

Chartham Primary School

Shalmsford Street, Chartham, Canterbury, Kent CT4 7QN

Inspection dates	27–28 January 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Pupils are great ambassadors for their school. They like coming to school, enjoy their learning and promote the school values of respect, fairness, honesty, perseverance and kindness extremely well.
- Behaviour is good. Pupils are friendly, polite and courteous. They conduct themselves well in lessons and around the school.
- The headteacher, deputy headteacher and senior leaders, including governors, have successfully improved the school since the previous inspection.
- Senior leaders' work has ensured that teaching has improved and is now good. As a result, pupils now make good progress and achieve well.
- Children get a good start to school in the early years. They make good progress and rapidly develop confidence and independence.
- Good, trusting relationships between pupils and teachers mean that pupils work hard, want to do well and are confident to try things out for themselves and learn from their mistakes.
- Pupils feel safe and happy at school and are well looked after.
- The school's relentless focus on improving reading has had a very positive impact on pupils' achievement. As well as very successfully promoting an enjoyment of reading, pupils are more able than previously to use their reading skills to achieve in other subjects.
- Senior leaders and governors share the ambition and determination to provide the best possible experiences for all pupils.
- Considerable changes to the governance of the school have resulted in a skilled, well informed governing body that holds the school to account very effectively for its performance.
- One parent summed up the views of many and wrote, 'I am very pleased with the ethos and atmosphere of the school and its staff. They work together to create a positive learning environment and the children are polite, caring and engaged in their learning.'

It is not yet an outstanding school because

- Leaders' checks and the work in pupils' books show that despite some outstanding teaching and learning, not enough is of the same highest quality to ensure that all pupils consistently make the rapid progress of which they are capable.
- Teachers' questions, challenges and comments do not always promote pupils' depth of learning, knowledge and understanding, especially in history and geography.

Full report

What does the school need to do to improve further?

- Ensure that all pupils consistently make the rapid progress of which they are capable by:
 - making sure that all teachers challenge, question and comment more effectively to promote a depth of learning, knowledge and understanding, particularly in history and geography.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher provides very effective leadership for the school. He is well supported by the deputy headteacher and senior leaders.
- Senior leaders, including governors, are highly ambitious for pupils in the school and strive to ensure that all groups receive the best possible learning experiences.
- The success of their work is evident in the improvements in the school since the previous inspection. They have ensured that teaching, learning and assessment is now good, and as a result pupils are making faster progress than previously from their starting points and they achieve well.
- Leaders and governors make regular checks on pupils' attainment and progress and evaluate the performance of different groups. This enables them to provide timely and well-targeted support for groups such as disadvantaged pupils and disabled pupils and those who have special educational needs. The effectiveness of the support for these groups is checked and shows that pupils make good progress overall, in line with others in the school.
- Senior leaders and governors rigorously check the quality of teaching and learning and the impact it is having on pupils' progress. If any teaching does not meet the standard expected, effective support is given, targets are set and improvement is expected.
- Senior leaders' own checks on the school's performance in all areas of its work are accurate and provide clear direction for further improvement. There is a clear understanding of the strengths of the school and the key priorities for further development.
- Leaders set great store on providing opportunities for staff to develop their skills through a range of training opportunities, working together and learning from each other. This helps to develop individual skills as well as meeting school priorities and has helped to improve the quality of teaching.
- Leaders, staff and governors benefit from working in collaboration with a group of schools to ensure that they are up to date and share good practice. Teachers new to their careers are given appropriate support and guidance to develop their skills.
- Effective, enthusiastic and skilled leadership of reading, writing and mathematics has had a positive impact on raising standards and the quality of teaching. Other subject leaders are becoming increasingly effective and accountable in their areas.
- Teachers carefully plan a broad and balanced range of subjects, which engage pupils' interests and are often linked through study of a termly topic. On occasion, however, subjects such as history and geography do not provide pupils with sufficient depth of knowledge, understanding and skills.
- Learning is enriched by extra activities that inspire and motivate pupils as well as giving them opportunities to learn new skills such as archery. Pupils enjoy the range of clubs provided. Trips are an integral part of the curriculum, which pupils enjoy. Year 5 and Year 6 pupils who visited Canterbury and its cathedral during the inspection as part of their work on cities of the future and design and architecture, said it would 'help everything come to life and help us understand more'.
- Pupils' spiritual, moral, social and cultural education underpins all of the school's work and is promoted well through the curriculum, assemblies and the school values. Leaders and staff ensure that pupils are effectively prepared for life in modern Britain. Pupils are encouraged to reflect on what it means to be British and record their views in class project books. They discuss and make a connection between British values and the school values.
- The school values foster a culture of tolerance and respect. Pupils learn about and respect different faiths and diversity of different cultures as well as the different needs of pupils from their first-hand experiences. In discussion, a group of pupils agreed that pupils in Penguin class 'are really the same as us and they do the same as us but they sometimes do things in different ways'. Pupils spoke with enthusiasm about a recent European languages day where they learnt about linguistic diversity.
- All staff have a strong commitment to equal opportunities and ensure that all pupils learn without any type of discrimination and that any language that may cause offence is unacceptable.
- The school makes good use of the primary physical education and sport funding in a range of ways to enhance the existing good provision. It is mainly used to work in partnership with a specialist coach and is effective in developing pupils' and teachers' skills.
- Most parents who responded to the online questionnaire are positive about all aspects of the school's work and what it offers their children. A few expressed some concern about the leadership and

