

Weald Community Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 118283 |
| Local Authority | Kent |
| Inspection number | 379584 |
| Inspection dates | 6–7 October 2011 |
| Reporting inspector | Margaret Coussins |

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 | 153 |
| Appropriate authority | The governing body |
| Chair | Roger Hayes |
| Headteacher | David Pyle |
| Date of previous school inspection | 10 May 2007 |
| School address | Long Barn Road Weald Sevenoaks TN14 6PY |
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|---------------------------|------------------|
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and six teachers. Meetings were held with the headteacher, other staff with leadership responsibilities, members of the governing body and pupils. Inspectors observed the school's work and looked at a range of documentation including the school's self-evaluation, the school improvement plan, pupils' progress records and the safeguarding policies and procedures. Questionnaires from 123 parents and carers were received and analysed along with those from staff and pupils.

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 work of leaders and managers at all levels of their contribution to school improvement.
- How well pupils develop independence, responsibility and leadership skills in their learning and personal attributes, and how effectively the curriculum supports this.
- How effectively assessment and progress information is used to inform teaching and learning.
- The quality of provision in the Early Years Foundation Stage, particularly to determine the impact of outdoor learning in all areas.

Information about the school

Weald is smaller than the average-sized primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is below average. Provision is made for the Early Years Foundation Stage in a Reception class. The school has gained a number of national awards including Healthy Schools status, Activemark and Artsmark awards, and a Quality Mark for Extended Services. The headteacher was appointed in September 2010.

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

Weald is a good school. Pupils are great ambassadors for their school, of which they, parents and carers, staff and governors are very proud. One parent summed up the views of many in the comment, 'The school is a very happy place rooted in the heart of the community providing a positive learning experience.'

Pupils' good personal skills are underpinned and promoted by outstanding care, guidance and support by all the staff. As a result, pupils feel safe and secure, and confident to talk to any member of staff should any problems arise. Pupils appreciate the benefit of being part of a small school community. One pupil said, 'We like it being small because you know everyone, it's very safe and comfortable, you feel like you're at home.' Pupils are well-rounded individuals who are happy, confident and excited by all their experiences at school. They are polite, welcoming, articulate and friendly. Pupils care for each other in this inclusive, cohesive school community and enjoy coming to school, as shown by their above average attendance. Their moral and social development is excellent. Pupils make good progress during their time in school. Their achievement is outstanding and, by the time they leave, attainment is high in English and mathematics. Pupils with special educational needs and/or disabilities make similarly good progress to others because their needs are identified at an early stage, effective support is provided and their progress is carefully monitored.

Good teaching and a good curriculum promote pupils' good progress. The school has correctly identified, from its analysis of data at the end of Key Stage 2, that some pupils who achieved the higher level (Level 3) at the end of Year 2 do not always make the progress of which they are capable from Year 3 onwards. The school has recognised the need to analyse assessment information with more rigour and frequency as pupils move through the school in order to equip teachers with more information to improve learning or to provide a strategic whole-school overview of progress.

The headteacher's good leadership, supported well by the deputy headteacher, ensures high expectations and aspirations for pupils and staff. Clear systems for monitoring and self-evaluation have enabled all leaders to focus on the most important aspects for development and take effective action to bring about improvement. Good outcomes have been maintained since the previous inspection and pupils' attainment has improved. Over the past year, the effective distribution of leadership roles has resulted in increased confidence and effectiveness of all staff in

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tackling the school's improvement priorities. This demonstrates that there is good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that assessment information is used more effectively to inform and improve learning and provide a strategic overview of pupils' progress as they move through the school.

Outcomes for individuals and groups of pupils

2

Children start school with levels of attainment that are as expected for their age. They make good progress, and attainment is high by the time they leave. Pupils' enjoyment, along with positive attitudes, good behaviour and good interaction with each other, makes an important contribution to their outstanding achievement. Year 5 and Year 6 pupils thoroughly enjoyed an English lesson exploring rhyme in poetry through studying one of Roald Dahl's Revolting Rhymes. Individuals demonstrated excellent reading skills by reading the poem aloud with great expression and understanding. Mature attitudes enabled them to appreciate the humour and the structure of rhyming couplets, which they were able to transfer into their own writing, working well together, to create some sophisticated, well-written poems. In an art lesson, pupils demonstrated good skills in using shading and tone by developing sketches they had done at home of a view from a window. They learnt well because they were very clear about the purpose of the work, which was to share with pupils in the school in Malawi, and they drew on geographical skills to enhance their work. The quality of learning and progress for pupils with special educational needs and/or disabilities is good because effective systems are in place to identify individual needs and they are supported well on a one-to-one basis or in small groups, often by well-trained teaching assistants.

