

# Wouldham All Saints CE Primary School

2 School Lane, Wouldham, Kent, ME1 3TS

**Inspection dates** 13–14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Senior leaders, supported by staff and governors, have succeeded in improving the school since its previous inspection.
- Pupils now achieve well through the school, particularly in their speaking and listening skills and some pupils reach high levels in national tests.
- The school's village-like atmosphere and excellent focus on developing pupils' spiritual, moral, social, and cultural awareness mean they behave outstandingly well and pupils say that they feel extremely safe.
- Pupils who are entitled to extra funding, called the pupil premium, and those who find learning difficult achieve well so they do not lag behind fellow pupils.
- Children have a good start in the Reception class, where they quickly learn to play and learn together and develop their early reading, writing and number skills effectively.
- Links with other schools locally as well as meeting pupils from other countries help broaden pupils' experiences and understanding of others.
- The headteacher, supported by staff and governors, has effectively concentrated on improving pupils' achievement through raising expectations of staff, parents and carers and pupils. Governors now give the school the right balance between support and in seeking ways that the school can improve further.

### It is not yet an outstanding school because:

- Not all pupils achieve to the highest levels and some pupils in Years 1 and 2 are not always confident to write at length or in depth.
- Teachers' explanations are sometimes overly long or pupils have to complete too many introductory activities before getting down to the main task of the lesson.
- There are sometimes missed opportunities for pupils to use information and communication technology (ICT) in a wider range of everyday class work.
- Class activities, particularly in mathematics, are not always linked to purposeful or real-life situations so pupils can see their relevance more clearly.

## Information about this inspection

- The Inspector observed ten part lessons taught by five teachers, of which two were joint observations conducted with the headteacher. In addition, the inspector briefly observed activities such as the breakfast club and after-school Judo club.
- He listened to a sample of pupils read in Year 2 and Year 6 and observed playtime and lunchtime routines. He observed an assembly led by older pupils.
- Meetings were held with a representative group of pupils, the vice chair and another member of the governing body, and staff, including those responsible for leading different subjects. Information was examined which related to pupils who may be disabled or who have special educational needs.
- The inspector took account of 34 responses to Ofsted's online questionnaire (Parent View) and analysed questionnaires completed by 17 members of staff.
- The Inspector scrutinised a range of documents, including the school's checks on teaching, governors' visits and meetings, planning, internal pupil progress information and records relating to behaviour and attendance, together with documents relating to safeguarding.

## Inspection team

Kevin Hodge, Lead inspector

Additional inspector

## Full report

### Information about this school

- Wouldham is much smaller in size than most primary schools. The number of pupils attending has risen slightly since the previous inspection.
- A lower than average proportion of pupils are eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families). The proportion of pupils identified who may be disabled or who have special educational needs is around average. This includes those supported at school action, school action plus or with a statement of special educational needs.
- Nearly all classes have pupils from more than one age group.
- The majority of pupils are White British and there are very few pupils from minority ethnic heritages. There are none at the early stages of learning English.
- The school has awards reflecting its commitment to promoting basic skills and pupils' safety.
- None of the pupils are taught in alternative provision (other schools or units).
- 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?

- Improve pupils' learning and achievement to be at the highest levels by:
  - increasing the opportunities for pupils in Years 1 and 2 to write for sustained periods to improve pupils' creativity and quality of unaided writing
  - ensuring pupils do not have too many steps to complete before they start on the main activity of the lesson and that pupils present their written work more carefully in Years 3 to 6
  - teachers ensuring that all activities are purposeful and relevant, such as mathematical skills being linked to real-life situations so pupils see their use in everyday life
  - using ICT more often in everyday activities to help extend pupils' research, recording and presentational skills.

## Inspection judgements

### The achievement of pupils is good

- Children start school often with lower levels of ability than are typical for their age. They settle quickly, enjoy learning letter sounds and combinations (often known as phonics), making valentines cards, or 'taking orders' for the class restaurant. Having made good progress they start in their next class with skills and abilities close to those expected, particularly in their social and speaking skills.
- Pupils in Years 1 to 6 achieve well. Results have improved so that by the time they leave the school, pupils' attainment in their English and mathematical work is securely in line with national averages. Some Year 6 pupils reached higher levels in their mathematics test.
- Pupils in Years 3 to 6 write for a range of purposes such as creating job adverts, writing about heroes and villains or in recounting the arrest of Guy Fawkes. Occasionally, pupils do not always present their work neatly. In Years 1 and 2, their past work indicates they do not always have enough chances to write longer pieces of work to really stretch their imagination or ability to write at length. Pupils of all ages are confident speakers.
- In mathematics, pupils have well-developed number and problem-solving skills, although activities, at times, are not always linked to everyday real-life situations to help pupils see how using these skills can be helpful and relevant.
- Reading standards by the end of Year 2 and Year 6 are average. Older pupils like recalling their favourite authors. Year 1 pupils were below average in the last national screening phonics check, despite pupils generally reading at the levels expected. As a result, the school has focused more directly in increasing pupils' confidence to read unfamiliar words and letter combinations.
- Pupils achieve well in a wide variety of topic work, such as 'space' and 'All creatures great and small'. The pupils' good ICT skills are used in specific activities such as mathematics programmes, but opportunities to extend these skills in general day-to-day work are sometimes overlooked.
- Differences between boys' and girls' achievement are reducing quickly and very little difference was noticed in lessons or from past work. Disabled pupils and those who have special educational needs achieve well, as extra adult support, combined with well planned activities, enables them to achieve as equally well as others. Those who benefit from pupil premium funding also achieve well, so that any gaps between their average point scores and those of other pupils are narrowing quickly.