management and how well the school responds to their concerns. The large majority, however, were positive about these aspects and the inspectors agree with the many positive comments made, for example: 'Leaders are extremely approachable and respond to issues and queries both promptly and efficiently.' Parents are particularly pleased with the opportunities to see what their children are doing on 'Newsday Tuesdays' and 'Fabulous Finales'.

- The local authority has worked well with the school to support leadership and management and the quality of teaching. It now has every confidence in the leadership of the headteacher and governors and provides just 'light touch' support.
- **The governance of the school**
 - The governance of the school has improved considerably since the previous inspection. Governors are ambitious for the school and forward-thinking. They work very effectively with the headteacher and senior leaders to fulfil their strategic role.
 - The governing body has a high level of relevant skills and expertise and holds leaders to account for the school's performance very effectively. Governors' knowledge of assessment information enables them to question the progress made by different groups of pupils, in particular how disadvantaged pupils benefit from the additional pupil premium funding.
 - Governors are very well informed by the headteacher and by their own monitoring work. As a result, they provide a balance of challenge and support because they have a good knowledge of the strengths of the school and the priorities for further development.
 - There is a good understanding of the quality of teaching and governors are involved in decisions about teachers' pay and promotion.
- The arrangements for safeguarding are effective. Leaders, including governors, ensure that safeguarding requirements are fully met. All staff are trained, policies are up to date and procedures are robust and well known by all staff. As a result, pupils feel safe and secure.

Quality of teaching, learning and assessment is good

- The quality of teaching is good and improving. As a result, pupils make good progress and achieve well.
- Relationships between pupils and their teachers are very good and pupils want to do well. They learn in a calm, hard-working atmosphere and teachers promote positive attitudes to learning. Pupils are confident to take risks with their learning and express their opinions as they know their views will be valued.
- Pupils say they know how to improve their work because teachers make helpful comments and often give them time to respond to correct any misconceptions. There are some very good examples where, in accordance with the school's own marking and feedback policy, teachers' comments very effectively encourage and promote a depth of learning, knowledge and understanding. This is not yet at the same high quality or effectiveness in every class.
- Teachers work closely with senior leaders to make regular checks on the progress of individual pupils and groups of pupils. This enables them to quickly identify any pupils or groups who may be falling behind, including disadvantaged pupils and those with special educational needs. Teachers then ensure that appropriate additional support is provided, either in class or out of lessons, so that they can make good progress and catch up. Skilled teaching assistants make a good contribution to pupils' learning, especially to engage and meet the needs of those who may be struggling.
- Teachers ensure that classrooms are bright and attractive and provide good role models for pupils. Teachers and pupils make good use of displays in classrooms to support teaching and prompt learning.
- Teaching places appropriate emphasis on developing pupils' skills in reading, writing and mathematics. Since the previous inspection there has been a considerable focus on reading. Teachers work from the premise that all pupils can and should learn how to read and are determined in their efforts to achieve this. A range of successful strategies provides additional help for those pupils who have gaps in their learning to help them catch up.
- Reading for enjoyment is promoted exceptionally well in all classes and throughout the school. Pupils have more opportunities to use their reading and writing skills in other subjects. They develop skills to help them have a depth of understanding of the texts they read. This is supporting pupils' increasingly good progress and was seen to good effect in Year 5 and Year 6 when pupils were reading *Stormbreaker* by Anthony Horowitz. Pupils were able to use more demanding and challenging reading skills to help them write good-quality diary entries based on their understanding of characters and events in the novel.

