

Elham Church of England Primary School

Vicarage Lane, Canterbury, Kent, CT4 6TT

Inspection dates 24–25 January 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The proportion of pupils leaving with attainment that is above the national average has risen since the time of the last inspection. Attainment in reading and mathematics is above average. The progress that pupils make by the time they leave school is also now above the national average. Reading is a clear strength.
- All pupils, including pupils eligible for the pupil premium, disabled pupils and those with special educational needs, achieve well.
- Teaching is typically good because teachers extend pupils' knowledge and understanding through good subject knowledge, skilled questioning and marking that effectively moves pupils on in their learning.
- Pupils enjoy coming to school. This is reflected in a significant improvement in attendance to above the national average. Pupils are engaged and purposeful in their learning. They feel safe and have a strong sense of care and responsibility toward one another.
- The headteacher and senior leaders, including governors, are clear in their ambition to achieve the highest academic and personal outcomes for all pupils. A well-informed governing body holds the school to account.

It is not yet an outstanding school because

- Too few pupils in Key Stage 2 make outstanding progress in writing and mathematics.
- On a very few occasions pupils do not get the opportunity to fully develop their ideas and do their best.
- Class teachers do not always ensure that the time and skills of additional adults are used effectively to ensure pupils do as well as they can.

Information about this inspection

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

Inspection team

Narinder Dohel, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller-than-average primary school where children start school in the Reception class.
- Most pupils are from a White British background. The remaining pupils are from a range of minority ethnic backgrounds.
- Very few pupils are learning English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action and school action plus is below that in most schools. The proportion of pupils with a statement of special educational needs is well below the national average.
- Approximately 5% of pupils are known to be eligible for the pupil premium funding, which is below the average for most schools and equates to a few pupils across the school.
- In the last two years there have been significant staff changes. A new headteacher has been appointed after a period of interim leadership and a new teacher has joined the school. There has been some restructuring and realignment of roles and responsibilities across the school, including the governing body.
- The school provides a breakfast club. Pupils also attend after-school provision not led or managed by the school.
- 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?

- Increase the proportion of outstanding teaching by:
 - securing consistent rates of progress in writing and mathematics across Key Stage 2
 - closely guiding and monitoring the work of additional adults in class
 - enabling pupils to use success criteria to discuss and independently improve and extend their work.

Inspection judgements

The achievement of pupils is good

- Attainment has been rising and is now clearly above the national average in English because of pupils' strong performance in reading. It is also above the national average in mathematics.
- All groups of pupils, including those whose first language is other than English, disabled pupils and those who have special educational needs, make good progress. Achievement is highest in reading. Pupils with learning difficulties receive excellent support from skilled and committed support staff as well as from teachers.
- As pupils move through the school, the average points score for those eligible for the pupil premium is similar to that of their peers in reading, writing and mathematics. In the last cohort to leave the school, there were no pupils eligible for the pupil premium.
- Pupils join school in Reception with levels of skills and knowledge in line with expectations for their age. Pupils of this age make good progress in all areas of their learning and development, and even stronger progress in developing the skills of linking letters and sounds and reading. Progress continues to accelerate in reading, writing and mathematics so that by the time pupils reach the end of Key Stage 1, attainment in these areas is typically above the national average, particularly at the higher Level 3 in reading.
- The good quality of learning and progress made was seen in several lessons observed during the inspection, as well as in the school's record of information on pupils' learning. For example, in a themed lesson for younger pupils, the teacher skilfully used a range of toys to capture pupils' enthusiasm and imagination so that they all made rapid progress in developing a range of 'interesting' language to use in their writing.
- On a very few occasions teachers talk for too long and this limits pupils' opportunity to do their own work.
- Parents and carers who responded to 'Parent View' agree that their children make good progress and are taught well at the school.

The quality of teaching is good

- The quality of teaching across the school has improved since the last inspection and continues to improve. This is due to the determined focus by the headteacher on monitoring teaching, providing effective feedback and identifying appropriate professional development.
- There has been notable improvement in the way teachers check pupils' learning, and this has contributed significantly to pupils' progress. Teachers make the aim of the lesson and how to achieve it clear. However, pupils are not always encouraged to fully develop their independence by checking when they think they have achieved the aim.
- Typically, teachers' marking of work is detailed. They provide helpful comments showing pupils how well they have done and giving examples or next steps in how to proceed. Pupils are given time to reflect on their learning and respond to marking.
- In the strongest lessons teachers are confident in asking probing questions that make pupils think. This type of questioning also provides teachers with opportunities that enable them to observe and assess the learning and progress taking place. This means that pupils are able to strengthen and extend their skills. For example, in a Year 6 English lesson pupils were keen to demonstrate their understanding and use of poetic techniques in the composition of a poem using rhyming couplets in the style of Shakespeare.
- Other strengths in the teaching include good knowledge of subjects being taught, the use of a range of resources to stimulate interest and understanding, and setting work to match pupils' abilities.
- Support provided by additional adults both inside and outside the classroom was particularly effective in developing pupils' reading and comprehension skills. However, in other areas of

learning this support is not at the right level and this limits progress.

