



# Sturry Church of England Primary School

Inspection Report

**Unique Reference Number** 118658  
**LEA** Kent  
**Inspection number** 280365  
**Inspection dates** 13 June 2006 to 14 June 2006  
**Reporting inspector** Sheila Browning AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Park View
<b>School category</b>	Community		Sturry
<b>Age range of pupils</b>	4 to 11		Kent CT2 0NR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01227 710477
<b>Number on roll</b>	387	<b>Fax number</b>	01227 712209
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Cowley
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Mr A Andreo

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 June 2006 - 14 June 2006	<b>Inspection number</b> 280365
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Sturry School is bigger than most other primary schools. Most pupils are from White British families. The school has a small traveller population and has links with traveller support services. Pupils come from the area of Sturry and the surrounding villages. The catchment area contains a broad social mix and children start school with broadly average skills and experience.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' achievement in Key Stage 2.

Though standards are broadly average, pupils are not achieving as well as they could be expected to, given their starting points. They have fallen behind in previous years in writing throughout the school, and in mathematics and science in Key Stage 2. The school is now providing an acceptable education, with satisfactory teaching and curriculum. However, not enough lessons are good or better throughout the school to ensure that pupils fully make up the lost ground. The curriculum, whilst satisfactory, does not always sufficiently challenge more-able pupils, and the less-able sometimes struggle to complete work. Children in the Reception classes are given a sound start, make steady progress and reach average standards by the end of the Reception Year. The school is successful at promoting pupils' personal development and well-being so that pupils' behaviour is good and they enjoy school. Links with local schools, the community and external agencies are strong.

Those responsible for leading and managing the school know pupils' achievement is not high enough. They have endeavoured to rectify this in a variety of ways but only now can improvement be confidently predicted. Up until recently the pace of change and rigour has been too slow. The restructuring of management and better use of assessment are bringing about change at a faster rate. Recent improvements in pupils' work, teaching, assessment, an increased rigour and shared determination to raise standards demonstrate the necessary capacity to secure the improvements needed. However, the school does not yet give sufficient value for money.

### What the school should do to improve further

- Raise pupils' achievement in writing throughout the school and in mathematics and science in Years 3 to 6.
- Improve the quality of teaching so that more satisfactory teaching becomes better.
- Plan more challenging work for higher-attaining pupils.
- Ensure that targets on individual education plans for pupils with learning difficulties and disabilities are sufficiently focused to guide teachers in providing enough support
- Evaluate the continuing impact of improvements made to ensure the pace of change remains sufficiently rapid.

## **Achievement and standards**

### **Grade: 4**

Pupils' standards are broadly average, but there are weaknesses in the achievement of pupils, particularly of older pupils, that result in achievement that is inadequate. Pupils' standards when they enter the school vary from year to year but are broadly average. Children make broadly satisfactory progress from entry in the Reception Year to the end of Year 2, though writing has been weaker than other areas. Pupils have made inadequate progress in Years 3 to 6. The 2005 Year 6 national tests showed progress was well below average in English and there was inadequate progress in mathematics and science. In the current Year 6, progress through Years 3 to 5 has been inadequate. Sharper tracking of pupils' progress and more challenging targets are now in place. These records show that in the current Year 6, progress has improved in mathematics and science. More remains to be done to improve progress in writing.

The school has received significant support from the local authority and educational consultants, which has led to improvement in raising pupils' achievement. The progress in lessons now is a better picture. In Years 1 and 2, pupils' weaker writing skills are being tackled with some success. In Years 3 to 6, pupils are making better progress and those in Year 6 are likely to achieve the targets set. Nevertheless, more-capable pupils could be challenged more and less-able ones given better-targeted work. Achievement overall is judged inadequate because improvement is recent and pupils have not yet made up lost ground.

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

### **Grade: 2**

Pupils' personal development is good. Pupils enjoy school and participate willingly in lessons. In the Reception Year, children's personal and social skills develop well. Behaviour is good. Pupils show good self-discipline and teamwork skills when working in pairs and groups. Social skills for their future lives develop well through the school, such as in the mature way they relate to others and are polite and courteous. They feel safe and say they have no significant concerns about bullying. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is good and contributes well to their increasing self-esteem. Pupils show an understanding of a diversity of faiths and cultures.

