

Frittenden Church of England Primary School

Frittenden, Cranbrook, TN17 2DD

Inspection dates

21–22 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.

- Pupils achieve well across the school because teaching and learning are good.
- Pupils leave at the end of Year 6 with attainment in English and mathematics that is broadly average. This represents good progress from below-average starting points.
- Teachers have embraced a range of new initiatives, such as teaching phonics (letters and the sounds they represent) in small, highly targeted groups. This ensures pupils make good progress because their needs are met very precisely.
- Pupils feel safe in school. They behave well when moving around the school and playtimes are harmonious. Older pupils welcome the responsibilities they are given, for example looking after younger ones at lunchtime or organising sporting activities.
- Leaders, with the support of the governing body, have used a range of methods to promote attendance, which consequently continues to improve year-on-year.
- Leaders and managers, including members of the governing body, have made good improvements since the previous inspection in the quality of their self-evaluation, which is now good. This means they can more precisely identify areas that are strong or require improvement.

It is not yet an outstanding school because

- Not enough teaching is yet outstanding so pupils do not make rapid and sustained progress in all subjects.
- Checks on pupils' progress in other subjects are not as effective as they are in mathematics and English.
- Teachers mark work diligently and make useful comments to help pupils know what they need to do next. However, pupils are not always given sufficient time to respond to these comments.

Information about this inspection

- The inspector observed 10 lessons or parts of lessons, two of which were joint observations with the headteacher. She observed the teaching of phonics and guided reading. All full-time teachers, and one part time, were observed, as well as several small groups being taught by teaching assistants.
- The inspector listened to pupils reading and held meetings with pupils, staff, and representatives from the local authority and the governing body.
- The inspector took account of the 14 responses to the online Parent View survey, together with other correspondence from parents and carers received during the inspection and questionnaires completed by staff.
- The inspector looked closely at pupils' work in lessons, as well as work they had completed over time in their books.
- The inspector looked at a range of documents, including those relating to safeguarding and child protection, the governing body minutes, notes of visits from the local authority, information relating to pupils' academic performance, documents showing how the quality of teaching is evaluated, and logs relating to behaviour and attendance figures.

Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school. Children are taught in a single Reception class and there are three mixed-age classes for Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than the national average. The proportion supported through school action plus or with a statement of special educational needs is also lower than that found nationally.
- A very small minority of pupils are entitled to the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals, and children from service families. No pupils in the school are looked after by the local authority or are from service families.
- Most pupils are of White British heritage. A range of minority ethnic groups are represented in smaller numbers.
- The proportion of pupils who speak English as an additional language is much lower than the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been some staff changes since the previous inspection. At the time of this inspection, the school was being led by an acting headteacher.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make rapid and sustained progress in all subjects by ensuring:
 - checks on pupils' progress are as effective in all subjects as they are in English and mathematics
 - pupils are given time to respond to comments made in marking designed to help them to know how to improve their work.

Inspection judgements

The achievement of pupils

is good

- Children's abilities on entry to the Early Years Foundation Stage vary, but increasing numbers join the school with skills below those expected for their age in mathematics, communication and literacy.
- Pupils make good progress across all year groups in English and mathematics and leave at the end of Key Stage 2 having caught up to national averages. Achievement is not outstanding because pupils do not make rapid and sustained progress in all subjects.
- Pupils are confident readers and make good gains in the skills they need to tackle unfamiliar texts. The school has helped them develop a love of reading and the confidence to use reading as a tool in their learning as well as an enjoyable pastime.
- Disabled pupils and those with special educational needs supported through school action make equally good progress as other pupils in school because the school plans carefully to meet their needs. Pupils supported through school action plus or with a statement of special educational needs also make good progress because staff are well trained to provide appropriate support, including small-group work where necessary.
- Pupils who are entitled to the pupil premium reach similar levels of attainment to other pupils in school as measured by their average points scores in tests at the end of Key Stage 2 in both English and mathematics.
- Pupils who speak English as an additional language do well because there is a strong focus on developing a broad vocabulary and using the precise language needed for any given task.
- All groups of pupils do similarly well because the school promotes equal opportunities very effectively and ensures that all pupils' needs are catered for. It is a truly inclusive community with high expectations for all.

The quality of teaching

is good

- Teaching in the Early Years Foundation Stage provides children with a very good introduction to learning. Activities interest and engage children because they stem from close observation of what children enjoy learning about.
- Skilful questioning and high expectations ensure children make good progress academically and in developing behaviours and attitudes that will stand them in good stead as they move through the school. For example, they choose the materials and resources they need to complete tasks, tidy away sensibly and are confident using computer equipment to further their learning.
- Teachers have high expectations. They plan lessons carefully to take into account the wide spread of abilities in their classes. They think carefully about pairings and groupings to ensure pupils have an opportunity to work with a range of classmates to enhance social skills and complement each other's strengths.
- The teaching of reading, including phonics and spelling, is effective. Pupils are keen readers and can explain the strategies they use when they come across unknown words in their reading. They understand that the ability to read fluently is a key skill which will benefit them in learning and in real-life situations. All the pupils the inspector read with had made good progress since the end of Key Stage 1.
- Teachers ensure pupils have regular opportunities to write, often at length. For example, in Reception, there is a daily slot where children write out what they want to play with and in the other classes, writing happens both in English lessons and other subjects. This ensures pupils make good gains and keeps their interest high.
- Teachers create meaningful links between different subjects which enhance, and therefore deepen, pupils' understanding and ensure high levels of engagement. For example, in a

