



# Wouldham, All Saints Church of England Voluntary Controlled Primary School

Inspection Report - Amended

Better  
education  
and care

**Unique Reference Number** 118634  
**Local Authority** Kent  
**Inspection number** 280362  
**Inspection date** 11 September 2006  
**Reporting inspector** Jacqueline Marshall

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

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<b>Type of school</b>	Primary	<b>School address</b>	2 School Lane
<b>School category</b>	Voluntary controlled		Wouldham
<b>Age range of pupils</b>	4-11		Rochester ME1 3TS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01634 861434
<b>Number on roll (school)</b>	119	<b>Fax number</b>	01634 686678
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Paul Foreman
		<b>Headteacher</b>	Carl Fitter
<b>Date of previous school inspection</b>	1 October 2000		

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Wouldham All Saints is a smaller than average primary school serving a growing village community with close ties to the local church. Attainment on entry to the school is average overall, although it can fluctuate, depending on the size and make-up of the often small intake. The mainly White British school population has a below average proportion of pupils entitled to free school meals. The percentage of pupils with learning difficulties is below average. The very small number of pupils for whom English is an additional language are fluent English speakers.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is an improving school that provides a satisfactory education for its pupils and a caring environment in which to learn. Most parents agree, and recognise the caring, community spirit the headteacher and staff have nurtured and praise 'the differences in the school over the last year'. Consequently, all children starting at the school settle in well and pupils' personal development is good throughout the school. Good relationships with all staff and the wide range of interesting activities that are planned mean that pupils enjoy school, behave well and are increasingly adopting a healthy lifestyle.

The youngest children get off to a good start in the Reception Year, where provision is good. This ensures that the children settle quickly and achieve well, particularly in their personal development and independence, reaching expected levels for their age by the time they start Year 1. Achievement and standards in the rest of the school are satisfactory. This is a result of satisfactory teaching and an adequate curriculum. Following improvements in the last twelve months in the use of assessment in particular, expectations of what pupils can achieve have been raised and as a result, all groups from Year 1 to Year 6 are now making satisfactory progress. To raise achievement and standards further, from satisfactory to good, all teachers now need to use assessment to always plan lessons that challenge all pupils. Teachers now share targets with pupils and help pupils know what to do next in lessons, although this has yet to become consistent in their marking.

Whilst leadership and management of the school are satisfactory overall, a significant strength, and the driving force behind the differences parents have noted, is the leadership of the headteacher. As a result of his strong leadership, all leaders, including governors, understand the school's strengths and weaknesses and just what needs to be done next to improve further. Whilst those leaders other than the headteacher have contributed to the recent improvements, they are aware of the need to become more involved in checking how well the school is doing and ensuring that practice is consistent across the school.

### What the school should do to improve further

- raise standards by making better use of assessment to always plan lessons that challenge all pupils
- raise achievement through improving teachers' marking so that pupils know what to do next to improve
- improve teaching by developing the expertise of the school's leaders in checking and ensuring consistency of practice across the school.

## **Achievement and standards**

### **Grade: 3**

The achievement of all pupils is satisfactory overall. The school has tackled previous underachievement within the school so that all pupils in Years 1 to 6, including those with learning difficulties, now make satisfactory progress to reach average standards. Children's skills and knowledge as they start in the Reception Year are broadly in line with national expectations, although weaker in their writing. They achieve well because of good provision and, as a result, enter Year 1 with the skills and knowledge expected for their age.

Pupils make satisfactory progress in Years 1 and 2, reaching average standards by the end of Year 2, with pupils doing well in writing in 2006. This is because teaching has been consistently satisfactory and better in these year groups. Less consistent teaching in Years 3 to 6 and low expectations of pupils' achievement had previously led to some underachievement in these year groups, and standards in the national tests for 11-year-olds in 2005 being exceptionally low. As a result of the school's efforts over the last year, all pupils' made satisfactory progress. By the end of Year 6 in 2006, they met and exceeded the school's challenging targets and are on track to have achieved above average standards in the national tests.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good, a view strongly supported by the vast majority of parents. Pupils behave well and have positive attitudes to learning. They make a valuable contribution through the school council, which enables them to raise questions and ideas important to them. Pupils respond well to their responsibilities, and their ideas have a real impact on school life.

Pupils behave safely and have a good understanding of the importance of leading a healthy lifestyle, with many involved in a wide range of after-school activities, including sports. They develop a sound economic understanding through the school council and in fundraising for local and national charities. Raised awareness as a result of the school's recent focus has ensured that attendance is now average.