### The quality of teaching is good

- Teaching is typically good. Relationships are excellent, pupils like their teachers and are very keen to work. In the mixed Reception/Year 1 class, children like discussing what to do, practising new letter sounds, constructing models to develop their coordination or knocking down skittles in the outside area to develop their counting.
- Reading is taught well through the school. Teachers have increased their focus on teaching letter sounds, as not all younger pupils were confident in tackling unfamiliar words in tests. Older pupils read confidently, enjoy recounting favourite stories and know a good range of authors.
- Teachers plan for different activities, which are often practical and involve pupils in lots of discussions with partners to boost their speaking skills. Pupils in Years 3 to 6 always know what they are doing in lessons, but not always why.
- Pupils' write confidently, particularly in Years 3 to 6. On occasions, pupils in Years 1 and 2 do not have enough extended periods of time to write to extend their confidence.
- Pupils' number and calculation skills are taught regularly, aided by pupils using computer programs to speed up their skills. On occasions, other mathematical activities are not always related to everyday problems. For example, pupils were accurate in working out angles in paper

exercises, but were not very aware of how this knowledge might be useful in real life.

- Teachers' explanations are clear, but occasionally not always concise. Some pupils, often those of higher ability, said they would like to get on more quickly, rather than complete introductory activities, as they understood the task.
- Staff foster pupils' spiritual, moral, social, and cultural understanding well with frequent reminders about how to work together, valuing differences and in being patient with others.
- Teachers' marking is frequent and helpful in showing pupils how to improve. Simple, but effective systems for pupils to record their level of understanding help the teacher gauge their progress.
- Additional adults support learning effectively. They are well prepared, work closely with the class teacher and have a good understanding of how to move pupils' learning on during the lesson.

### **The behaviour and safety of pupils** are outstanding

- Pupils are brilliantly behaved and really feel that the small village atmosphere created enables them all to feel extremely safe and well cared for. Pupils say that dips in behaviour are extremely rare and know that bullying, in any form such as cyber, name calling or racism, is almost unheard of.
- This improved level of behaviour reflects the school's determination to foster pupils' spiritual, moral, social and cultural development to high levels. Pupils play very harmoniously together and live up to the school's distinctive Christian values. In an assembly, older pupils very sensitively took charge of telling a biblical story, involved other pupils in acting it out and in leading prayers.
- The school council is extremely keen and effective in influencing improvements within the school such as succeeding in getting better playground equipment, revision of lunchtime rules, the provision of new books and more trips out of school.
- 'Superheroes', those pupils who help playtimes run more smoothly, are highly valued as they succeed in making sure equipment is equally available and resolve any difficulties before they become serious.
- Pupils' excellent behaviour permeates throughout the school and in lessons, although sometimes teachers do not always take the fullest advantage of pupils' enthusiasm to learn quickly, independently or with minimal supervision.
- Early morning breakfast club helps those who attend feel ready for school and a range of after-school clubs helps broaden pupils' activity levels and experience. Parents and carers say their children enjoy school, reinforced by those spoken to who attended the school's open evening.

### **The leadership and management** are good

- A focus on raising pupils' achievement, while fostering high levels of pupils' behaviour and care for others, has been a key factor in the school's improved performance.
- Staff say they feel part of a close team and confirm that pupils' behaviour is typically excellent. Checks on the quality of teaching are regular and the school has ensured that the teachers' performance is linked to salary progression and promotion. Occasionally however, observations carried out focus more on what the teacher does, rather than how pupils learn, which is necessary in order to raise their achievement to the highest levels.
- The subjects and wider activities taught (often known as the curriculum) develop pupils' spiritual, moral, social and cultural awareness extremely well. These aspects thread through lessons, assemblies and clearly taught Christian values and help ensure pupils behave brilliantly. There are still some subjects, such as ICT and mathematics, which the school recognises as needing 'fine-tuning' so they really help stretch pupils' learning to the highest level.
- Links with parents and carers are very positive and Ofsted's Parent View questionnaire confirmed a high level of satisfaction. Those spoken to during the inspection described school as 'excellent', 'really good' and 'supportive'.

- The local authority's regular and perceptive support has aided the school's improvement over time. Links with other schools locally have been helpful in supporting training and widening training opportunities.
- **The governance of the school:**
  - Governors reviewed their organisation and reallocated responsibilities following the previous inspection and now successfully provide the right balance between support and challenge to senior leaders. Their regular and informative visits provide them with enough information to gauge the progress of initiatives and understand the link between the performance of teachers, posts of responsibility and salary progression. Regular training gives them a good understanding of how results from national tests compare to those of other schools. Governors are also conscientious in ensuring that those pupils entitled to extra funding, known as the pupil premium, have higher levels of support within lessons and increased resources. They also understand that the extra support should result in pupils making better progress in their learning. Governors ensure that safeguarding policies and procedures, such as checks on staff appointments, meet statutory requirements and they do not tolerate discrimination of any sort and ensure that equal opportunities are provided for all pupils.

## 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

<b>Unique reference number</b>	118634
<b>Local authority</b>	Kent
<b>Inspection number</b>	401773

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

<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>	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Hutton
<b>Headteacher</b>	Carl Fitter
<b>Date of previous school inspection</b>	10–11 November 2009
<b>Telephone number</b>	01634 861434
<b>Fax number</b>	01634 686678
<b>Email address</b>	headteacher@wouldham.kent.sch.gov.uk



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