

Chislet Church of England Primary School

Church Lane, Chislet, Kent, CT3 4DU

Inspection dates 6–7 March 2013

Overall effectiveness	Previous inspection:	Good	2
	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 staff, senior leaders and members of the governing body work well together as a strong team and are united in their drive and ambition to provide the best possible experiences so that pupils develop as confident, well-rounded individuals.
- Pupils, staff, and parents and carers are very proud of their school. Many pupils spoke about the family, caring atmosphere. A typical comment was, 'We're all friends here, I absolutely love it.' Attendance has improved and is high, which reflects pupils' enjoyment of school.
- Achievement is good. The headteacher, senior leaders, staff and governors have successfully raised expectations so that pupils make good progress in English and mathematics from the time they enter the school.
- Teaching is good and sometimes, outstanding. Lessons are fun and interesting. Relationships between staff and pupils are excellent and pupils are known well as individuals by all staff.
- Pupils' excellent attitudes and good behaviour help them to work hard and learn well. They say they feel very safe in school and that they are looked after well and treated fairly. They do not fear bullying or any kind of discrimination.
- Leadership and management are good and regular checks are made on the quality of teaching and the progress pupils make.
- The governing body is effective in supporting the school and holding it to account for its performance.

It is not yet an outstanding school because

- Not enough of the teaching is outstanding. In some lessons, teachers do not always provide pupils with opportunities to work and learn together and take more responsibility for their learning.
- Work is not always as well matched to pupils' different abilities as it is in most lessons.
- Progress in writing is not as strong as it is in reading and mathematics.

Information about this inspection

- The inspector observed 11 lessons or part lessons, including four joint observations with the headteacher or assistant headteacher. In addition, the inspector talked to pupils about their work as well as listening to some pupils read.
- Discussions were held with the headteacher, assistant headteacher, other staff with key leadership responsibilities, groups of pupils, members of the governing body and a representative of the local authority.
- The inspector observed the school's work and looked at a range of documents including the school's self-evaluation, the school improvement plan, records of pupils' progress, monitoring information and the safeguarding procedures.
- The inspector took account of 19 responses to the online Parent View survey as well as a written comment by one parent and 14 questionnaires returned by staff.

Inspection team

Margaret Coussins, Lead inspector

Additional inspector

Full report

Information about this school

- Chislet is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils for whom the school receives additional funding (the pupil premium), because they are known to be eligible for free school meals, is below average. There are no children who are looked after and no children of service families.
- In 2012, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school makes provision for the Early Years Foundation Stage in a Reception class.
- The school is federated with a local primary school and both schools are led and managed by the same governing body and headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to further raise achievement and sustain good progress by:
 - providing more opportunities for pupils to work together and take more responsibility for their learning
 - ensuring that work is pitched at exactly the right level for pupils of all abilities.
- Improve pupils' progress in writing by:
 - ensuring that there are more opportunities for writing for real audiences, including other pupils, so that pupils develop an awareness of the needs of different readers as they write
 - improving skills in grammar, punctuation, spelling, and the organisation and structure of pupils' writing while maintaining their enjoyment and enthusiasm to write.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well and make good progress. Small and fluctuating numbers in the year groups mean that published data needs to be interpreted with caution; for example, in 2012, one pupil represented approximately 9% of the Year 6 cohort. Given the small numbers in Year 6, these factors have a marked impact on the overall figures that do not reflect the fact that the majority of pupils achieved the expected levels.
- The school, however, has not been complacent and looked carefully for any other factors that contributed to this dip. As a result, the school has increased the frequency and rigour in tracking pupils' achievement in order to intervene more rapidly and, as a consequence, pupils currently in the school are making rapid progress and are on track to exceed the expected requirements in 2013.
- When children start at school in the Early Years Foundation Stage, their skills and knowledge vary from year to year but are generally at the expected level for their age. They get a good start to school in the Reception class, achieve well and meet the expected goals for their learning by the time they start in Year 1.
- Most pupils continue to make good progress overall throughout Years 1 to 6, although it is sometimes a little uneven. Progress in writing, although improved, is not as strong as in reading or mathematics. Pupils enjoy writing and have imaginative, creative ideas, but sometimes are less confident in skills such as grammar, punctuation and structure of writing to produce well-written pieces. Sometimes, when the teacher is the only reader of their writing, pupils do not have a clear awareness of how to adapt their writing for different audiences.
- Disabled pupils and those with special educational needs make similar progress to most pupils and are supported well by teachers and teaching assistants mostly in class lessons or, where appropriate, with one-to-one support outside of lessons.
- The few pupils who benefit from the pupil premium reach similar levels of attainment to other pupils in the school in mathematics as measured by their average point scores at the end of Key Stage 2. Their attainment in English, however, is six months ahead of other pupils. The school has taken successful steps to ensure that these pupils are supported in their academic and personal needs.
- Pupils in Key Stage 1 have a secure knowledge of phonics (linking letters to the sounds they make), which helps them read unfamiliar words. In the Year 1 phonics screening check in 2012, taken by the current Year 2 pupils, the proportion achieving the expected result was below that found nationally. The school made rapid and effective changes by introducing a new phonic programme. The proportion of pupils reaching the expected level in reading and the higher Level 3 by the end of Year 2 was above average with girls doing particularly well. By the end of Year 6, most pupils reached the expected Level 4 and over one third reached the higher Level 5. Reading is promoted well across the school and pupils enjoy reading and talking about a range of fiction and non-fiction books.

