

Adisham Church of England Primary School

The Street, Adisham, Kent, CT3 3JW

Inspection dates

2–3 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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

- All groups of pupils achieve well. Progress has accelerated over the past year so that pupils reach standards of attainment that are above average in all subjects.
- Teaching across the school is good. Teachers are particularly effective at helping pupils to evaluate their own work and improve it. Very effective relationships help to create an excellent learning atmosphere.
- Reading is taught very well so that most pupils make strong progress. Any pupil who might find it difficult to read confidently is helped to catch up quickly.
- Pupils show exemplary attitudes to their work and these make a strong contribution to their effective learning in lessons. They behave extremely well and feel very safe because the school provides a secure and supportive environment in which they can thrive.
- The leadership and management of the school, including governance, are good. The recent partnership formed with two other local schools has resulted in improving the school's effectiveness since its last inspection.
- The very effective leadership team has helped teachers to improve their work through rigorous checks on teaching followed by intensive support.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure all pupils' progress is rapid and sustained across all subjects.
- The curriculum does not provide enough opportunities for pupils to use new technology to enhance their learning.

Information about this inspection

- The inspector observed eight lessons, four of which were joint observations with senior leaders. In addition, the inspector made a number of short visits to lessons and the playground.
- Meetings were held with pupils, the Chair and Vice-chair of Governors, and the school's senior leaders. Also, the inspector spoke with a representative of the local authority.
- The inspector took account of the 20 responses to the online questionnaire (Parent View) as well as consulting informally with parents and carers before school.
- She observed the school's work, and looked at a range of documents, including the school's improvement plans, information on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work with the head of the school.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average size primary school.
- The very large majority of pupils come from a White British background.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children in local authority care and children with a parent or carer in the armed forces, is below the national average. Currently there are very few children with a parent or carer in the armed forces and very few children in local authority care.
- Children in the Early Years Foundation Stage are taught in one Reception class. All other classes have mixed age groups.
- The proportion of pupils with special educational needs supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school has formed a partnership with the Stour Academy Trust which comprises two local primary schools.
- The acting executive headteacher and the acting head of school took up their posts in March 2013.
- There were fewer than 11 pupils in the Year 6 group which left in the summer, so their attainment in relation to national floor standards is not reported.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to enhance pupils' achievement further by:
 - making sure teachers always provide enough opportunities for pupils to explore ideas for themselves and explain their thinking.
- Improve the curriculum by extending the opportunities for pupils to use new technology to enhance their learning.

Inspection judgements

The achievement of pupils is good

- Most children join the school with skills that are typical for their age. They get off to a positive start in a bright and welcoming environment in the Reception class and make good progress in all areas of learning. The large majority of children start Year 1 as confident learners, sometimes exceeding the expected levels.
- Since the previous inspection, attainment has risen year on year and is above average at both Key Stage 1 and Key Stage 2 in all subjects. By the time pupils leave the school in Year 6, a high proportion reach standards above those expected for their age. Over the past year, more rapid progress in writing has resulted in pupils being able to write confidently and imaginatively.
- The school's checks on pupils' progress shows that it has accelerated to good levels over the past year in all subjects and all age groups. There are no significant differences between the rates of progress of different groups, reflecting the school's strong commitment to equality.
- High expectations mean that more able pupils make good progress in line with their classmates. In lessons, pupils are encouraged to challenge themselves to achieve the best that they can. Occasionally they do not have enough opportunities to explore ideas for themselves and explain their thinking, to help increase their learning to a higher level.
- Disabled pupils and those who have special educational needs make good progress due to the effective and well-planned help that they receive from both teachers and teaching assistants.
- Compared to other pupils with similar starting points, the small numbers of pupils who benefit from the pupil premium fund make equally good progress across the school. These pupils attain as well as their classmates in all subjects.
- The school's strong performance in the Year 1 phonics (letters and the sounds that they make) screening check is due to the effective and thorough teaching of phonics. Pupils develop fluency in reading quickly and develop a love of literature.
- Older pupils read widely and often. They use their reading skills across a range of texts to discover information and develop a rich and varied vocabulary. However, they do not use new technology often enough to enhance this and other aspects of their learning.

The quality of teaching is good

- Teaching is typically good. Some teaching is particularly effective in the way teachers guide pupils to be confident learners in lessons. The very clear steps for success ensure pupils know how to produce good work and check how well they are doing.
- Teachers plan interesting activities that engage and motivate pupils, especially boys in their writing. For example, pupils in Years 5 and 6 were writing a biography of Alexander the Great with immense enthusiasm and insight into his character.
- Training and support to help teachers and teaching assistants to improve their skills, particularly in the use of assessment and the acceleration of progress, have been very successful. This has ensured that good practice is the norm.
- In all lessons, relationships are very strong, creating an outstanding learning environment. Teachers have high expectations of all groups of pupils, particularly in fostering excellent attitudes to their learning so that for the most part it moves on quickly.
- Teachers question pupils effectively to develop their knowledge and understanding so that they become confident learners. Occasionally teachers do not give pupils enough opportunities to explain their thinking in order to consolidate or test out their ideas.
- Marking and advice to pupils across the school are regular and of good quality. Pupils are very clear about how well they are doing and the next steps they need to take to improve further. They have opportunities to respond to teachers' comments and correct their errors.
- Following improvements to the curriculum, teachers provide more opportunities for pupils to

practise and apply their writing and mathematical skills, promoting faster progress. However, they do not plan sufficient use of new technology for pupils to enhance their learning.

