

# Capel-le-Ferne Primary School

## Inspection report

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<b>Unique Reference Number</b>	118515
<b>Local Authority</b>	Kent
<b>Inspection number</b>	291155
<b>Inspection dates</b>	12–13 June 2007
<b>Reporting inspector</b>	Eira Gill

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicky Fieldwick
<b>Headteacher</b>	David Metcalf
<b>Date of previous school inspection</b>	15 October 2001
<b>School address</b>	Capel Street Capel-le-Ferne Folkestone CT18 7HB
<b>Telephone number</b>	01303 251353
<b>Fax number</b>	01303 246495

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Capel-le-Ferne Primary is an average-sized primary school where most pupils come from a White British background and a very small minority speak English as an additional language. The proportion of pupils with learning difficulties is average overall, although in some year groups it is much higher. Children's attainment on entry is broadly as expected for their age. It does, however, vary considerably from year to year. There have been a number of recent changes in leadership. The school has Investors in People status and has been awarded a Basic Skills Quality Mark and an Activemark award.

## 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 a satisfactory and improving school. Much to the delight of staff, pupils and parents, Capel was recently chosen, from all the schools in Kent, to receive a 'Best Practice Award' in information and communication technology (ICT). Significant improvements and good achievements are evident in ICT; the subject has become so popular that the after-school club has a waiting list, although there is a very wide variety of other good quality activities from which pupils may choose.

The headteacher has created a calm and orderly community where care and the personal development and well-being of pupils are good and, sometimes, exemplary. Pupils trust adults and enjoy excellent relationships with the headteacher and say, 'He is a good head – you can tell him what you're feeling'. Behaviour and spiritual, moral, social and cultural development are good. Behaviour is exemplary in assemblies, where pupils' organisational skills and reflective responses are impressive. Their emotional maturity is a direct outcome of the good opportunities provided. They have a good understanding how to live healthily with a sensible regard for the safety of themselves and others.

There is a great sense of community and the pupils' contribution to this is outstanding. A substantial number of children act as buddies, play leaders, mentors, mediators and school councillors. They run the tuckshop, organise talent shows and get involved in activities which help their economic understanding. Parents say, 'It is wonderful that the children's views are really taken into account.'

The children make appropriate progress in the Reception class. In Years 2 and 6, standards have improved and are now broadly average. Pupils with learning difficulties make good progress, particularly in English, because of the good systems used by the teaching assistants. Pupils' achievement in Year 2 is good in reading, writing and mathematics. In Year 6, achievement is good in English and ICT but is satisfactory in mathematics because the more able pupils do not achieve well enough. Achievement in science has improved and is now satisfactory.

Teaching is satisfactory overall, with a few good lessons where pace and the level of challenge are well judged, enabling pupils of all abilities to make good progress. Appropriate pace and challenge, however, are not always evident. Marking does not consistently indicate to pupils what they need to do to improve their work. In the Reception class, assessment does not show precisely enough how much the children have moved forward in their learning. The introduction of French into the curriculum and a much-improved ICT programme have had a knock-on effect in improving achievement in other subjects as well as pupils' personal skills. The curriculum is satisfactory overall and enriched well.

Very reliable systems are in place for the care of pupils. Overall, however, the care, support and guidance of pupils are only satisfactory because some aspects of support and guidance for academic progress are not yet developed well enough. The use of group and learning targets is not consistent. Leadership and management are satisfactory, with several strengths. Effective subject leadership in English and ICT as well as good tracking systems has led to improved achievement. Weaknesses from the last inspection have been tackled successfully and the school demonstrates good capacity to make further improvement.

## What the school should do to improve further

- Raise standards and achievement in science for all pupils and in mathematics for the higher-attaining pupils by Year 6.
- Ensure that teachers plan appropriately challenging tasks and maintain a lively pace in their lessons.
- Improve marking, assessment and the setting of targets in line with the school's policy so that pupils know precisely and consistently what it is they have learned and what they need to do next.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory and standards are average overall. This year has seen improvements, particularly in science. Improved provision for the teaching of enquiry skills in science has ensured that pupils have better knowledge and understanding. Achievement is now satisfactory in science and good in English, particularly for the higher-achieving pupils in Year 6. Achievement and standards in mathematics are not as high as they should be for the higher-attaining pupils by Year 6. Pupils with learning difficulties make good progress. Pupils are developing satisfactory literacy and numeracy skills to prepare them for the next stage of their education and the world of work.