The quality of teaching

is good

- Notable strengths in teaching are the excellent relationships between teachers and pupils, and skilled questioning that encourages pupils to think more deeply to extend their learning.
- In the most effective lessons, teachers give pupils opportunities to work together and learn from each other. This was seen to good effect in a mathematics lesson where Year 5 and Year 6 pupils were learning about probability. They worked very well together in small groups to investigate, negotiate and discuss their mathematical understanding and, as a result, made very good progress and good gains in their learning. In a few lessons, pupils do not always have the same opportunities to work together and take responsibility for their learning.

- In a very few lessons, activities and resources are not sufficiently well matched to the different abilities of pupils. This means that some pupils find the work too difficult and others complete tasks very quickly when they could tackle more demanding work.
- In the Reception class, teaching engages children well and thorough planning takes account of their own interests and questions. They settle quickly and happily into the routines of the day and are encouraged to develop their independence and enquiring, curious minds.
- Disabled pupils and those who have special educational needs are supported well by skilled teaching assistants who work effectively with teachers to ensure that pupils' needs are generally met well.
- Phonics teaching to children in Reception and Years 1 and 2 is precise and carefully adapted to suit different ability levels so pupils learn quickly. The school has correctly identified the need to review the effectiveness of 'guided reading' sessions to make sure there is a consistent approach in teaching.
- Pupils know their targets for learning, and marking and feedback help pupils to meet their targets. In most cases, teachers give pupils clear guidance for the next steps to take to improve their work. Pupils are encouraged to evaluate their own progress and understanding in lessons but there are too few opportunities for them to comment on the work of others, particularly in writing, to help them improve the quality of their own work.
- Teachers and pupils make good use of information and communication technology to support and enhance learning in many subjects.

