

# Graveney Primary School

Seasalter Road, Graveney, Kent, ME1 9DU

## Inspection dates

25–26 September 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Children progress well in the Early Years Foundation Stage because of consistently good teaching and effective use of play. They are well prepared for Year 1.
- Pupils' standards in reading, writing and mathematics in Key Stages 1 and 2 are above those found in most schools.
- Most teaching is at least good and much is outstanding across the school. Teaching is usually well matched to the needs of individual pupils. Most pupils make good or very good progress during their lessons because activities and support are well matched to their individual needs.
- Pupils consistently demonstrate a delight in learning and very high expectations of themselves. Their behaviour towards each other and around the school is excellent.
- The school caters for pupils' spiritual, moral, social and cultural development very well. Pupils are encouraged to value all different types of people. Pupils consistently demonstrate care and consideration towards others.
- Leadership is good because the effective action of the headteacher, other senior leaders and governors has rapidly improved results in writing and mathematics and enhanced the quality of teaching.

### It is not yet an outstanding school because

- Too few more able pupils attain the higher levels in national tests at the end of Key Stages 1 and 2.
- Pupils' results in reading, while high, have dropped since 2012. This is in contrast to pupils' results in writing and mathematics, which have risen.
- School leaders have not yet ensured that teachers always give more-able pupils work which is challenging enough to enable them to make as much progress as they can.
- Teachers do not always give pupils clear enough advice about how to make their work even better.

## Information about this inspection

- The inspector saw teaching in every class. He observed one assembly, eight lessons and pupils' behaviour in the playground. Six lessons were observed jointly with the headteacher.
- Discussions were held with pupils, the Chair of the Governing Body, the headteacher and other members of staff.
- The inspector observed many aspects of the school's work, including supervision and support for pupils who need extra help. He examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspector looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents and carers were taken into account through taking note of the 29 responses to the online Parent View survey and two letters that were submitted.
- Staff views were taken into consideration by looking at questionnaires completed by 13 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is a much smaller than average-sized primary school and serves the village of Graveney and the surrounding area.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much lower than the national average. This extra money is provided for children in local authority care, children with a parent in the armed services and those known to be eligible for free school meals. There are no pupils with a parent in the armed forces currently on roll.
- The proportions of pupils supported through school action, and of those who are supported at school action plus or have a statement of special educational needs are higher than in other schools nationally. Some of these pupils have speech, language and communication needs while others have behavioural, emotional and social difficulties. No pupils currently have a statement of special educational needs.
- The school converted to become a stand-alone academy school on 1 February 2012. When its predecessor school, Graveney Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher was appointed in September 2012. The English leader, who is also the Years 5 and 6 teacher, was appointed in September 2013.

### What does the school need to do to improve further?

- Ensure that a greater proportion of more able pupils are enabled to attain the higher levels at the end of Key Stages 1 and 2, and improve pupils' attainment in reading, by ensuring that teachers always:
  - provide tasks for more able pupils which challenge/stretch them enough, so that they make the progress of which they are capable
  - give pupils sufficiently clear guidance about how to improve their work.

## Inspection judgements

### The achievement of pupils

is good

- Children do well in the Early Years Foundation Stage. They start school with the skills that are expected for their age and make good progress in all areas of their learning and development as they move through the Reception Year. They achieve well by the time they join Year 1.
- Results of the national screening in phonics (linking letters to the sounds they make) have improved substantially. Pupils achieve higher standards than in most other schools.
- All pupils meet expected standards in reading, writing and mathematics by the end of Key Stage 1. Standards have improved in mathematics and considerably improved in writing since the previous year. A third of pupils reached the higher levels in writing and a quarter reached the higher levels in mathematics. However, results in reading have declined.
- Results of national tests at the end of Key Stage 2 have risen in mathematics and considerably improved in writing. In 2013, all pupils met expected standards in reading and mathematics, and a very large majority met expected standards in writing. Results at the higher levels have improved in mathematics and considerably improved in writing since the previous year. However, results in reading have declined, and fewer pupils achieved results at the higher levels in mathematics than in schools nationally.
- All pupils receiving support through the use of pupil premium funding achieved the expected standards in national tests at the end of Key Stage 2. Average point scores in English and mathematics show that any gaps in performance are closing, and are now equivalent to one term, compared to one and a half terms during the previous year. This is partly because of the effective individual and small-group support eligible pupils receive from a trained teaching assistant paid for by pupil premium funding.
- Disabled pupils and those with special educational needs make good progress from their starting points. This is because they receive teaching that is well matched to their individual needs in all lessons and because of effective support from teaching assistants.
- Standards in speaking and listening are very high across the school. Pupils express their knowledge and understanding with confidence, courtesy and good use of vocabulary.
- Enjoyment of reading is promoted very well in the school through the use of a trained librarian and shared reading experiences. Pupils read regularly. They enjoy reading and talk about books with enthusiasm. For example, one Year 6 girl described a series of adventure books she was reading, while one Year 2 boy talked excitedly about the types of stories that he liked.
- Pupils made good and very good progress during all lessons seen during the inspection. This was because of highly engaging and effective teaching.
- Pupils use their literacy and mathematical skills in all subjects that they learn. For example, pupils' writing skills are utilised well in a display about the sporting challenges that pupils undertake in the school.
- Pupils present their work to a consistently high standard. They take care to produce the best work that they can. This is because of the consistently high expectations of their teachers and the school overall.
- Parents and pupils express overwhelmingly positive views about the progress made by their children.