Children make sound progress in the Reception class and achieve well in their personal, social and emotional development. In the Year 2 class there is an above-average number of pupils with learning difficulties and, overall, pupils have made good progress in reading, writing and mathematics and are reaching broadly average standards. The higher-attaining pupils are performing at the same rate as those nationally. The very high number of boys in this class are achieving as well as the girls.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their behaviour is good and, sometimes, outstanding. Pupils are attentive and show their enjoyment in lessons. Assemblies are outstanding and contribute exceptionally well to the pupils' reflective skills. Pupils say, 'We have really interesting assemblies and learn about issues of the moment'. Older pupils have been trained to act as mediators to sort out minor problems in the playgrounds. Pupils and their parents say that any incidents are dealt with very promptly and efficiently by the headteacher and pupils are confident they feel safe in the school. Attendance is satisfactory and has improved as a result of better systems for rewarding pupils for their good attendance. Through a range of initiatives, the pupils are aware of the importance of eating healthily and taking physical exercise. Pupils make an excellent contribution to the school and village communities in many ways. Many pupils are involved in wide-ranging activities and take on substantial responsibilities.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. Children have a sound start in the Reception class, where their personal skills are developed well. However, assessment procedures lack a sufficiently tight focus on the children's progress to indicate just how far they have progressed in their learning since entry and, therefore, what they need to learn next. Teachers promote good relationships and manage pupils' behaviour effectively. The organisation of teaching assistants who work with small groups of pupils with learning difficulties is effective. Good use of ICT in lessons motivates pupils and pushes learning forward. Where lessons are exciting and well taught, then good progress is made. Teaching in mathematics does not always give the pupils, particularly the higher-attaining pupils, enough of a challenge. Pace in some lessons is slow. All teachers are methodical in their marking but they rarely write comments that will help pupils to understand what they need to learn next. In conversation, pupils were not sure how well they were doing in their work.

### Curriculum and other activities

#### Grade: 3

A very wide range of after-school activities, including good opportunities for pupils to develop their artistic, musical, sporting and ICT talents, contributes significantly to the pupils' good personal development and healthy lifestyle. The introduction of French is giving pupils good opportunities to understand a different culture. Provision for ICT is good. Better planning and teaching methods in science have improved standards. The curriculum for children in the Reception class covers all the required areas of learning and is strong in promoting their personal development. Close links with the village community, other schools, the local authority and visiting specialists contribute very effectively to the pupils' substantial contribution to the school and wider community. Locally, they are involved in the pantomime, football, fetes, dance demonstrations, carol concerts and sports partnerships. In particular, pupils' chats to farmers in the Farmers' Market improve their economic awareness and understanding of the world of work.

### Care, guidance and support

#### Grade: 3

The good pastoral care of the children is very evident throughout the school and in their enjoyment in nearly all lessons. Pupils' emotional well-being is given a high priority so that pupils trust their teachers and are supportive of one another. Pupils with learning difficulties are given good support to help them achieve well. Arrangements for safeguarding children, including risk assessments, are thorough and regularly reviewed.

The strategies the school uses to support and guide pupils' academic progress are not developed enough and the use and effectiveness of group and personal learning targets are not totally consistent. As a result, pupils are not sure about the next step of their learning.

## Leadership and management

### Grade: 3

The headteacher's leadership of the care of pupils and aspects of their personal development is strong. His collaborative and inclusive style of leadership has helped staff to improve their skills. The role of the subject leaders in driving curriculum development and learning is satisfactory overall and good in English and ICT. Evaluations of the school's effectiveness are mainly accurate and take good account of the current progress of pupils as well as the quality of teaching and learning. The thorough tracking systems introduced fairly recently by the headteacher have enabled the school to get an accurate grasp on just how well, or not so well, each pupil is progressing through Years 3 to 6. A good start has been made to improve teaching through staff development, which is exemplified by the improvement in English, science and ICT. Further work needs to be done to ensure that all pupils, particularly the higher attainers, make better progress in mathematics and science. The governing body is robust in its support for the school, although its capacity to challenge the school is not so secure.

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## Annex A

## 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>
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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?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
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	2

### 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	1
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.

## Annex A

**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**

16 June 2007

Dear Pupils

Inspection of Capel-le-Ferne Primary School, Capel-le-Ferne, Kent CT18 7HB

Thank you for welcoming us to your school. We really enjoyed talking with you and observing your lessons. You were all very polite and helpful throughout the two days. Your headteacher has created a calm community where you all feel very safe and well looked after. We think your school is presently satisfactory.

Here are the things we found to be best about your school:

- your headteacher, senior leaders and the governors take good care of you
- your behaviour is good and you have good attitudes to your work
- you enjoy school and attend regularly
- you all have a good understanding of a healthy lifestyle
- your contribution to the school and the village community is outstanding
- those of you who find it a little more difficult to read and write are making good progress with the help of the teaching assistants.

Here are the things that the school could do better:

- make sure that the work you do in lessons is not too easy; you can help by asking for harder work
- make sure the teachers improve the marking and assessment of your work and give you targets in a way that helps you to know how well you are doing and how you can do even better; you can help by thinking about how you have improved in lessons and helping set the targets.

Eira Gill Lead Inspector