

## Adisham Church of England Primary School

### Inspection report

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<b>Unique Reference Number</b>	118652
<b>Local Authority</b>	Kent
<b>Inspection number</b>	291201
<b>Inspection date</b>	25 April 2007
<b>Reporting inspector</b>	Helen Hutchings

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Valentine Stevens
<b>Headteacher</b>	Richard Hawkins
<b>Date of previous school inspection</b>	15 April 2002
<b>School address</b>	The Street Adisham Canterbury CT3 3JW
<b>Telephone number</b>	01304 840246
<b>Fax number</b>	01304 849172

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small, village school. Pupils come from a wide area, including a number of adjacent villages with recognised levels of social deprivation. Few pupils are entitled to free school meals. The proportion of pupils with learning difficulties and disabilities, including those with a statement of special educational need, is higher than in most schools, as is the proportion of pupils joining or leaving the school after the normal year of entry. Almost all pupils are from White British backgrounds, and no pupils speak English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils and their parents or carers are rightly proud of it. The strong sense of community enables pupils to feel valued and develop confidence. One parent echoed the views of many in writing, 'I recommend Adisham School to anyone looking for a primary school for their children.' Parents appreciate the friendly and welcoming ethos, which helps pupils to develop personally and do well academically. This was particularly praised by parents and carers of pupils joining from other schools.

Pupils enjoy school and their personal development and well-being are good because of the school's good care, support and guidance. The school provides a safe and caring environment in which pupils are keen to learn. Pupils get on well together and their behaviour is exemplary. A culture of learning is apparent throughout the school and pupils respond well to the expectation that all should work hard. The good quality of presentation shows the pride pupils take in their work. Pupils appreciate that their views are listened to and this helps them to mature well. For example, the school council organises fundraising events and manages a budget to improve facilities. This helps all to understand aspects of citizenship and develop economic awareness, for example, when making important choices for purchasing durable play equipment.

Children benefit from a good start in the Reception class, introducing them well to school routines and a developing love of learning. The good teaching through the rest of the school prepares pupils well for the next stage of their education by enabling them to reach standards which are at least in line with and often above national averages. This represents good achievement for pupils from an average start and for many who have learning difficulties or who join the school with lower- than-average attainment. Pupils' academic progress is tracked closely and a range of alternative provision effectively addresses weaknesses when individuals are seen to fall behind. A recent initiative has been planned to map pupils' progress against key learning objectives to give pupils a better understanding of their own progress and to help teachers to match work more closely to pupils' needs. Marking already helps pupils to understand their achievements and points out errors when these are made, but some comments could challenge the highest attainers to do even better by showing them how their work could be improved further. The curriculum is good and the choice of topics makes learning interesting and relevant for pupils, so that they work hard and achieve well.

Leadership and management are good. The headteacher and senior staff lead the school well and the views of governors, parents and pupils are sought and taken into account in deciding future priorities for improvement. Governors carry out their responsibilities thoroughly and understand the school's work and performance levels well. The school has demonstrated its good capacity for ongoing improvements by the effective action it has taken and progress it has made since the last inspection. Challenging targets are set for school performance and these are generally met.

### What the school should do to improve further

- Provide more challenge in marking for higher-attaining pupils.
- Implement plans to match work more closely to pupils' needs by mapping and monitoring progress against key learning steps.

## **Achievement and standards**

### **Grade: 2**

Children enter the Reception class with skills and understanding broadly in line with those found in children of their age. They do well in the Reception class so that by the time they join Year 1, their levels across the areas of learning are above average.

Pupils build well on this good foundation and those who join the school later, many of whom have learning difficulties, settle quickly to the school's high expectations for learning. All achieve well through the rest of the school. Standards vary from year to year because of the differing needs of pupils in these groups, and the relatively low numbers in each year group make national comparisons unreliable. However, the standards in the tests taken in Years 2 and 6 are consistently in line with or above national averages. Performance in the Year 6 tests has been significantly above average in three of the last five years. The school has been particularly successful in developing pupils' writing skills, but in 2006, English results were slightly lower than in the previous two years because a few higher-attaining pupils did not do well enough in the writing tests. This has been addressed quickly and additional approaches introduced, such as 'Big Write', so that pupils currently in the school are working at higher levels. The same analysis and determination has been brought to the teaching of mathematics and is bringing about further improvements in pupils' numeracy achievements.

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

### **Grade: 2**

Pupils' personal development and well-being, whilst being good overall, has some outstanding features. Pupils' attendance is well above average and their behaviour excellent. Pupils commented particularly on how much they enjoy playtime. They organise themselves well so that the playground is an exceptionally harmonious place and there is rarely a need for pupils to use the 'friendship bench'. Pupils are extremely active and try a number of different games, although some choose quieter activities. Older pupils contribute very well to the school community by undertaking duties as play leaders to organise a series of games for others. These activities, together with their healthy lunch boxes, contribute very effectively to pupils staying fit and healthy.

