

# Davington Primary School

## Inspection report

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<b>Unique Reference Number</b>	118338
<b>Local Authority</b>	Kent
<b>Inspection number</b>	379599
<b>Inspection dates</b>	7–8 November 2011
<b>Reporting inspector</b>	Mike Capper

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dorothy Neame
<b>Headteacher</b>	Chilton Saint
<b>Date of previous school inspection</b>	22–23 January 2009
<b>School address</b>	Priory Row Davington Faversham Kent ME13 7EQ
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	7–8 November 2011
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## Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 15 teachers. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors also spoke to some parents and carers at the start of the school day. They observed the school's work and looked at documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. They also analysed 147 questionnaires from parents and carers, 20 from staff and 70 from 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 effectiveness of teaching at providing the right level of challenge for all pupils.
- The progress of pupils eligible for free school meals.
- The accuracy of self-evaluation and the use of data to monitor progress.
- Opportunities for pupils to take responsibility and their knowledge of how to improve.

## Information about the school

Most pupils come to this larger than average-sized primary school from the local community. The proportion of pupils known to be eligible for free school meals is above average. Most pupils are from White British families. The proportion of pupils identified as having special educational needs and/or disabilities is above average. These pupils have a range of needs including moderate learning difficulties and emotional, social and behavioural difficulties. Children in the Early Years Foundation Stage are taught in two Reception classes. The headteacher joined the school in September 2010.

The school has recently taken over the management of the after-school club that runs each evening. This is in addition to the breakfast club the school runs in the morning. There is also a nursery on the school site which is not managed by the governing body and was not inspected.

The school has several awards including Activemark.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

This satisfactory school is moving forward with renewed vigour and purpose under the clear direction of the new headteacher. Together with senior staff, he has made a good start to tackling the dip in attainment that emerged soon after the previous inspection. They have identified the right priorities and are doing the right things to iron out inconsistencies in progress across the school. Parents and carers are very positive about recent changes, with one commenting that 'The new headteacher has already had a massive impact on the school.'

Pupils' achievement is satisfactory. Pupils make good progress in the Early Years Foundation Stage and then build steadily on this in Years 1 to 6. Pupils' attainment by the end of Year 6 is broadly average, but is set to rise in the future as improved attainment lower down the school begins to filter through to older year groups. In English, attainment is higher in reading than in writing. Pupils make good progress in reading because there are good resources and skills which are taught systematically. In writing, the teaching of spelling, punctuation and handwriting is less well structured and this means that skills do not always improve as quickly.

Although teaching is satisfactory overall, there is some good, and occasionally outstanding, practice in most year groups. Where teaching is satisfactory, it is because it does not meet differing needs well enough or because teachers do not encourage pupils to work quickly so that there is a good pace to learning all of the time.

Pupils are a credit to the school. They are well cared for and this, along with an exciting curriculum, ensures that they thoroughly enjoy school. They keenly take responsibility outside lessons through the school council or by being young sports leaders. They feel very safe due to the work of a recently established but exceptionally effective 'well-being team'. Their work with pupils and their families is one of the major reasons why behaviour, which is good, and attendance have improved since the headteacher's arrival.

The school is improving because leaders have created an ethos in which everyone is valued and respected. They have developed satisfactory systems for evaluating school effectiveness and this ensures that there is an accurate picture of what needs improving. They know that most improvements are relatively recent and so have not been in place long enough to have yet had a sustained impact on pupils' attainment. Monitoring by senior leaders is thorough but the role of subject leaders in improving

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teaching and learning is relatively underdeveloped. The school makes good use of data to identify where to give extra support and this means that groups such as those eligible for free school meals that did not do well enough in the past are now making progress similar to others in lessons. Consequently, more pupils are on track to reach their targets. This positive picture of better progress demonstrates the school's satisfactory capacity to improve further.

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?**

- Move remaining satisfactory teaching to good by
  - ensuring that work is pitched at the right level for all pupils
  - encouraging pupils to work at a fast pace more of the time.
- Improve attainment in writing by
  - ensuring that spelling, handwriting and punctuation are taught systematically across the school
  - using marking in subjects other than English to give pupils clear guidance about how to improve their writing.
- Strengthen the role of subject leaders so that they can play a bigger part in improving teaching and learning.