Pupils enjoy their responsibilities and leadership roles around the school, and take them seriously. They know they have a voice in the school and that their ideas and suggestions are valued. Each child in the Reception class has an older buddy, a system that all ages value. One parent commented, 'The buddy system is fabulous – extremely special and significant relationships for both the younger and older child.' They have a good understanding of how to stay fit and healthy, as reflected in the Healthy Schools award. The school has correctly identified the need to expand pupils' awareness of other cultures within the United Kingdom and plans are underway to link with a school in London. Good progress in basic skills and pupils' good personal skills prepare them well for the next stage of their education.

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These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers and teaching assistants have excellent relationships with pupils, and teaching mostly engages and motivates pupils well. There is a good pace to learning in most lessons where teachers encourage pupils to be resourceful and independent. In these lessons, pupils make good, and sometimes better, progress, and learning is challenging and memorable for them. On occasion, lessons are overly directed by teachers. As a result, pupils are not afforded the same opportunities to take the initiative for their learning, and this can sometimes impede the progress that they are very capable of making. A notable feature of the best lessons is the effective and skilled use of questioning by staff that extends pupils' thinking and learning. There are good examples of marking and feedback that not only gives pupils useful information on how to improve but also encourages them to reflect and evaluate their own progress and learning. This is not consistent in all lessons. The good curriculum is enhanced exceptionally well by a wide range of enrichment opportunities, including clubs, visitors to school and trips, and reflected in the Quality Mark for Extended Services. These activities very effectively broaden pupils' interests, experiences and skills. Music, art and sports have a high profile in the school, which is reflected in the Artsmark and Activemark awards. The partnership with a school in Malawi is providing a wealth of learning opportunities for pupils. One pupil said, 'I found it amazing to understand how different their lives are, but also to know that we think and feel the same things, even though we have so much that they don't have.' The curriculum has been adapted to include a range of support programmes and resources to ensure that the needs of learners with special educational needs

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

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and/or disabilities are met well and they are fully included in all aspects of school life.

Transition procedures into school, through the key stages and into Year 7, are very effective and ensure very good support for pupils and their families. New entrants to the school in different year groups are supported very well. A parent of a child new to the school in Key Stage 2 wrote, 'We would like to express our delight in how the school have helped her settle so quickly. We couldn't be more pleased with the attention and care the school places on children's well-being. Our child loves coming to school.'

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: | |
| The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The governing body clearly knows the school well and has taken a significant role in helping to shape its direction. With all staff, members of the governing body ensure the effectiveness of safeguarding procedures, which meet all requirements and provide pupils with a good understanding of how to keep themselves safe. The governing body has correctly identified the need to revise and renew its committee structure to match more closely with school improvement priorities and to ensure that school improvement is a focus in all of its meetings. There are positive relationships with parents and carers. Questionnaires and a recently established Parents' Forum enable the school to seek the views of parents and carers and act on their suggestions. The inclusive ethos of the school ensures that all pupils have equal opportunities to learn and develop without fear of discrimination. It ensures that all pupils have every chance to take part in all of its activities and, as a result, all groups achieve well. Good partnerships with local schools and organisations are well established, enrich the curriculum and contribute to pupils' well-being and learning opportunities. Leaders have developed the school as a cohesive community in which pupils show respect, tolerance and understanding for others and there are strong links with the local community. Pupils learn about life and culture in other countries through the curriculum by, for example, learning French from Year 2 onwards and the Malawi project. Leaders are aware of the context of their own community and the need to reach out beyond it at a national level, to widen pupils' horizons. Leaders and managers share a vision and good ambition to improve and provide the best possible learning experiences for pupils. There is a strong sense of shared responsibility and commitment among staff, which is fostered by the good leadership and management of the headteacher that drives the improvement for the school.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children get a good start to school in the Reception class. They clearly enjoy learning and settle well in a happy, purposeful environment. Very good attention is paid to children's welfare, and positive and trusting relationships between staff and children ensure that children feel safe and secure at all times. Risk assessments are carried out on a daily basis to ensure children's safety. There are effective induction procedures, enabling good links with parents and carers and a smooth transition into school life. The views of many parents and carers were expressed by one who wrote, 'The school has a wonderful community spirit and parents really get involved. I am so impressed as a new parent.' From starting points that are at expected levels for their age, children make good progress and, by the time they move into Year 1, many children have exceeded the goals for their learning. Children are encouraged to develop their independence by storing their own snacks and water bottles in the morning and registering their names for a packed lunch or a school meal on the interactive whiteboard. They learn to take responsibility by tidying up their activities and understand the importance of hand washing after visiting the toilet or before eating. One child said, 'We need to wash the germs away so they can't make us sick.' The children are confident, articulate and eager to learn and experience new things. Some children were observed when they arrived really enjoying themselves in the 'discovery area' playing with the scales; staff are working to extend such opportunities in order to stimulate children's enquiring, curious minds in all areas of learning. There is a good balance between activities directed by adults and those where children can make their own choices. Children were very excited and very proud to share their special Learning Journey books, which record events at home and school and milestones in their learning. Skilled and systematic teaching of