- The pupil premium fund has been used to help both teachers and teaching assistants improve their practice. Well-targeted teaching strategies and support are ensuring that eligible pupils make faster progress and close any gaps in their attainment.
- The provision for disabled pupils and those with special educational needs is well organised. Teaching and their assistants are very skilled in supporting these pupils so that they are successful in their learning and included as fully as possible in the life of the school.
- Improvements to the learning environment in the Reception class have resulted in better provision. A stronger focus on the teaching of literacy and mathematical skills has ensured good outcomes for children so that they are well prepared for the next stage in their education.

The behaviour and safety of pupils are outstanding

- Typically pupils' behaviour and their enjoyment of learning are outstanding. Their very positive attitudes make a strong contribution to the rapid acceleration of their progress.
- School records show that incidences of misbehaviour are very rare, and pupils respond well to the management systems and rewards for behaviour. The level of cooperation in lessons is extremely good because pupils have plenty of opportunities to support each other in their learning.
- Pupils speak very highly and warmly about the school staff. 'This school is my other family' was one such comment from a pupil, and others feel the same. Not surprisingly, attendance and punctuality are consistently high.
- Parents and carers who responded to the online questionnaire or spoke to the inspector confirm the view that their children are looked after well. Pupils say they have great confidence in the adults to keep them safe.
- Discussions with pupils show that they have a very clear understanding of what constitutes bullying but are adamant that it is very rare at school. They have a good awareness of the different sorts of bullying such as racism or cyber-bullying. They are very clear about how to combat this and help others who might be affected.
- Pupils play an active part in school life and have considerable involvement in making decisions about issues that concern them. They undertake a range of responsibilities such as play leaders and school councillors, which they take very seriously, and this contributes well to their personal development.
- Stronger links with local schools are extending the range of physical and sporting activities available for pupils, especially the sporting competitions, which they say they enjoy.
- Pupils learn about different cultures from a range of activities, including a variety of visitors to school. There is a strong ethos of tolerance and respect for people of all faiths and of differing opinions.

The leadership and management are good

- Since the previous inspection, the school has experienced a period of turbulence in its leadership and staffing. The local authority helped to broker a partnership with a local academy to secure good leadership for the school. This has been very effective in increasing the pace of improvement.
- The new leadership team has instilled a sense of strong ambition and brought a sharper clarity to self-evaluation and development planning. Teachers' work is checked thoroughly and intensive support is provided through the partnership of schools, resulting in better quality and greater consistency in the teaching.
- Rigorous checking and reviewing of pupils' progress has enabled senior leaders to judge the impact of teaching strategies more readily and hold teachers to account for their pupils'

progress. Any pupil whose progress slows is identified quickly and appropriate support is provided so that they catch up quickly.

- Teachers' targets for improvement focus strongly on accelerating progress and are linked closely to the new Teachers' Standards. Teachers find the system challenging but supportive.
- Subject leaders appreciate the opportunities to work alongside more experienced colleagues in the partnership to develop their leadership skills, becoming more effective as a consequence.
- The curriculum has good breadth and balance, promoting pupils' spiritual, moral, social and cultural development well, although information technology is not used extensively enough across subjects. There are well-considered plans in place for the use of the new primary physical education funding to increase pupils' participation in sport, improve their performance levels and encourage a healthy lifestyle.
- Parents are very supportive of the new leadership team. They are appreciative of the way their views are taken into account and welcome the opportunities to become more involved in their children's learning.
- The school promotes equality of opportunity and tackles discrimination well. There are no recorded incidents of harassment. The pupil premium funding is managed effectively so that eligible pupils make good progress.
- The local authority has a strong relationship with the school. The local authority consultant has been very effective in helping the new leaders to build a cohesive staff team and check on the quality of teaching and learning.
- All statutory requirements for safeguarding are met. Training for staff and governors in areas such as child protection are up to date and clear procedures are in place to keep pupils safe.
- **The governance of the school:**
 - Governors have supported the school successfully during a time of considerable change. They recognise the significant improvements that have been prompted and guided by the new leadership team in a relatively short space of time. They receive high quality information that enables them to challenge leaders very rigorously. Information is scrutinised thoroughly to monitor the school's performance against local and national standards. Governors check regularly the work of the school for themselves so that they can better understand the quality of the teaching and learning. This has led to good, well-informed decisions about the pay awards teachers receive, the allocation of the school's finances and the effective use of pupil premium funding. Governors audit the effectiveness of their work and this has helped them to sharpen their practice. They update and extend their knowledge and skills through good quality training provided by the local authority.

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	118652
Local authority	Kent
Inspection number	400109

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	86
Appropriate authority	The governing body
Chair	Richard Collins
Headteacher	Simon O'Keefe
Date of previous school inspection	6–7 July 2011
Telephone number	01304 840246
Fax number	01304 849172
Email address	headofschool@adisham.kent.sch.uk

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