mathematics lesson, pupils were making highly complex graphs from detailed census information on population trends in a Victorian town. The strong links to their history topic, buoyed up by a visit to the Victoria and Albert museum, ignited their interest and motivated them to stretch their mathematical abilities and so make good gains.

- Teachers check pupils' progress carefully in English and mathematics, ensuring that any pupil whose progress halts is quickly given the support needed to get back on track. However, this approach is not as thorough in other subjects.
- Teachers mark books thoroughly and include helpful comments to guide pupils in improving their work. However, time is not always set aside for pupils to respond to those comments so their impact is minimised.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. Positive relationships are promoted well and consequently pupils treat each other, and school premises and resources, with respect. Lunchtimes are calm, playtimes are harmonious, and transition times, such as when going to the library or the computer suite, are purposeful and do not result in delays to learning.
- Pupils' attitudes to learning are generally positive. Where there is an occasional lapse of concentration, teachers swiftly spot this and re-engage pupils' interest. These lapses do show that attitudes are not yet exemplary.
- Parents and carers are positive about behaviour, and most of them who completed the online survey agree that the school keeps their child safe. Pupils say they feel very safe at school, and inspection findings show that the school provides a safe environment for its pupils.
- Pupils know how to stay safe, they talk at length about 'stranger danger', are clear that you never disclose your personal details on the internet, and understand key issues around road safety.
- Pupils know what constitutes bullying. They clearly understand the difference between something sustained and malicious and the occasional disagreement between friends. They are emphatic that bullying does not happen in school and say that staff help them resolve disagreements quickly and amicably.
- Behaviour is consistently well managed. Pupils understand the behaviour system and the school's expectations of behaviour. The few pupils who may, at some time or another, have particular behavioural needs are well supported through a range of strategies. Behavioural incidents are carefully logged, which ensures that any issues can be highlighted. For example, football at playtimes was found to be a regular cause of friction so a new rota was introduced and incidents have reduced.
- The school has adopted a range of new measures to raise attendance which are beginning to bear fruit. Measuring attendance figures against a similar period last year show a significant improvement, although senior staff and governors understand that they need to remain vigilant about this.

The leadership and management are good

- Senior leaders and members of the governing body are ambitious for the school and its pupils. This is clearly demonstrated in the aspirational targets they set as part of managing the performance of individual teachers.
- The school's self-evaluation is accurate and senior leaders, including governors, use this understanding to develop plans designed to drive a cycle of continual improvement. For example, the school's results in the Year 1 phonics screening check were slightly below national. Phonics teaching was consequently reorganised and pupils are now taught in smaller groups that

are specific to their needs so that their progress is accelerated.

- The school fosters good relationships with parents and carers and the local community. There is an active 'Friends of Frittenden' society and links with the church are strong.
- There are many opportunities across the school day to promote pupils' spiritual, moral, social and cultural development. Pupils' horizons are broadened in a range of ways: carefully chosen topics, trips out, visitors to school, thought-provoking assemblies and a good range of after-school clubs. Each class has a reflection corner that prompts pupils to think deeply about key issues such as honesty, the meaning of friendship and those less fortunate than themselves.
- The local authority, which has supported the school well in ensuring continuity of leadership, offers light-touch support as appropriate.
- Leaders and managers are committed to enabling all pupils to have an equal chance of gaining success, and put measures into place to ensure this happens. Discrimination is not tolerated in any form.

■ **The governance of the school:**

- The governing body uses appropriate sources of information to keep abreast of national expectations and initiatives. Governors are very clear how their school compares to other schools across the country. They are keen to keep their skills fresh and attend all relevant training. The governing body supports senior staff well in setting appropriately challenging targets for teachers because they know that these targets are instrumental in driving up the quality of teaching. Governors clearly understand the link between pay and performance, and that pay increments depend on targets being met. They keep a careful check on spending and ensure that funding is used effectively. For example, they know how the pupil premium money they receive is used and that it contributes to improving the attainment of pupils entitled to it so they attain as well as other pupils in school. They are fully committed to safeguarding pupils and ensure that all requirements are met to the highest possible standards.
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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	118701
Local authority	Kent
Inspection number	403358

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	96
Appropriate authority	The governing body
Chair	Alex Davies
Headteacher	Tracy Thomas
Date of previous school inspection	13 February 2008
Telephone number	01580 852250
Fax number	01580 852250
Email address	headteacher@frittenden.kent.sch.uk

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