

# Davington Primary School

Priory Row, Davington, Faversham, Kent, ME13 7EQ

**Inspection dates** 18–19 September 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good. A large majority of pupils make good progress from their individual starting points across all year groups.
- Children in Reception make an excellent start because they enjoy good quality experiences within a purposeful learning setting.
- Teaching is good and some is outstanding. Teachers use resources effectively to make learning interesting for pupils so that they deepen their understanding.
- Pupils who are disabled and those with special educational needs make particularly good progress because of the tailored support provided for them which is effectively delivered by other adults in the classroom.
- Behaviour is good and pupils feel safe in school. Pupils are courteous and friendly and are enthusiastic about learning and are keen to work with each other. Attendance is above average.
- The headteacher and school leaders have significantly improved the school since the previous inspection. Robust approaches for tracking and monitoring teaching and learning have led to improvements in the quality of teaching and pupils' progress.
- The governing body has a clear understanding of how to secure continued improvements across the school. It is very competent in ensuring there is a rigorous focus on meeting the needs of all pupils.

### It is not yet an outstanding school because

- Pupils do not have sufficient opportunities to apply their numeracy skills to solve problems.
- Teachers do not always adjust tasks to ensure pupils of average ability are effectively challenged.
- Planning does not always provide time for pupils to talk about their learning to enable them to become more independent in their work.

## Information about this inspection

- Inspectors observed 23 lessons, five of which were joint lesson observations with the headteacher. Additional support groups were also seen. Inspectors listened to pupils read and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked with them about their work. Meetings were also held with subject leads, governors and a representative of the local authority.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, attendance and checks on pupils' attainment and progress were reviewed.
- Inspectors took account of 63 responses from parents and carers to the online questionnaire (Parent View), and 13 questionnaires from staff. An inspector also talked to parents and carers informally during the inspection.

## Inspection team

Howard Jones, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Susan Senior

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- In the Early Years Foundation Stage, there are two Reception classes.
- Most pupils are of White British heritage.
- The proportion of pupils receiving support from the pupil premium funding, which is the extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is average. In this school it relates to pupils who are known to qualify for free school meals.
- The proportion of disabled pupils and those who have special educational needs at school action, school action plus, or who have a statement of special educational needs is above average.
- 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 to further improve achievement by ensuring:
  - pupils have more opportunities to apply their numeracy skills to solve real-life problems
  - extra challenge for average ability pupils is introduced earlier so that they make the best possible progress toward the higher levels
  - pupils reflect on their learning so they become more independent in their work.

## Inspection judgements

### The achievement of pupils

is good

- Children in the Early Years Foundation Stage make good progress. The majority of children enter Reception with skills and knowledge below those expected for their age and enter Year 1 well prepared for the next stage in their learning. This is because there is a strong emphasis on basic skills, for example in creative opportunities for children to develop their numeracy skills.
- Pupils enjoy talking about the stories they read. The teaching of phonics (linking letters and sounds) has led to improvements in pupils' reading skills. They show a good range of strategies to help them understand what the book is about and place the characters in their context. A recent topic on the Victorians has led pupils to appreciate the work of Dickens.
- Achievement has improved since the last inspection. Unvalidated test results for Year 6 pupils in 2013 show a large majority of pupils reached the expected levels and a good proportion of pupils made more than expected progress for their age in national tests. More able pupils do especially well in attaining the higher levels in both English and mathematics.
- Disabled pupils and those who have special educational needs make good progress. These pupils are able to overcome barriers to learning so that they make progress equal to their peers. This is because the school has in place a range of additional approaches which include, for example, the 'well-being' support group.
- Pupils are developing healthy lifestyles. They participate enthusiastically in the variety of lunchtime and after-school activities provided and are involved in a range of interschool competitions. Swimming has a high profile within the school too.
- Pupils supported through the pupil premium now make progress similar to other pupils. In 2012, the gap in their attainment compared to their peers was wide and they were behind by 14 months in English and 12 months in mathematics. Inspection evidence shows this gap has now considerably reduced because pupils are making accelerated progress.
- Pupils confidently use mathematical language and have a secure understanding of key subject ideas. However, teachers do not consistently plan activities which require pupils to apply their skills in a variety of problem-solving scenarios; consequently, even better progress is restricted.
- The very large majority of parents and carers who responded to the online parent survey (Parent View) expressed the opinion that their child makes good progress.

### The quality of teaching

is good

- The quality of teaching is consistently good with some that is outstanding. This is because the variety of approaches put in place by the headteacher have led to teachers planning lessons which make clear to pupils what they are expected to learn and using resources effectively to support pupils toward making good progress.
- In Reception, adults are skilled in creating positive learning opportunities for all children. A particular strength is the teaching of phonics (linking letters and sounds). For example, in one session, music and effective modelling by adults fully engaged children in using letters and developing their communication skills.
- Progress in writing is now good. This was an area for improvement identified in the previous inspection and school evidence shows teaching strategies put in place have ensured pupils confidently use their writing skills across a range of subjects. For example, in one Year 5 science lesson, pupils recorded their experiments accurately and evaluated how their test could be fairer.
- Teachers are effective in building on pupils' previous learning. They use this to reinforce the use of key skills and deepen pupils' understanding. For example, in one Year 6 English lesson on the use of adverbs, time was given for pupils to review the teacher's written comments and respond to this in ways which ensured they could confidently access the current lesson's tasks.