The behaviour and safety of pupils are outstanding

- Behaviour for learning and around the school and in lessons is exemplary. Pupils right across the school are mature, responsible and polite. They are helpful and welcoming to visitors and each other. They get on well with each other and show great respect for one another.
- Pupils take part in their learning with enthusiasm and impressive concentration and are very quick to help each other. This is typical across the school, from the youngest pupils to the eldest.
- The established Christian values of the school are embodied in pupils' everyday behaviour, resulting in a developed awareness of thoughtful behaviour.
- Pupils are well informed and knowledgeable about different types of bullying and keeping themselves and others safe in and out of school. They are particularly well informed about e-safety and cyber bullying. Pupils and the school records report that there have been extremely few instances of bullying. Pupils are confident that any concerns they may have are, and will be, dealt with effectively.
- Attendance has improved impressively and now is above average. This shows that pupils enjoy coming to school.
- There have been no exclusions in the last two years.
- Parents and carers who responded to 'Parent View' have indicated a high level of satisfaction that their child is well looked after and feels safe in school.

The leadership and management are good

- The headteacher provides inspirational leadership that provides staff with clarity and direction. Along with senior leaders and members of the governing body, there is a relentless focus on improving and developing the academic and personal achievements of all pupils. This has resulted in improvements in the quality of teaching.
- The role of subject leaders and managers is still developing. However, they have more accountability and involvement in monitoring and evaluation than at the time of the previous inspection.
- The leadership manages teaching and learning well. There is a clear and rigorous programme of monitoring teaching and learning. This is set out in the school's development plan, which has identified the appropriate priorities for taking the school further forward. However, the outstanding rates of progress seen at upper Key stage 2 are not as strong for all pupils.
- The track record of improvement and the strengths of leadership, along with an understanding of and commitment to improvement from staff and governors, means that the school has the capacity to improve further.
- The curriculum is enriched by a range of after-school clubs and visits, which are very popular with pupils. Pupils talk enthusiastically about the Year 6 residential trip, as well as local visits. Sporting and drama activities have a high profile in the school. Core skills of reading, writing and mathematics are carefully planned into the curriculum: for example, pupils were required to apply scientific, historical and mathematical skills when learning about mummification in their theme of Egyptians.
- The school uses partnerships with other schools to provide additional learning opportunities for pupils and opportunities for joint staff development. For example, secondary schools offer support with higher-level English and mathematics and with science, as well as sporting opportunities. The school is in receipt of light-touch support from the local authority.
- The school promotes spiritual, moral, social and cultural development well. This permeates the ethos of the school. Senior leaders are looking to further develop pupils' knowledge of a wider range of cultures and beliefs. Promoting equalities and tackling discrimination is part of the core

values of the school.

- The school meets all statutory safeguarding requirements.
- Parents who responded to 'Parent View' overwhelmingly agree that the school is well led and managed, that concerns are responded to and that they receive enough information. The school is providing an increasing amount of information through its website.

■ **The governance of the school:**

The governing body has constituted a strategy group with staff members to ensure school improvement is targeted and effective. Outcomes for pupils have improved. The governing body plays a rigorous role in managing the performance of the headteacher as well as other staff. This is demonstrable through the improvements in the quality of teaching. It also has a clear understanding of the strengths and areas for development relating to pupil achievement and quality of teaching. Governors know about pupil premium funding and which pupils benefit from it, and that the main thrust of support is in the area of literacy. Consequently, reading is a strength. Regular and detailed discussion about the performance of all pupils takes place and is supported by the headteacher's report to governors. The governing body visits the school regularly, as evidenced by notes of visits and minutes of meetings. There is a good understanding of the work of the school, of pupils' performance and of the school's finances. Governors also undertake and seek training opportunities such as induction for new governors, effective performance management and the regulations of governance.

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	118741
Local authority	Kent
Inspection number	405813

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The Governing Body
Chair	Trevor Gasson
Headteacher	Steven Owen
Date of previous school inspection	20–21 June 2011
Telephone number	01303 840325
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Email address	headteacher@elhamprimary.co.uk

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