Pupils' spiritual, moral and social development is strong and is a key factor in their good behaviour, positive relationships and close links with the local church. Pupils' cultural development is now satisfactory and has improved since the last inspection because the school has provided opportunities for visits and visitors to raise the pupils' awareness of the wider world.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is satisfactory overall and reflects the overall satisfactory progress pupils make through the school. The quality of teaching in the Reception class is good and as a result, children here make good progress. This is because lessons are well planned, making good use of assessment.

Improvements in the use of assessment by teachers has meant that throughout the school, activities are planned so all pupils in the newly-established mixed-age classes are included in lessons. However, teachers do not yet always take sufficient account of assessments to adapt work and their questioning to extend pupils of different abilities. As a result, in some lessons pupils could be challenged further and make even greater progress in their learning. Occasionally, where the pace of lessons is too slow or teachers miss opportunities for pupils to share and develop their own ideas, pupils become more passive learners. All work is marked, although comments showing pupils the next steps in their learning are less consistent.

Relationships between pupils and adults are good and, as a result, pupils enjoy lessons and are keen to learn. Behaviour is managed well by all adults. Teaching assistants make a valuable contribution to pupils' learning, particularly when supporting small groups and pupils with learning difficulties.

### Curriculum and other activities

#### Grade: 3

The school provides a satisfactory curriculum that is being appropriately adapted to meet the needs of mixed-age classes. It is well enriched by a wide range of activities outside the school day and a well-planned approach to visitors and visits. These not only support pupils' learning but also help to foster pupils' positive attitudes. The introduction of French for pupils in Year 3 to 6, and the visit to France by the oldest children, enrich the curriculum further.

The curriculum for Reception children is good and is another factor underpinning their good progress. Developments in the outdoor learning environment have been made since the last inspection and this is now used well.

Pupils' literacy and numeracy skills are developed satisfactorily. In mathematics and science, although some improvements have already been made, a greater emphasis on investigative skills and encouraging pupils to explain their ideas will help to raise achievement in these subjects further. Since the last inspection, the school has improved ICT resources and computers. These are now used in lessons to support and enhance the pupils' learning but have yet to become an integral part of their learning in all areas of the curriculum. A well-planned programme of personal, social and health education gives pupils a clear understanding of how to keep healthy and safe and helps to promote pupils' good personal development.

## Care, guidance and support

### Grade: 3

This is a caring school where pastoral care, guidance and support are good. Pupils and parents recognise this and it is a key factor in pupils' positive attitudes to school. Child protection and health and safety procedures are well understood and any pupils who are at risk are quickly identified and supported well. Pupils say that they feel safe and know whom to turn to, if necessary. Support for pupils with learning difficulties is satisfactory. Outside agencies and parents are involved effectively.

The academic guidance and support provided by the school are satisfactory. The school has recently developed procedures to enable it to track pupils' progress more carefully through each year and set challenging targets. However, assessment is not always used consistently in lessons to inform teachers' planning, set high expectations or help pupils with the next steps in their learning. Whilst the quality of marking is satisfactory, it is not yet consistent in showing pupils what they need to do next to improve.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall; however, the work of the headteacher is a strength of the school. He has effectively driven the improvements and 'dramatic changes' seen by parents and staff in the last year that have led to raising standards and tackling pupil underachievement. He has a clear vision which is shared by staff and governors of a school that is striving to improve but where every child matters. The school takes into account the views of parents and other stakeholders, resulting in a large majority responding positively when asked about the effectiveness of their school.

Led by the headteacher, leaders analyse data and monitor teaching regularly to see where it is best and needs to be improved. Consequently, they have a clear understanding of the school's overall effectiveness. They know what is needed to take the school forward and have effectively demonstrated a good capacity to improve the school further. Other leaders, including governors, are starting to take increased responsibility for the checks the school makes to ensure it is doing well enough and ensure consistency of practice. A new leadership structure has been introduced to enable these skills to be developed and governors are becoming more involved in finding out for themselves how well the school is doing.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for talking to us and showing us your work when we visited your school. We are pleased to hear that you like school and that the grown-ups are kind and look after you well. We think that they help you to know just what you have to do to keep healthy. We were happy to hear that there are plenty of things for you to take part in, such as the visit to France and your different clubs. We think you are polite to adults and behave well.

In order to make your learning even better, we have asked the adults at your school to:

- make sure you are given lots of opportunities that stretch you to do your very best
- make sure that teachers are always helping you to know what you need to do to improve your work
- keep checking exactly what the school does best and what could be better.

Thank you again for helping us with our work.

Yours faithfully

Mrs J Marshall Lead Inspector