitored regularly so all pupils are safe at school. The school has good record keeping for risk assessments and comprehensive safeguarding documentation.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</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>2</b>

## Early Years Foundation Stage

The children in the Early Years Foundation Stage settle well into the school and make good progress. This is because of the good transition arrangements and the supportive atmosphere in the school. The induction arrangements are well organised, and provide the foundations for a good start to school. This helps them to understand what is expected of them and allows them to learn routines. The children feel very safe in school and have good outdoor provision. By the end of Reception, most children attain levels that are above those expected for their age and make good progress. There is a good mix of adult-led and child-initiated activities which are well planned to provide good learning opportunities across all areas of learning.

Lesson planning is well developed and adults are skilful in engaging children's imagination. The lessons are pitched at the right level to aid good progress in all areas of learning. This was seen in a good phonics lesson, where children worked independently and supported each other with their sounds and writing.

The school is quick to identify any learning difficulties and ensures the correct external support is well matched to the needs of the child.

Although the outdoor play area is a relatively small space, the school ensures there are lots of good quality resources and play equipment to stimulate and support learning. Provision is well led and managed by the staff, who work effectively together to ensure a good learning environment is in place for all children. The arrangements for safeguarding are good and effective pastoral support ensures that children are well cared for.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A high proportion of parents and carers returned questionnaires. The overwhelming majority of parents are clearly happy with what the school has to offer and particularly welcome the support they receive, which they comment 'is second to none'. They feel that the school is well managed. One commented, 'I cannot praise the teachers and leadership team enough.' Parents and carers praised the caring nature of the school. Inspection findings agree with the views of the parents.

A few parents expressed concern about the safety of the car parking arrangements. These were investigated by the inspection team and found that the school has carried out a risk assessment and has engaged support from the local authority's health and safety team.

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

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	72	32	26	0	0	1	1
The school keeps my child safe	89	74	31	26	0	0	1	1
My school informs me about my child's progress	64	53	54	45	1	1	2	2
My child is making enough progress at this school	74	61	44	36	1	1	2	2
The teaching is good at this school	84	69	36	30	1	1	0	0
The school helps me to support my child's learning	71	59	48	40	2	2	0	0
The school helps my child to have a healthy lifestyle	71	59	49	40	1	1	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)	76	63	39	32	3	2	0	0
The school meets my child's particular needs	65	54	49	40	4	3	0	0
The school deals effectively with unacceptable behaviour	54	45	55	45	8	7	3	2
The school takes account of my suggestions and concerns	60	50	56	46	1	1	2	2
The school is led and managed effectively	74	61	45	37	0	0	2	2
Overall, I am happy with my child's experience at this school	83	69	36	30	1	1	1	1

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.**



16 July 2011

Dear Pupils

**Inspection of Tunstall Church of England (Aided) Primary School,  
Sittingbourne, ME9 8DX**

I would like to thank you for welcoming us into your school. You were very polite and we enjoyed talking to you about your work. We were impressed by your exemplary behaviour, both in lessons and around the school, and your excellent understanding of how to keep yourselves healthy. It was good to see how many of you thoroughly enjoyed taking part in Sports Day.

You go to a good school. Your teachers provide good, interesting lessons for you that help you to learn well. You obviously enjoy being at school and are keen to take on responsibilities. You all feel safe in school and feel that the adults take good care of you. The inspection team were particularly impressed with the excellent care you receive from all the staff and were very pleased to see that your attendance has shown a marked improvement since the last inspection.

To make the school even better, we have asked the school leaders and governors to:

- ensure that you have a really clear idea of the main things that will help you improve your work by sharing good ideas so that more of your lessons are outstanding
- help you to develop your knowledge of other cultures and communities around the world.

You can play an important part in helping the school to improve by continuing to work hard.

Thank you again for such a warm welcome.

Yours sincerely

Emma Aylesbury

Lead inspector

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