- Pupils' good behaviour and positive attitudes to learning help them make good progress. They work together well and older pupils value opportunities to learn from each other. They comment on their partner's success in their work and give considered and mature suggestions as to what improvements could be made. Pupils say they find this helpful.
- Leaders are fully aware that in the overall picture of good teaching, learning and assessment, there are particular strengths in some classes. Where this is the case, expectations are very high and some pupils often make very rapid progress and achieve outstandingly well.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and have positive attitudes to learning. They thrive in a happy, caring environment.
- Pupils enjoy their responsibilities and take them seriously. For example, school council members, house captains and trained e-safety and anti-bullying ambassadors make a good contribution to promoting positive and safe practice across the school. Year 6 pupils thoroughly enjoy their role as buddies to children in the Reception classes.
- Pupils are confident and self-assured and care about their school. One pupil reflected on being asked if there was anything to improve in the school. She commented that although it was fine to have pupils responsible for picking up litter, 'it would be even better if everyone was responsible for their own litter so that others didn't have to clean up after them'.
- Pupils are polite and friendly and respectful of adults, each other and the school environment. The inclusion of pupils in the Penguin class is mutually beneficial and pupils in the mainstream classes show respect, tolerance and understanding for diversity in the school and the wider community.
- Pupils understand about different types of bullying. They say that they are not aware of any bullying in school. They are confident to talk to teachers if they have any problems and secure in the knowledge that they would deal with any issues should they arise.
- Pupils know how to keep safe in a range of situations in and out of school. Posters are displayed in classes and around the school as reminders for staying safe.
- The family liaison officer makes a good contribution to supporting pupils and their families who may be vulnerable, to help remove any barriers to learning.
- Attendance is improving and most pupils attend regularly.
- The breakfast and after-school clubs provide a healthy, safe and enjoyable start and end to the school day.
- Most parents agree that their children feel safe and are well looked after and happy at school.

Behaviour

- The behaviour of pupils is good. Pupils and most parents agree that the school ensures that pupils are well behaved.
- Pupils are polite, courteous and considerate to each other, adults and visitors to the school. They conduct themselves well around the school, at lunchtimes and in the playground and respond promptly to staff requests.
- Pupils are generally attentive in lessons, resilient in their learning and show good levels of concentration and perseverance to meet challenges. On a very few occasions, however, when pupils' interest is not sustained in lessons, some can become quietly distracted and lose their focus on learning, which is why behaviour is not yet outstanding.
- School records confirm that behaviour is good over time and that some pupils who find it more difficult to manage their own behaviour are successfully supported to improve, so that any low-level disruption to learning is rare.
- The approach to rewards and any sanctions is consistent across the school and pupils understand the need for rules in the school community and beyond.

Outcomes for pupils

good

- Pupils' achievement has improved since the previous inspection. Most pupils are now making good and improving progress from their starting points and are on track to be effectively prepared for the next stage of their education by the end of Year 6.
- Standards in reading, writing and mathematics are rising and good outcomes for pupils currently in the school are evident in the school's own assessment information and the work in pupils' books.
- Pupils spoke enthusiastically about their learning in other subjects and enjoy the termly topics. Most pupils are achieving outcomes expected for their age across a range of subjects. There are some impressive displays of pupils' artwork and design and technology around the school. Science books show good levels of investigative work. There is less work in history and geography that shows a depth of learning in these subjects.
- In 2015, the proportion of pupils making the expected progress by the end of Year 6 was above average in mathematics, average in writing and a little below average in reading. The proportion making progress that was better than expected, however, was above average in reading and below average in writing and mathematics.
- Attainment by the end of Year 2 in 2015 was above that found nationally, and significantly so in mathematics. This demonstrated a rising trend over the past three years.
- Over the past three years, attainment by the end of Year 6 has fluctuated a little due to the differing needs of the year groups. Nevertheless attainment has shown a marked improvement from the picture in 2013 at the previous inspection when overall attainment was significantly below the national figure.
- The weakest subject in 2015 was grammar, spelling and punctuation, where attainment, although improved, remained considerably below the national figure. Leaders identified that pupils' spelling skills in particular were holding them back. Effective action has been taken through, for example, training for staff and additional teaching time and the impact is evident in better standards in pupils' current work.
- The focus on reading has had an effective impact on raising standards. In 2015, the proportion of pupils who reached the required level in the Year 1 phonics check (letters and the sounds that they make) was above average. Pupils use phonic skills well to read unfamiliar words and to help with their writing. Pupils of all abilities expressed a love of books and enjoyment of reading. Older pupils express preferences for favourite authors and give considered reasons for their opinions.
- Leaders have correctly identified that writing is now an area for further improvement and plans are in place to ensure that this happens.
- In mathematics, leaders, again correctly, have identified a focus on providing pupils with increasing opportunities to develop their reasoning skills so they can articulate and extend their learning.
- Currently in all year groups, the most-able pupils are generally challenged to achieve well and make good progress. On a few occasions, however, pupils are not sufficiently challenged to make the more rapid progress of which they are capable. There are good instances of links with secondary schools for groups of most-able pupils to extend their learning in mathematics and science.
- In 2015, the attainment of disadvantaged pupils in Year 6 was below that of other pupils nationally and others in the school in reading, writing and mathematics. Leaders have focused intently on the outcomes for disadvantaged pupils in all year groups and closely monitor the impact of any additional support they receive. As a result, pupils are making more rapid progress, similar to, and sometimes better than, that of other groups. Although gaps in attainment remain, they are narrowing.
- Disabled pupils and those who have special educational needs currently make similar progress to others. Their needs are identified at an early stage and appropriate, well-targeted help is provided. Outcomes for this group are good because of the school's acknowledged strength as an inclusive school, which has led to an inclusion quality mark award and the status of 'a centre of excellence'.