They develop good leadership skills through the School Council and as School and House Captains. The School Council plays a role in improving the school. Pupils say they would like more opportunities for responsibilities. Older pupils support younger ones as playground 'Buddies.' Pupils engage well in the life of the school and initiate and organise fundraising activities for local and national charities. They have helped the local community to improve the local woodland by carrying out a litter cleanup. They enjoy a wide range of sports activities and are encouraged to make healthy choices about what they eat and to lead healthy lifestyles. Children in the Reception particularly enjoy the weekly 'Welly Walking' activity.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory, but the quality of teaching needs to be further improved across the school to ensure pupils make better progress and make up lost ground. Teaching is now successfully addressing previous weaknesses in writing in Years 1 and 2, and there is good teaching in Years 5 and 6. Teachers have received considerable support in developing their skills so as to improve teaching, and this has improved pupils' learning. Learning activities are clearly explained, and teachers build on good relationships with pupils so that they enjoy learning, particularly topic-based lessons. In the best lessons, teachers have high expectations of pupils' work and behaviour, and provide the right challenges for pupils of all abilities. Relative weaknesses are that teaching is not always sharply focused on the needs of all pupils and, often, the work provided for more-capable pupils is insufficiently challenging. Sometimes those with learning difficulties and disabilities find the work too hard. Teachers mark work regularly and provide useful comments for improvement.

### Curriculum and other activities

#### Grade: 3

The curriculum meets pupils' needs satisfactorily. There is a good balance of teacher-directed and self-chosen activities in the Reception Year, and consequently children enjoy learning. Plans to develop the use of the outside environment will further support their experience. Good examples of action taken to tackle underachievement are extra lessons with a writing focus and small booster classes for those needing specific help. Nevertheless, planning does not always take account of what pupils already know and can do, and so does not ensure that the needs of all abilities are met in lessons. The introduction of the 'Excellence and Enjoyment' programme of topic work has increased pupils' enjoyment of learning. Pupils benefit from an effective programme of themed days, educational trips and extra-curricular clubs. These and the personal, social, and health education programme contribute effectively to pupils' personal development. Education for safety and health is promoted well, through healthy eating projects and the healthy schools initiative. Infants enjoy fruit and milk and pupils are encouraged to drink water.

### Care, guidance and support

#### Grade: 3

The overall care, guidance and support for pupils are satisfactory. Pupils feel happy and secure in the school. Child protection and risk assessment arrangements are robust. Pupils with learning difficulties receive appropriate care, but some pupils' individual action plans are insufficiently specific and so do not give teachers enough guidance on support needed for them to learn. The KOOT (keeping out of trouble) lunchtime club and work with small support groups help those with behavioural needs. Procedures

for monitoring attendance are satisfactory. Links with external agencies, such as the family liaison officer, traveller education and counsellors, all contribute to the good support and advice given to parents and to pupils. The school has tightened up assessment and target setting to better support pupils' academic development, but as yet this has not had a full impact on performance.

## **Leadership and management**

### **Grade: 3**

Leadership and management have some strengths and are satisfactory. The headteacher and staff share a common purpose, and show willingness to accept change. The school works hard to sustain a caring environment where pupils enjoy learning and parents know they will be safe and happy. The school works effectively with most parents. However, the school's evaluation that its leadership and management are good is not shared by the inspection team. Senior managers and governance have been too slow in putting effective strategies in place to improve pupils' achievement. The school's self-evaluation has not been as effective as it could be, largely because it has not been rigorous enough in the past to identify and rectify weaknesses in teaching, assessment and subject co-ordination. Relatively recent management restructuring and significant support from the local authority are driving school improvement forward at a faster rate and with greater rigour. Both senior managers and subject co-ordinators have moved positively forward. Better and more accurate systems for recording and tracking pupils' achievement are helping to bring about improvement in writing in Key Stage 1 and in mathematics and science in Key Stage 2. Recent monitoring of teaching has been rigorous and it is regularly monitored. Governors are well informed, and meet their responsibilities. They conscientiously support the school, promote its strengths and challenge its weaknesses. Issues from the last inspection have been addressed, although some changes have been introduced over too long a period of time. It is now important to ensure improvement remains rapid by rigorous and frequent evaluation of the impact of actions taken. The school has the necessary capacity to make further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</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>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Thank you for helping us when we visited your school. We very much enjoyed talking to you, looking at your work and seeing your lessons.

These are the things that Sturry School does especially well:

- You are well behaved, thoughtful and kind and get on well with each other, which ensures the school is a safe and happy one.
- You are very willing to take on roles of responsibility and like getting involved in the local community.
- Teachers are giving you good advice on how to look after yourself and stay healthy and safe.

We know everyone wants to do better and we have suggested that those who lead the school keep a close track on how quickly things are improving.

We have suggested some particular things to help:

- Some of you could improve your writing, and some in Years 3–6 could do better in mathematics and science.
- To make lessons even better, teachers should ensure that the work set is appropriate for you.
- Some targets that tell teachers and you how you need to improve could be clearer.