The behaviour and safety of pupils are good

- The school is a friendly, calm and welcoming place. A group of pupils agreed with one who said, 'All the teachers are very friendly, they make you feel relaxed and really at ease, like at home, so you feel secure and confident.'
- Pupils are polite, friendly and care about each other and adults in the school.
- Behaviour around the school is excellent, for example in the playground and at lunchtime, and records show that this is typical of behaviour over time. Pupils behave well in lessons. Their enthusiasm and good attitudes towards their learning contribute significantly to their many successes. In only a very few lessons, some pupils become distracted and inattentive if teaching does not fully engage or motivate.
- Parents and carers who used the online questionnaire were unanimous in their view that behaviour is good, that the school keeps their children safe and that children are well looked after. Inspection findings support this view.
- In discussion, pupils were adamant that there was no bullying but demonstrated that they had a good awareness of different types of bullying including cyber-bullying, name-calling and physical bullying. They said they like coming to school, which is reflected in their high attendance, and that if any problems were to arise they could talk to staff who would take their concerns seriously.
- Pupils have a good understanding of how to keep themselves safe and healthy in and out of school because they are aware of potential dangers.
- Pupils enjoy the responsibilities they are given such as members of the school council, and older pupils receive training to be good buddies for younger pupils. They are particularly proud of their involvement to design a play area for a local establishment.

The leadership and management are good

- Leaders and managers, including the governing body, are very clear about the school's strengths and the school's priorities. A strong team of staff share the ambition and determination to provide the best possible learning experiences for pupils and raise achievement. All staff are passionate about ensuring that pupils develop as well-rounded, confident individuals and all pupils are well known to all members of staff.
- The headteacher provides highly effective leadership and ensures that skills and expertise are shared across the federation to benefit staff and pupils.
- The headteacher has increased the frequency and rigour in collecting data on pupils' attainment and progress. The information is analysed accurately and enables the school to identify those pupils falling behind or not making the progress of which they are capable, and take appropriate action. As a result, expectations have been raised and pupils are making faster progress.
- Senior staff recognise what aspects of teaching work well and what needs improving. Targets are set for teachers that are linked well with the progress pupils make and staff training. Teachers know they are accountable for pupils' progress and that this is linked to decisions on pay and salary progression.
- Key leadership roles are well defined and leaders at all levels make a positive contribution to whole-school improvement as well as providing skills and expertise in their particular areas of responsibility.
- The range of subjects and topics taught is well planned and matched to the needs of the pupils. Pupils spoke with enthusiasm about the many opportunities they are given to learn through practical, investigative activities, for example in science, which was an area for improvement in the previous inspection report. Activities are well planned, give appropriate emphasis to learning basic skills and provide good opportunities for pupils to use literacy, numeracy and communication skills across different subjects. There is a wide variety of extra activities for pupils to participate in, including special event days, a range of clubs such as cookery, archery and football, and the school newspaper. Dance and drama feature strongly, including a yearly production, and the school is making increasingly effective use of the outdoor space, for example a new environmental area has recently been established. These enrichment activities enhance pupils' learning and experiences, and help pupils to develop personal skills that prepare them well for their next schools.
- Pupils' spiritual, moral, social and cultural development is promoted well including close links with the church. The school's ethos of care and support, valuing and including all pupils, and promoting their self-esteem and aspirations, ensures that there are equal opportunities for all.
- Safeguarding arrangements meet all statutory requirements and are well known and implemented by all staff to ensure that pupils feel safe in school.
- The local authority provides good support to the school and works well with the headteacher and senior leaders,

■ **The governance of the school:**

Members of the governing body know the school well, and so have a clear understanding of the school's strengths and areas for development and how well it performs in comparison with other similar schools. Governors provide experienced and valued support for the school, especially in auditing and managing the school's finances, and a well-informed understanding and analysis of school data. There is a good understanding of the quality of teaching in the school and the links between teachers' performance and decisions about salary progression. Governors have a good knowledge of the use and impact of the additional pupil premium funding and agree how it is spent, for example in additional support from teaching assistants and the provision of one-to-one tuition. Governors undertake regular training to enable them to fulfil their roles more effectively and hold the school to account for its performance. They ensure that the school meets all statutory obligations, particularly those relating to safeguarding and the safe recruitment of staff.

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	118655
Local authority	Kent
Inspection number	408941

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Georgina Glover
Headteacher	Andrea Noake
Date of previous school inspection	13–14 January 2010
Telephone number	01227 860295
Fax number	01227 860295
Email address	headteacher@chislet.kent.sch.uk

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