- Additional adults are especially effective in supporting the learning requirements of pupils. Consequently, disabled pupils and those with special educational needs are provided with tailored guidance which ensures they have the chance to become as successful as other pupils: for example, in the use of electronic tablets as seen in a geography session.
- Good planning means work is well matched to pupils' abilities. For example, during one Year 4 lesson on subtraction pupils of all abilities were appropriately challenged and consequently remained engaged throughout. However, teachers do not always regularly adjust tasks to ensure pupils of average ability are consistently challenged throughout a lesson.
- Pupils enjoy working together. This was seen in a successful Year 1 literacy lesson, where following some collaborative work and review of learning, pupils wrote some developed sentences. However, teachers do not always provide time for pupils to talk about their learning to enable them to become more independent in their work.

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

- Pupils' behaviour during lessons and across other times of the day is good. Pupils are polite and courteous and are welcoming toward visitors to their school. The start of the school day begins promptly and pupils are keen to engage in the activities set for them by their teachers. Movement around the school is calm and the atmosphere within the school canteen further contributes to this positive climate.
- Pupils have good attitudes toward learning and are very encouraging toward each other. Their enthusiasm is sustained throughout lessons and they are confident in using the range of resources provided to develop their work. However, more exemplary learning is less evident as pupils have fewer opportunities to reflect on their learning so they can become more independent in their work.
- Within the Early Years Foundation Stage children have settled in well. The effective procedures to support their move into Reception have ensured children are eager to participate in the range of stimulating activities available. They listen carefully and are happy to respond to adults and share their ideas with each other.
- Pupils say they feel safe in school and that adults are quick to respond if they have any concerns. They have a clear understanding of how to keep safe when using the internet and say there is no cyber bullying. They say other forms of bullying and racism are rare and endeavour to treat each other as equals.
- Attendance is above average and parents and carers say their children are happy to come to school. This is reflected in the overwhelming positive response of parents and carers seen in the online questionnaire (Parent View).

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

- The headteacher is a highly effective leader. He has skilfully ensured that the aspects identified for improvement in the last inspection have been addressed. Leadership at all levels is now good and senior and other leaders have brought about marked improvements in pupils' progress through an increase in the quality of teaching.
- Development planning is well focused to ensure good improvements. This is reflected in the regular checks made on pupils' achievement. This is further enhanced through the monitoring of teacher performance and the bespoke professional development provided for staff and subject leaders. Targets for teachers are based around pupils' progress and used to hold them to account and inform career and pay progression.
- The local authority has provided a light touch approach through focused support and training opportunities. It accurately considers the school to have good capacity to improve further. The

school is developing future leaders and staff report they are being enabled to develop their skills and are active in checking the quality of assessment with colleagues from other schools and in a range of sports partnerships.

- The school carefully provides for the needs of all pupils. Parents and carers are very positive about how involved they feel in their child's education so that disabled pupils and those with special educational needs have equality of opportunity. Discrimination is not tolerated and those connected with the school community commend teachers for being open and supportive of every pupil.
- The subjects taught are planned to develop the understanding of pupils and to enhance their knowledge of the world in which they are growing up. They also have opportunities to develop the necessary skills to actively engage in the wider community, for example the sports coaching provided through the school's sport funding. The school is proud of the locally sourced food on offer at lunchtime which is indicative of its focus on healthy lifestyles and supporting sustainability. The use of information and communication technology (ICT) regularly forms part of the daily learning experiences of pupils.
- The spiritual, social, moral and cultural development of pupils is comprehensive. Pupils are encouraged to be creative and use their imagination. They have a clear sense of fairness. They willingly take on responsible roles, for example, in listening to younger children read. Pupils share in cultural occasions and have, for example, performed in the musical Joseph.
- Safeguarding arrangements are fully in place and risk assessments, for example of school educational visits, are routine.
- **The governance of the school:**
  - Governors have a strong commitment toward the school. This is seen in how well they understand the school's strengths and in their evaluation of pupils' progress across a range of subjects. They have developed their competency in interpreting performance data through training so that they can compare the school's performance with others nationally. They robustly hold the headteacher to account if, for example, there are discrepancies in data presented to them. They have ensured procedures are in place to make secure decisions about staff performance management and salary increases. The school's financial management is good and governors have ensured the additional funding provided through the pupil premium is carefully allocated, for example in the additional employment of the well-being team. They know these approaches are having a positive impact on attendance and improved progress in writing so that gaps for these pupils are closing rapidly. Governors have ensured the appropriate allocation of the sports funding, for example in the additional provision for swimming and expert coaching.

## 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>	118338
<b>Local authority</b>	Kent
<b>Inspection number</b>	426465

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>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dorothy Neame
<b>Headteacher</b>	Chilton Saint
<b>Date of previous school inspection</b>	7–8 November 2011
<b>Telephone number</b>	01795 532401
<b>Fax number</b>	01795 537971
<b>Email address</b>	headteacher@davington.kent.sch.uk



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