### The quality of teaching

is good

- Teaching across the school is consistently good and there are examples of outstanding practice. The best teaching features very high expectations of learning, so that pupils understand what they need to do in order to learn and make good progress.
- Outstanding teaching features substantial opportunities for pupils to share, discuss, explain and

express their ideas. This leads to deeper understanding and a high standard of learning.

- Teachers and teaching assistants consistently use questioning effectively to develop pupils' thinking and check their understanding. The best teaching features high quality dialogue between staff and pupils that excites pupils and deepens their learning and thinking. For example, in one outstanding Years 3/4 mathematics lesson the teacher's skilful use of encouragement and questioning enabled pupils to share detailed explanations of how they solved different calculations involving amounts of money.
- Teachers have strong subject knowledge and use this to develop pupils' understanding effectively. For example, in one outstanding Years 1/2 phonics lesson the teacher gave skilled explanations and examples of how sounds related to certain words. This resulted in high quality learning.
- Most pupils of different abilities are given work and support that is well matched to their needs. This is particularly strong for less able pupils who are supported very well by teaching assistants and well-designed activities. However, there are times when more able pupils could be challenged and supported to extend their learning further.
- Teachers set appropriate targets for pupils' future progress and pupils know what these are. Teachers' marking identifies the strengths of pupils' work well and encourages pupils to achieve highly. However, marking does not always give pupils clear guidance about how to improve their work.
- Teaching in the Early Years Foundation Stage is highly effective and makes excellent use of play to advance children's progress and learning.
- Homework is used effectively to practise skills and apply knowledge. There is a clear link between homework set and the learning that takes place in school.
- Pupils interviewed by the inspector praised the quality of teaching and said how much they enjoyed their lessons.
- A very large majority of parents who expressed an opinion thought that their children were taught well and made good progress as a result.

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

- Pupils consistently demonstrate a well-developed love of learning and high expectations of themselves. This was seen across the school in all classes and in a whole-school singing session.
- Pupils' behaviour in class, when moving around the school and in the playground is exemplary. They are courteous and respectful at all times, and kind to each other.
- Relationships between pupils and adults and pupils and other pupils are excellent. Pupils listen to each other and to staff very well. Pupils are confident to offer their own opinions, and do so politely and considerately.
- Pupils know how to keep themselves safe and feel very safe in the school. They understand different types of bullying (including cyber bullying) and how to keep themselves safe online. There have been no serious behavioural incidents recently in the school, and the very few behavioural incidents in the past were recorded thoroughly and dealt with very effectively in a way that showed how well the school looked after all pupils concerned.
- The school operates a highly effective behaviour management system. Staff monitor pupils' behaviour very carefully, thoroughly and effectively. House points are used very well to reward good work and good attitudes towards learning.
- Attendance, including for pupils receiving support through the use of pupil premium funding, has improved over time and is now higher than in most other schools. This is because of the school's effective communication and engagement with parents. Punctuality is very high.
- A very large majority of parents and all pupils spoken to thought that behaviour in the school was well managed. The inspector received letters from two parents that praised behaviour in the school very highly indeed.

**The leadership and management are good**

- The headteacher, other senior leaders and governors have very high aspirations for the school. They have ensured a consistent school ethos of high expectations.
- Senior leaders have an accurate knowledge of the quality of teaching across the school, which they monitor regularly and rigorously. Teachers are given targets for improvements to their teaching and to pupils' achievement. Decisions about pay awards to staff are explicitly linked to targets relating to improving pupils' results and progress.
- The progress of pupils is tracked systematically and effectively. This tracking is used to ensure that individual pupils are given provision matched to their learning needs. However, leaders have not yet ensured that this is always the case for more able pupils.
- The school's evaluation of its own strengths and areas for development is accurate. The school development plan focuses on well-judged priorities and objectives.
- Pupil premium funding is spent where it has most impact. The individual and small-group support eligible pupils receive from a trained teaching assistant has been effective in increasing their rate of progress.
- The subjects pupils learn are broad, balanced and interesting, ranging from engagement with classical stories to more modern themes such as film narrative. French is well taught in the school, and the teaching of music is of high quality. The school promotes pupils' active engagement in sport and intends to use the forthcoming Sports Premium funding to make use of sports specialists and give staff further training.
- The high quality school environment supports pupils' learning well. Displays are stimulating and presented to a high standard. This helps communicate the school's high expectations of pupils and the value it puts on work of high quality.
- The school provides very good opportunities for pupils' spiritual, moral, social and cultural development. For example, the school ensures that all pupils appreciate cultural diversity, in both the United Kingdom and abroad. As a result pupils understand how all human beings are of value and should be treated equally. There is no evidence of any discrimination.
- The school ensures that all pupils are safe. It keeps proper and thorough records of its work in this area and meets statutory requirements.
- The headteacher has the well-founded confidence of a very large majority of parents, as well as of the school's governing body and all the staff.
- **The governance of the school:**
  - Governors are well trained, active and capable. They offer a good mix of challenge to the school and support to the school. Governors are well informed about the school's performance and how it compares with that of other schools, and about the quality of teaching. They set the headteacher appropriately challenging performance management targets that focus on improvements in pupils' results and the quality of teaching. Governors ensure the efficient management of financial resources, including the effective use of pupil premium funding. They work effectively, in pairs, to monitor specific aspects of the school's work and scrutinise the quality of provision. Their impact on the school's drive for improvement is good.

## 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	137871
Local authority	Kent
Inspection number	427275

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

Type of school	Academy converter
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair	Barry Snashall
Headteacher	Alison Blackwell
Date of previous school inspection	Not previously inspected
Telephone number	01795 532005
Fax number	01795 590741
Email address	office@graveney.kent.sch.uk



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