



Westgate on Sea, St Saviour's Church of England Junior School

Inspection Report

Unique Reference Number 118695
LEA Kent
Inspection number 280374
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Carole Skinner AI

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

Type of school	Primary	School address	Elm Grove
School category	Voluntary controlled		Westgate-on-Sea
Age range of pupils	7 to 11		Kent CT8 8LD
Gender of pupils	Mixed	Telephone number	01843 831707
Number on roll	359	Fax number	01843 835188
Appropriate authority	The governing body	Chair of governors	Mrs Brenda Field
Date of previous inspection	29 November 1999	Headteacher	Mr Jarlaith Madine

Age group 7 to 11	Inspection dates 24 January 2006 - 25 January 2006	Inspection number 280374
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school, which is situated in a small town just outside Margate, is larger than average and has grown significantly since its last inspection in 1999. It serves an area of increasing social disadvantage. Most pupils come from White British backgrounds. The proportion of pupils who have learning difficulties is much higher than it was in 1999 and is significantly above average. The headteacher was seconded to the local authority from 2002 to 2004, at a time when the leadership and management of the school were at an early stage of development. During this time three new classrooms were added to the school and there were also a significant number of staff changes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory and it provides sound value for money. Senior managers agree with this view and are realistic in their acknowledgement that, although the school has a number of good features, there is still some way to go before it reaches the high standards recognised by the previous inspection. After a significant decline in standards in 2003 and 2004, the trend was reversed in 2005, and standards continue to rise. Although standards remain below national averages, pupils' achievement is satisfactory. Improvements in leadership, management and teaching have enabled the school to overcome much of the underachievement, especially amongst boys and higher attaining pupils, although these continue to be a focus for further improvement.

Teaching is satisfactory with a number of good features, such as the way teachers engage pupils effectively in learning and make it enjoyable for them. However, the good features are not yet consistent across all classes and subjects. Behaviour is good and pupils' personal development is a strength of the school. Teachers' planning ensures that pupils enjoy a wide variety of interesting and worthwhile experiences. Rigorous procedures for tracking pupils' progress contribute to the good levels of care and support they receive.

A clear agenda for addressing the school's weaknesses and effective teamwork amongst all staff have created good momentum for improvement. Good leadership in English, information and communication technology (ICT) and mathematics is helping to raise achievement, but the management of other subjects is less well developed.

What the school should do to improve further

- continue to raise standards and achievement, especially for boys and higher attaining pupils
- improve the consistency of teaching across the school so that pupils make good progress in all subjects and classes
- further develop the role of subject co-ordinators to increase their effectiveness in raising achievement

Achievement and standards

Grade: 3

Achievement is now satisfactory, reversing the trend that was evident between 2002 and 2004 when standards declined significantly, reaching a very low level in 2004. Many pupils were underachieving. As a result of improvements in leadership, management and teaching, standards rose in 2005 and school data shows this trend is continuing. Pupils enter the school with below average attainment, particularly in literacy skills. Although standards in Year 6 remain somewhat below average, pupils are now making satisfactory progress and many meet the challenging targets that are set for them. Standards in ICT have risen since the last inspection due to improvements in resources and teachers' expertise. Pupils with learning difficulties make good progress because they are supported well and have clear targets for improvement.

Having rightly identified underachievement amongst boys and higher attaining pupils as key areas for improvement, the school has introduced a number of strategies to raise standards for these pupils. Changes in teaching styles and the structure of lessons, together with rigorous target setting and tracking of pupils' progress, are beginning to improve the achievement of these pupils, but standards still remain too low for some in English.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy coming to school and feel safe and well cared for. Pupils are cheerful, polite and friendly. They behave well, and make the most of all the activities the school offers. Attendance is satisfactory.

Pupils know their opinions are listened to and valued through circle times and the student council. They are pleased with the improvements to the playground and outdoor area that they requested and they like the 'worry boxes' through which they can express their concerns. They have a good sense of how to stay healthy and understand the importance of eating fruit and taking regular exercise. They like the healthy tuck shop, and the take-up of sporting activities beyond the school day is good.

Pupils' good spiritual, moral, social and cultural development can be seen in many aspects of their involvement in school life. They show enormous pride in the way they help to run many aspects of the school, such as the 'buddy' scheme. They make a good contribution to the wider community through charity fundraising and taking part in local sporting and cultural activities. Pupils' involvement in drawing up school rules gives them a good sense of right and wrong. They develop a satisfactory range of skills to ensure their future social and economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with good features. Teachers know pupils well and plan work effectively to meet their individual needs. They have raised their expectations of higher attaining pupils who are now mostly given suitably challenging work. This was particularly noticeable in mathematics in Year 6, where pupils benefit from being taught in groups determined by prior attainment.

