

Capel-le-Ferne Primary School

Capel Street, Folkestone, Kent, CT18 7HB

Inspection dates 2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and staff have ensured that the school has improved since the last inspection. Attainment is rising and a greater proportion of pupils are making better than expected progress, with significant gains in reading and mathematical ability across the school.
- All groups of pupils, including those supported through the pupil premium and disabled pupils or pupils with special educational needs, make good progress in their learning, particularly in reading and mathematics.
- Rates of progress in the Early Years Foundation Stage show clear improvements year on year.
- The quality and consistency of assessment and marking in books are good.
- Teaching across the school is typically good with some that is outstanding. Key features include marking and assessment and the development of pupils' social, moral, spiritual and cultural development.
- Pupils behave well and are enthusiastic about, and show positive attitudes toward their learning. They say that school is 'brilliant'. They know a great deal about keeping themselves and others safe.
- The curriculum provides a wide range of interesting and engaging opportunities for pupils to learn about themselves and the wider world. There is a wide range of sporting and cultural events such as school trips and residential visits.
- Pupils' social, moral, spiritual and cultural development is well developed.

It is not yet an outstanding school because

- Attainment and progress in writing are not as strong as in reading and mathematics across Key Stage 2.
- The proportion of good and outstanding teaching does not enable pupils, especially the more able, to make outstanding progress.
- Governance needs to provide greater challenge in ensuring continuing improvements.
- Not all pupils are consistently punctual for the start of the school day.

Information about this inspection

- This inspection was carried out at one day's notice by two additional inspectors.
- Sixteen lessons were visited, two of which were observed jointly with the headteacher.
- Inspectors also read with pupils across the school and observed the teaching of reading and the use of sounds and letters across Key Stage 1.
- The schools website, policies, planning, safeguarding and monitoring and evaluation documents were scrutinised. Inspectors also looked at information relating to performance management and professional development.
- Meetings were held with leaders and managers including a representative of the governors and a local authority representative.
- Views of pupils were taken into account through small group discussions. Inspectors took account of responses to the online Parent View survey.

Inspection team

Narinder Dohel, Lead inspector

Additional inspector

David Wolfson

Additional inspector

Full report

Information about this school

- This is a smaller than average primary school where children start school in the Reception class.
- Approximately 93% of pupils are White British. The remaining pupils are from a range of minority ethnic backgrounds.
- There are few pupils who are learning English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is well below average.
- Approximately 6% of pupils are known to be eligible for support through pupil premium funding, which is below the average for most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Build on improvements to ensure that all teaching is consistently good with much that is outstanding through continuing to raise rates of progress, particularly in writing, by:
 - reducing the amount of time and complexity of lengthy explanations
 - making sure that more-able pupils have as much opportunity to be challenged through the school's systems for smaller group work.
- Improve governance ensuring that, together with senior leaders, governors provide a robust challenge based on secure evaluation of performance data, by:
 - refining their analytical use of progress data to better show the full extent of pupils' achievement.

Inspection judgements

The achievement of pupils is good

- Attainment in reading, writing and mathematics across Key Stage 1, and in mathematics at Key Stage 2, has been rising since the previous inspection. In particular, there has been an increase in attainment at the higher levels and progress in reading and mathematics.
- The proportion of pupils making expected progress has been consistently strong. The proportions of pupils making better than expected progress has been steadily increasing and compare favourably with national averages. Pupils are well supported through the pupil premium to make progress in line with their peers. Disabled pupils and those with special educational needs are also carefully supported through small group work. As a result all groups of pupils make good progress in reading and mathematics, and some in writing.
- Children enter the Reception class with skills and knowledge below expectations for their age, though their personal, social and emotional development is strong. Their development is closely tracked and assessed so that they make good progress across all areas of learning. They

continue to make good progress as they move through the school though this is slower in writing.

- Achievement in reading is good because a wide range of adults make time to read with pupils individually and in smaller ability groups. Also teachers ensure they use every opportunity to develop reading skills through a wide range of subjects.
- Pupils told inspectors that they particularly enjoyed information books which helped them to research themes and topics of interest. This was clearly demonstrated in one class where pupils used information they had acquired in previous lessons to distinguish between Roman and Celtic artefacts.
- As a result of the fact that not all leaders and managers use the data that they gather or have available, they do not ensure they have the highest expectations of all pupils to maximise progress.
- Parents and carers agree that their children learn well and make good progress.