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phonics (letters and the sounds they make) ensures children develop good early reading and writing skills. Some children, however, are not always taught phonics at a fast enough pace, commensurate with their abilities. Good leadership and management ensure a clear understanding of the strengths and areas for further development. For example, the outdoor area has been correctly identified by the school as an area to further develop to provide an attractive, enabling environment for children to develop their skills to their maximum potential. Assessment of progress is carried out thoroughly and regularly, and enables staff to keep track of where children are and plan the next steps in their learning.

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

A higher-than-average proportion of parents and carers responded to the questionnaire. The overwhelming majority are happy with their children's experience at school, and most parents and carers gave positive responses to all the other statements, which is a reflection of the good links the school has with them. A few expressed concerns about how well the school deals with unacceptable behaviour and how well the school takes account of their suggestions and concerns. Inspectors found that the school manages any incidents of inconsiderate behaviour well should they arise and that the school is working successfully, for example, through the parents' forum, to give parents and carers a voice in the school and act upon their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weald Community 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 123 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 87 | 71 | 30 | 24 | 6 | 5 | 0 | 0 |
| The school keeps my child safe | 80 | 65 | 37 | 30 | 2 | 2 | 1 | 1 |
| The school informs me about my child's progress | 47 | 38 | 66 | 54 | 5 | 4 | 1 | 1 |
| My child is making enough progress at this school | 57 | 46 | 62 | 50 | 3 | 2 | 1 | 1 |
| The teaching is good at this school | 65 | 53 | 50 | 41 | 0 | 0 | 1 | 1 |
| The school helps me to support my child's learning | 51 | 41 | 61 | 50 | 6 | 5 | 2 | 2 |
| The school helps my child to have a healthy lifestyle | 58 | 47 | 60 | 49 | 3 | 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) | 56 | 46 | 58 | 47 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 58 | 47 | 53 | 43 | 4 | 3 | 2 | 2 |
| The school deals effectively with unacceptable behaviour | 46 | 37 | 60 | 49 | 7 | 6 | 3 | 2 |
| The school takes account of my suggestions and concerns | 46 | 37 | 60 | 49 | 12 | 10 | 1 | 1 |
| The school is led and managed effectively | 61 | 50 | 45 | 37 | 7 | 6 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 82 | 67 | 38 | 31 | 0 | 0 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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.



10 October 2011

Dear Pupils

Inspection of Weald Community Primary School, Sevenoaks TN14 6PY

Thank you very much for the welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly, and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Weald because it is a good school.

These are some of the things that really stood out.

- You work very hard and make good progress. Your achievement is outstanding because, by the time you leave, your skills in English and mathematics are high. Well done for doing so well!
- Everybody in your school looks after you exceptionally well because they provide you with outstanding care, guidance and support.
- We were very impressed by how well you get on with each other and help each other in lessons and in the playground. You are very caring, thoughtful and considerate of everyone.

Something that your school could do even better is to make sure that it makes more frequent checks on the progress you make in each class and uses the information to give your headteacher and deputy the big picture of how everyone is doing, as well as giving your teachers more information to make sure you all learn as well as you can.

All of you can help the school even further by continuing to work hard and doing your best.

Thank you again for being so interesting to talk to.

Yours sincerely
Margaret Coussins
Lead inspector

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