**Outcomes for individuals and groups of pupils****3**

When children start school in the Reception classes, the majority are working below the levels expected for their age. From these starting points, pupils' achievement through to the end of Year 6 is satisfactory, and they are prepared soundly for the next stage of their education. As they move through the school, their progress is satisfactory rather than good because it is uneven between classes. Where teaching is good or better, pupils learn quickly in lessons. In an outstanding science lesson when pupils were encouraged to explore the factors affecting the rate at which sugar dissolved in water, they made rapid progress because they were highly motivated by the practical work. In a good literacy lesson, pupils made good progress as they explored 'tenses' because the work was linked to a history topic on Anne Frank, making it interesting and purposeful. However, progress is not always as quick as it might be. In a satisfactory numeracy lesson, pupils worked sensibly as they counted shapes to make tally charts, but not all were challenged well enough. When working on a writing task in a satisfactory literacy lesson, some pupils were unclear about how to complete their work and did not work with sufficient pace.

Pupils with special educational needs and/or disabilities make satisfactory progress in lessons. Carefully planned support from teachers and teaching assistants means that

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these pupils are able to participate fully in activities.

There is a happy atmosphere in lessons and pupils work hard. They are sociable and polite and show good consideration for the needs of others. They are keen to take part in physical activity with a high number either walking or cycling to school. The school’s good work in promoting healthy lifestyles is reflected in its Activemark.

Regular work in art and music helps pupils to develop a good awareness of different cultures and they enjoy taking part in local events. For example, they speak very enthusiastically about their recent involvement in the town carnival when they won first prize for their walking float.

*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>	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
<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>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Adults place pupils’ well-being at the centre of their work. The well-being team ensures that there is always someone to turn to if there is a problem. There is very effective liaison with outside agencies when assistance is needed. Pupils who are finding work difficult are quickly given extra help to get them back on track. The breakfast and after-school clubs extend the school’s work successfully. The school’s good efforts have improved attendance to broadly average levels and staff are now working to reduce further the small number of pupils whose learning is still affected by absences.

Teachers make learning interesting and in the best lessons pupils learn very quickly

<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

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because there is good challenge. Teachers make good use of resources and manage pupils’ behaviour very effectively. They regularly assess learning but they do not always use this information well enough to ensure that the pitch of work is right for all pupils. This is the main reason why too much teaching is only satisfactory and not better. Teachers mark work conscientiously and this means that most pupils have a reasonable understanding of their next steps in learning, but in subjects other than English they do not always do enough to guide pupils in how to improve their writing skills.

The curriculum takes good account of pupils’ interests and aptitudes. It is rich and varied and contributes well to pupils’ personal development and enjoyment. Recent improvements in the curriculum mean that there are good opportunities for pupils to write and read in different subjects, although there is still too little structure to the teaching of spelling, punctuation and handwriting.

A good range of clubs and visits enrich learning, especially in physical education where pupils are able to try out sports such as table tennis and squash. Strong partnerships with other schools have a good effect on learning. For example, visits to the local grammar school to take part in mathematics workshops help to improve numeracy skills.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The calm and purposeful leadership of the headteacher and other senior leaders is having a positive impact on the work of the school. Together, they are identifying the right priorities for improvement. Teamwork between staff is strong, and the drive and ambition of leaders are soundly embedded across the school and are already beginning to have a positive effect on outcomes. For example, over the last year, the school environment has been vastly improved and this has had a good effect on pupils’ behaviour and their attitudes towards learning. Leaders are now working proactively to iron out remaining inconsistencies in teaching so that all becomes good or better and they already have plans to involve subject leaders more in this process. The governing body provides sound support and challenge. It has played an active role in supporting the headteacher with recent school improvement initiatives.

The school’s promotion of equality of opportunity is satisfactory. Leaders ensure that there is no discrimination and are making increasingly sharp use of data to check

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that all groups are doing well enough. Pupils show good respect for each other, reflecting the school’s good contribution to community cohesion. Pupils develop a secure understanding of their place in the world through regular contact with other schools and through visitors from overseas. Pupils are well involved in the local community. Good engagement with parents and carers, and strong partnerships with others, means that leaders can and do respond quickly to local needs.