Teachers use their secure subject knowledge to plan lessons effectively. They make sure that pupils fully understand what they should be learning at the beginning of each lesson and check on their understanding at various stages as the lesson progresses. Many teachers make effective use of computer technology to enliven pupils' learning, though not all are equally good at doing this. The school makes satisfactory use of specialist support staff to help teach music, sport, languages and ICT, though the quality of these sessions is variable.

In English and mathematics, teachers make effective use of comprehensive assessment procedures to monitor and track pupils' progress, change the curriculum, and set targets for learning. Assessment procedures in other subjects are less well developed.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well matched to the range and capabilities of pupils at different stages of learning and provides them with an interesting range of activities, including Spanish and French. Teachers have successfully planned a curriculum that makes meaningful links between subjects and increases pupils' enjoyment in learning. Good provision is made for the development of pupils' literacy and numeracy skills, and the school is now seeking ways to link these more effectively with other areas of the curriculum. Provision for ICT is now good, having improved significantly since the last inspection.

A comprehensive programme of personal, social and health education provides clear information about keeping safe and how to build good life skills that will help pupils become responsible citizens. A very good range of visits and visitors enlivens the curriculum, giving pupils access to first hand and practical experiences. In addition, well over three-quarters of the pupils take part in an impressive range of out-of-class clubs and sporting activities.

Care, guidance and support

Grade: 2

Good care and support contribute well to pupils' learning and their enjoyment of school. Adults provide positive role models and foster good relationships that help pupils feel secure. The school effectively supports pupils in understanding how to be healthy through their diet, and by taking part in sport and physical activities. Pupils work in a safe environment, with teachers ensuring their well-being is a priority. Health and safety checks are undertaken regularly and rigorous risk assessments are made before pupils go on visits. Effective child protection procedures ensure that staff are alert to signs that any pupil might be distressed or anxious.

In class, pupils receive much encouragement and on-going support. Teachers mark pupils' work carefully and give clear guidance about how to improve. Effective support is given to pupils with learning difficulties and those with emotional and behavioural needs. Teachers are refining the systems for tracking pupils' progress to detect signs of underachievement at the earliest opportunity.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some good features. Strong and effective leadership by the headteacher and deputy head provides clear direction for the school. Following the decline in standards during his secondment, the headteacher

rightly focused on developing leadership and management skills amongst all staff. Involvement in initiatives such as the Excellence in Cities and Behaviour Improvement programmes has contributed significantly to raising standards. Good financial management has resulted in much improved provision in ICT.

Greater rigour in monitoring the quality of teaching and learning has led to significant improvements, which are having a positive effect on pupils' achievement. Although the management of some subjects, such as English, mathematics and ICT, is strong, the school acknowledges that there is still room for improvement in other subjects.

Effective teamwork in year groups and new systems for setting targets for individual pupils and tracking their progress from term to term are also helping to improve teaching, learning and achievement.

The school has a good understanding of its strengths and weaknesses, which are accurately reflected in its self-evaluation and improvement plan. The priorities of this plan are being implemented consistently across the school. Parents' and pupils' views are sought and taken into account. Governors, many of whom are relatively new, are becoming increasingly confident in challenging and holding the school to account. After a period of change and uncertainty, the renewed vision for the school that is shared by all and the strategies in place to raise achievement ensure that it is well placed to continue to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	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	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Pupils

Thank you for being so helpful when we visited your school recently. We enjoyed talking to you and hearing what you think about many different aspects of school life.

What we like most about your school:

You enjoy lessons and most of you work hard and try to do your best

Most of you behave well in lessons and around the school, and you are polite and friendly to each other and to adults

Your teachers know you well and plan work that is interesting for you

Many of you take part in the very good range of activities that the teachers organise after school and at weekends

Your headteacher and other staff keep a close eye on how you are doing and know how to help you do even better, especially in English and maths

The teachers who run your school know what it does well and what needs to improve. They are working hard to help you achieve higher standards in your work.

What we have asked your school to do now:

Help some of you to achieve higher standards in your work

Make sure that all of you make good progress in all of your lessons

Make sure that the teachers check on how well you are doing in all subjects, as well as in English and maths.

We hope that you will continue to work hard and enjoy being at school.

With best wishes

Mrs Carole Skinner Lead Inspector