The quality of teaching is good

- The quality of teaching across the school has improved. This is due to the concerted focus by leaders on observing teaching, providing effective feedback to teachers and identifying appropriate professional development.
- Marking clearly and consistently shows pupils what they have done well and provides examples of how they can improve their work. This is starting to have a significant impact on improving pupils' quality of writing. This is because there is now more consistent use of success criteria which enables teachers to assess their progress and pupils to recognise their goals and achievement and to self-assess.
- There is a significant and consistent emphasis on developing pupils' communication, literacy and numeracy skills. Teachers are confident in providing opportunities that enable them to observe and assess the learning and progress taking place. This means that pupils are able to consolidate and extend their skills. For example, in one lesson groups of pupils were successfully encouraged to use their senses to describe a plate of cooked spaghetti. This generated a great deal of interest and excitement which produced some rich descriptive vocabulary and discussion which pupils were encouraged to record in writing.
- In mathematics there is careful assessment and matching of work to ability. Pupils are provided with opportunities to apply their knowledge of mathematics to solve problems as was seen in one lesson where pupils translated two-dimensional shapes into three-dimensional models.
- Typically the work of additional adults is well targeted and supports pupils to make gains in their learning. In some cases, additional adults make observational assessments during the taught session which are shared with the teacher who then uses the information to modify learning for pupils. Often, though not always, the work of additional adults is with pupils in lower ability groups which means that pupils in the higher ability groups do not get as much opportunity to be challenged.
- In some cases lengthy and complicated introductions to lessons slow the pace of learning and result in pupils having less time to undertake sustained writing. Consequently this slows down the rate of progress pupils are able to make.
- Parents and carers agree that their children are taught well at the school.

The behaviour and safety of pupils are good

- Behaviour around the school and in lessons is typically good. Pupils are polite, helpful and welcoming. They get on well with each other and show great respect for one another.
- Where teaching is interactive and well matched to their needs, pupils take part with enthusiasm. Their natural curiosity and positive attitudes to learning ensure they acquire skills and knowledge quickly. Where the pace of lessons is slow, some pupils start to lose concentration and this

restricts progress.

- Pupils are well informed and knowledgeable about different types of bullying and keeping themselves and others safe. They are particularly well informed about e-safety and cyber bullying. They are clear that they and their teachers will not tolerate any form of bullying.
- There have been no exclusions in the last two years and extremely few instances of bullying. Pupils are confident that any concerns they may have are, and will be, dealt with effectively.
- Consistently high attendance shows that pupils enjoy coming to school. However, a higher than average proportion of pupils are regularly late for the start of the school day.
- Parents and carers agree that behaviour is good, and their child is well looked after and feels safe in school.

The leadership and management are good

- Striving for improvement in pupils' progress has been central to the success in the gradual raising of achievement for pupils. This has been successfully led by the headteacher.
- The school has good systems for gathering and tracking performance data. Analysis of attainment and progress is increasingly being undertaken by a wider range of leaders. The way in which progress data are analysed and used by all leaders and managers is in need of further refinement to ensure the trajectory of improvement continues.
- School improvement planning and monitoring information show that leaders and managers are clear about what they need to do to maintain the improvements they have made and further key areas for development. Leaders and managers have demonstrated a good capacity to improve further and maintain developments.
- Staff performance and professional development are well managed and have been effective in improving the quality of teaching and accelerating progress. Inspectors were able to talk to staff and look at support plans that clearly demonstrate how teachers have been supported in their development.
- The curriculum provides interesting, engaging and memorable experiences for its pupils. Subjects are linked well to develop pupils' reading, writing and mathematics effectively. The wide range of sporting, cultural and extra-curricular activities, as well as the residential visits and trips to places of local and national interest, enthuse and excite pupils' learning. Pupils say that 'School is great because we get to learn about the world.' As a result pupils' social, moral, spiritual and cultural awareness is well developed.
- The school works well with a range of agencies and has more recently provided workshops for parents and carers in the areas of phonics and reading as well as providing support and guidance through its website. The school is in a partnership of seven schools being supported by the local authority to engage in peer monitoring, moderation and school improvement. The school itself is in receipt of light touch support from the local authority.
- All statutory safeguarding requirements are met and are effective in keeping pupils safe.
- **The governance of the school:**
 - Governors are proud and supportive of their community school. In recent times they have experienced some changes to the membership and workings of the governing body, which they have managed appropriately. Understanding and management of the school's finances is strong.
 - Governors recognise the need to provide a clearer strategic direction, related more closely to the school improvement plan, and to provide greater challenge based on a more refined understanding of the school's performance data and impact of initiatives such as the pupil premium.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118515
Local authority	Kent
Inspection number	401757

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Nicola Fieldwick
Headteacher	David Metcalfe
Date of previous school inspection	26–27 January 2010
Telephone number	01303 251353
Fax number	01303 246495
Email address	headteacher@capel-le-ferne.kent.sch.uk

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