The Christian ethos is reflected well in everyday life in the school. The strong emphasis placed on it means pupils' spiritual, social, moral and cultural development is good. They have a strong sense of responsibility towards one another and an understanding of how to help resolve day-to-day issues for themselves. Pupils are safe from bullying and know that help will always be available from an adult or a friend when occasional incidents take place. The school has introduced many activities to improve pupils' understanding of different cultures and has appropriately recognised the need to improve pupils' understanding of Britain as a multi-cultural society further. It has included this action in the school improvement plan.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils have good attitudes to learning and concentrate well because teachers make lessons interesting. They spoke appreciatively about how teachers and teaching assistants are always ready to give extra help and support so that no-one gets left behind. Classrooms are full of

stimulating displays, often focusing pupils well on key learning, but also recognising pupils' achievements. Interactive whiteboards are used well to make learning visual.

Teaching is consistently good across the school and is underpinned by good subject knowledge, high expectations of what pupils can achieve and rigorous planning. Teachers are open to new ideas but take them on only after careful consideration of how they will improve pupils' achievements. Currently, teachers are developing more ways of summarising learning so that pupils can check for themselves how much they have learned during the lesson and so give teachers better feedback to help planning. Teachers know their pupils well but recognise that, on occasion, work is too easy or too hard for a few of them. Homework is viewed by staff and pupils as an important aspect of learning and the consultation with parents to ensure that expectations are seen as reasonable is just one example of how the school involves parents in supporting pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is tailored well to meet the needs of pupils. An emphasis is rightly placed on literacy and numeracy and these skills are developed well in other subjects. In particular, pupils practise their writing skills well in history, geography and religious education. The curriculum is rigorously planned to meet statutory requirements whilst linking subjects through topics so that pupils find learning interesting and sometimes exciting. The school plans to improve these links further as teachers gain more experience in making links relevant. The curriculum is enriched in a variety of ways, including recent changes to teaching French with the support of a local secondary school, special themed cultural days and opportunities for musical performance. In spite of the limited accommodation and no access to large spaces within the school, which forces some limitations on the physical education curriculum, the range of after-school clubs is wide and carefully planned to meet varying interests and different age groups. These are valued by pupils and take-up is high, adding significantly to their personal development.

## **Care, guidance and support**

### **Grade: 2**

The good level of care, guidance and support for pupils makes a significant contribution to pupils' enthusiasm for learning and enjoyment of school generally. Procedures for child protection, risk assessments and health and safety are rigorous. Provision for pupils with learning difficulties and disabilities and those identified as gifted and talented is very effective.

Pupils' progress is monitored regularly and appropriate action taken if anyone is seen to be falling behind. Parents and carers expressed the view that they are involved well should any difficulties arise. Teachers effectively show pupils where they have gone wrong and sometimes indicate in their marking how work could be better. Although pupils say that they know how to improve their work, marking does not always challenge higher-attaining pupils enough to make work even better.

## **Leadership and management**

### **Grade: 2**

The headteacher provides strong leadership and, with good support from the deputy headteacher and other senior leaders, has led significant improvements to the curriculum, accommodation

and resources. These contribute well to pupils' achievement and personal development and the tangible sense of teamwork across the school. Governors carry out their duties very well. They manage finances carefully, take a full part in strategic planning and are effective 'critical friends' in holding the school to account.

Procedures for monitoring the overall effectiveness of the school are good and take good account of the views of pupils, staff, governors, parents and carers. This means that the school has an accurate understanding of its strengths and areas for improvement. The good understanding of pupils' progress is used well to set challenging targets for pupils' attainment. The school development plan is focused well on those issues which will make the greatest difference and, as such, is an effective tool to move the school forward. The school recognises that some staff are relatively inexperienced and require further training to enable them to develop their management roles further. The strong commitment to ongoing professional development, for example, seen in recent improvements to the curriculum, and existing levels of experience mean that the school has a good capacity for further improvement.

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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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
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>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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	1
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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	2

### The quality of provision

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

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

26 April 2007

Dear Pupils

Inspection of Adisham Church of England Primary School, The Street, Adisham, Canterbury, Kent CT3 3JW

Thank you for making me so welcome and talking to me about the school and the things you do. I said that I would let you know what I thought:

- I agree with you that you attend a good school.
- Your behaviour is excellent and this helps you to enjoy working together.
- You attend school as often as you possibly can.
- You are well cared for and always have someone to turn to if you have a concern.
- The play leaders organise games well so that the playground is an exciting place.
- The exercise you take and the healthy food in your lunchboxes means that you are leading very healthy lives.
- The adults in the school do a good job.
- The youngest children get off to a good start in the Reception class.
- Teachers and teaching assistants help you to do well in your work so that your test results are often above the average of other pupils of your age.
- You work hard in lessons and appreciate that adults try hard to make learning fun.
- You have interesting things to do in lessons and also have other stimulating things to do, such as the African Day and urban music day.
- Many of you enjoy attending a lot of clubs after school.

Mr Hawkins and the staff have planned some things to help you to make your work better. I also think that these will help and hope that you will concentrate on these too. I have asked your teachers to:

- Show you how you could make your work better even if it is already good, as well as pointing out where you have made mistakes.
- Involve you in tracking how well you are doing against the list of key learning steps you have already seen, and make sure that the work you are given is neither too hard or too easy.

Very best wishes for the future. Mrs Helen Hutchings Lead inspector