Early years provision

is good

- Children start in the early years with skills and knowledge that are often below those typical for their age, particularly in their understanding and literacy skills. From these starting points they make good progress and catch up quickly so that by the end of the Reception year they are well prepared to continue learning in Year 1.
- For the past two years the proportion of children who reached a good level of development by the end of the early years was above the national average.

- All groups, including disadvantaged children and disabled children and those with special educational needs, make similar good and improving progress as their needs are met well.
- The quality of teaching, learning and assessment is good. Consistent and effective teaching of phonics ensures that children develop a secure knowledge and use of early reading and writing skills. For example, children used their good phonic knowledge to sound out and write the names of princesses and football teams. Resources such as letter banks are used well to help develop children's confidence, independence and willingness to write.
- Children are well behaved and eager to learn. Children are given stimulating experiences so that they are motivated and want to explore and find things out for themselves. For example, children were very excited to test out the boats they had made by floating them in the water tray. Skilled questioning by teachers challenges and extends children's understanding. On occasion, however, only children with their hands up get the chance to respond. As a result, teachers are not always so clear about the depth of understanding of some children.
- Children's language and communication skills are promoted well when they choose activities for themselves and when they are learning directly with teachers. They are prompted to extend their thinking and vocabulary during discussions at the start of the day to help them plan and think about what they are going to do and why. Similarly, at the end of activities, children are encouraged to think about what they learned and what difficulties they had to overcome, for example when discussing why their paper plate boats got wet and sank.
- Adults promote children's independence well and children develop confidence as a result. Children share and cooperate well with each other at work and play in the classroom and in the outdoor area.
- The outdoor area has been a focus for development and now provides good, motivating learning opportunities.
- Staff know the children well and ensure that all the welfare and safeguarding requirements are met. As a result, children learn and play in a safe and secure environment and learn how to keep themselves safe.
- Good leadership of the early years ensures that new assessment procedures provide an accurate picture of the progress and needs of all groups of pupils. There is a welcoming, friendly atmosphere, children are happy and settle calmly into the routines of the day.
- One parent summed up the views of many with the comment: 'My daughter has thrived and developed in her confidence in the last few months.' Another wrote: 'The transition process was excellent and my child was welcomed in a caring and friendly way by all staff, from ladies in the office to teachers and teaching assistants. She settled quickly and is extremely happy at school. It has given me great pleasure seeing how the school are nurturing in her an early love for learning.'

School details

Unique reference number	118357
Local authority	Kent
Inspection number	10002360

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Julia Power
Headteacher/Principal/Teacher in charge	Dean Jones
Telephone number	01227 738225
Website	www.charthamprimary.org.uk
Email address	headteacher@chartham.kent.sch.uk
Date of previous inspection	9–10 October 2013

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is above average. The pupil premium is additional government funding for those pupils known to be eligible for free school meals and those who are looked after.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There is a Nursery on the school site, which is managed by a private provider and subject to a separate inspection.
- Since September 2015, some pupils from St Nicholas' School attend Chartham in a satellite class, known as Penguin class, for four days a week. These pupils remain on the roll of St Nicholas' School and are taught by their own teachers but join the rest of the Chartham pupils for some of their time. For example, they join in assemblies and playtimes.
- The school provides daily breakfast and after-school clubs.

Information about this inspection

- Inspectors observed learning in 19 lessons, some of which were joint observations with the headteacher or deputy headteacher.
- Inspectors talked to pupils about their work and looked at the work in pupils' books. They observed pupils during assembly, at playtimes and lunchtimes and asked them for their views on the school. Inspectors also heard some pupils read.
- Meetings were held with the headteacher and deputy headteacher and other staff with key leadership responsibilities.
- Discussions were held with governors and a representative of the local authority.
- Inspectors looked at a wide range of documentation, including: the school's own check on its performance and the quality of teaching; the school improvement plan; information on pupils' progress; and records relating to attendance, behaviour and safeguarding.
- Inspectors looked at 79 responses to the online questionnaire, Parent View, which included 42 written responses and spoke to some parents at the start of the school day.
- Inspectors also took into account 32 questionnaires returned by staff.

Inspection team

Margaret Coussins, lead inspector	Ofsted Inspector
Julie Sackett	Ofsted Inspector
Judith Askey Brown	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