The school has good safeguarding procedures. The vetting of staff is thorough. Staff training on child protection is comprehensive and underpins the good safe practice seen in school.

*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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

A parent summed up some of the key strengths of provision for children in the Reception Year when writing, ‘The teaching team have really impressed us with their enthusiasm.’ Children’s attainment has been rising for the last two years and it is now above average by the start of Year 1. Children make good progress because adults take good account of children’s different starting points, including the needs of those who have special educational needs and/or disabilities. They plan exciting activities, giving children good opportunities to select for themselves where they are going to work so that they become independent quickly. Children have excellent opportunities to explore their own ideas. For example, when using a construction kit, a child talked about how he was ‘building a barn and this is the field where the animals will play football!’ At these times, questioning is used well to move learning on quickly, although just occasionally there are some missed opportunities to do this. Large group activities are well organised, and when letter sounds are being taught, teaching is sometimes outstanding. There is a very structured approach to teaching

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letter sounds and children respond very well to this, enthusiastically echoing the teacher’s spelling and quickly improving their skills.

Leaders work very closely with parents and carers. They are particularly positive about the butterfly/caterpillar club, which gives children a good start to school life. Leaders monitor children’s progress carefully and have a good picture of where further improvements are needed. They are rightly focusing on developing the outdoor area so that it provides as attractive a working environment as the classrooms.

*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

The vast majority of parents are pleased with the work of the school. Positive comments included, ‘The school offers a well-rounded education for my child’ and, ‘My child really enjoys school and enjoys going every day.’ About a fifth of parents and carers answering the questionnaire feel that the school does not tackle unacceptable behaviour well enough. Inspectors saw no poor behaviour and found that there are good procedures for dealing with it when it does occur. Pupils say that they are confident that any instances of poor behaviour are tackled quickly. Some parents and carers were also concerned that the school does not take enough account of their views. During this inspection, inspectors found that the school does all that can reasonably be expected to keep parents and carers involved in decision making through newsletters, the website and by being available each morning to talk to them.

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

Ofsted invited all the registered parents and carers of pupils registered at Davington 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	60	56	38	3	2	0	0
The school keeps my child safe	86	59	59	40	2	1	0	0
The school informs me about my child’s progress	49	33	86	59	11	7	0	0
My child is making enough progress at this school	55	37	78	53	13	9	0	0
The teaching is good at this school	65	44	74	50	4	3	0	0
The school helps me to support my child’s learning	49	33	84	57	12	8	0	0
The school helps my child to have a healthy lifestyle	50	34	84	57	7	5	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)	45	31	78	53	4	3	0	0
The school meets my child’s particular needs	48	33	89	61	7	5	0	0
The school deals effectively with unacceptable behaviour	35	24	72	49	30	20	1	1
The school takes account of my suggestions and concerns	33	22	88	60	18	12	3	2
The school is led and managed effectively	67	46	70	48	6	4	2	1
Overall, I am happy with my child’s experience at this school	80	54	58	39	8	5	0	0

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](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.**

9 November 2011

Dear Pupils



### **Inspection of Davington Primary School, Faversham, ME13 7EQ**

Thank you for being so welcoming and helpful when we visited your school. We found that your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

### **Here are some of the things we found out about your school.**

- You settle quickly in the Reception classes and make good progress. It was great to see so many happy faces in lessons!
- Although there is good or better teaching some of the time in Years 1 to 6, this is not always the case and this means that you make satisfactory rather than good progress in Years 1 to 6.
- You behave well and know who to turn to if you have a worry.
- You are kept safe and are keen to be healthy.
- All adults in school are caring and they give you suitable help when you have problems with your work.
- You do much in the local community and work together well in lessons. The carnival seems to have been great fun!
- Leaders are doing the right things to move the school forward and are clear about what still needs improving.

### **What we have asked your school to do now**

- Ensure that teachers always provide the right level of challenge and encourage you to work quickly.
- Ensure that the teaching of writing and the marking of work in subjects such as science, history and geography helps your skills to improve more quickly.
- Ensure that all leaders are involved in improving teaching so that more of the teaching is good or better.

We wish you all well for the future and are pleased that you enjoy school so much. All of you can help your teachers by trying to always present your work neatly.

Yours sincerely

Mike Capper  
Lead inspector

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