

Regis Manor Community Primary School

Inspection report

Unique Reference Number	118351
Local Authority	Kent
Inspection number	312903
Inspection dates	24–25 June 2008
Reporting inspector	Denise Morris

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	293
Appropriate authority	The governing body
Chair	Eileen Hargreaves
Headteacher	John Day
Date of previous school inspection	23 June 2004
School address	Middletune Avenue Milton Regis Sittingbourne ME10 2HT
Telephone number	01795 472971
Fax number	01795 472916

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. The vast majority of pupils are White British and the proportion with learning difficulties and/or disabilities, mainly severe learning difficulties and emotional and behavioural difficulties, is larger than average. The school recently became part of a soft federation with other local schools. There is a maintained nursery on site. The proportion of pupils who join or leave the school at different times is above average.

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. It has many strengths, the key one being the good quality of leadership and management that is helping the school to improve. Leaders have made significant improvement in provision in the past four years so that the school is now an exciting place for pupils. As a result, pupils enjoy coming to school and there has been steady improvement in standards over the past few years. 'Regis Manor provides my children with a good all round education', wrote one parent, the comment summing up the views of several others. All leaders work well together as a team and are fully committed to improving all aspects of the school. They are clearly aware of their responsibilities and support the headteacher's clear vision for the school's future success.

Pupils say that they like school and that it is a good school. They think that behaviour has improved recently, and it has. They work well with each other in lessons and many take on responsibilities such as acting as 'buddies' at playtime to help out those who have no one to play with, or to solve simple problems. Pupils' personal skills improve significantly during their time at the school.

Standards are low on entry to the school but the good provision and progress in the Foundation Stage gives children a good start in their education. Standards are below average by Year 6. They are better in English than they are in mathematics and science but pupils of all abilities achieve well during their time at the school. Good teaching in all areas of the school is helping standards to rise. This contributes well to the pupils' good progress. Teachers provide many exciting activities from the well planned creative curriculum and pupils are keen to take part in them. Relationships are positive and pupils very much enjoy the many good quality extra-curricular activities on offer.

The pastoral care of pupils is excellent. The school provides very good support for all pupils, including those with learning or behavioural difficulties and/or disabilities, ensuring that they too achieve well. Robust systems for child protection, health and safety and security ensure that pupils are safe at school. Academic guidance is good overall, although the monitoring of progress in mathematics and science is not as well developed as it is in English. As a result, pupils are not always clear about their mathematics targets or about what they need to do to improve their mathematics and science work.

Good links with other schools in the recently formed federation are having a positive impact on learning and on preparing pupils well for the next stage of their education. Links with parents are satisfactory but the school does not do enough to involve them in their children's learning. A minority of parents are concerned about behaviour, particularly in the playground. However, behaviour is good in lessons and around the school and any challenging behaviour is quickly dealt with. There has been good improvement in the issues identified at the last inspection. This and the recent improvements in achievement and standards demonstrate that the school has a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

The relatively new Nursery provision has excellent accommodation and is having a positive impact on children's personal development, particularly their social and emotional skills. Children in the Nursery and Reception classes behave well and enjoy learning. They are beginning to

work independently and make valid choices about their activities. For example, children in the Nursery find their name cards on a chart and choose a picture of an activity to indicate what they want to do next. Reception children choose appropriately from a range of activities as they explore the outdoor play area. They share apparatus well with other children and are happy to take turns. In the Nursery, children join in happily with table top activities and make good gains in their personal skills as they learn to negotiate and share their toys. Children benefit from good teaching in both classes from teachers and assistants, therefore they achieve well. Just occasionally, the pace of learning dips due to children having to wait too long for their turn to talk or have a go. Attainment on entry varies but in most years it is well below expected levels in communication, language and literacy, and in personal and social skills. Few parents are involved in the classroom. The school does not encourage them sufficiently in helping their children to learn.

What the school should do to improve further

- In mathematics and science, raise standards, especially in investigative work, check pupils' progress more thoroughly and provide them with more guidance on how they can improve their learning.
- Provide more opportunities for parents across the school to be involved in their children's learning.

Achievement and standards

Grade: 2

Standards are well below average when children enter the school. However, pupils achieve well in all age groups because of good teaching and good provision. They benefit from some exciting experiences and high quality support, which help pupils of all abilities to achieve well during their time at the school. Standards show a steady improvement in the past four years but they are below average overall by Year 6. Standards in English are slightly lower than those found nationally. They are higher than standards in mathematics and science. The introduction of good programmes to improve reading and writing skills has had a very positive impact on standards in English. The school is now rightly focussing on developing pupils' investigative skills in mathematics and science with many practical activities on a daily basis. As a result, standards in both subjects are beginning to improve.

Personal development and well-being

Grade: 2

Pupils behave well in lessons and the vast majority behave well around the school. The few instances of challenging behaviour are always dealt with decisively and pupils say that they feel safe and secure at school. Pupils have a very good knowledge of healthy foods and understand the importance of keeping fit. They talk enthusiastically about the many sporting activities that they regularly take part in, and in which the school has considerable success. Pupils' awareness of other cultures and their spiritual development are fostered well through assemblies, charitable projects and activities such as a recent multicultural singing, dancing and story telling workshop. Pupils make a positive contribution to the community through local charities and through the school's close links with the church. They make a good contribution to the development of the school through the effective school council.

Pupils say they enjoy their education and they are certainly happy at school. However, they do not all come to school as often as they could despite the school's best efforts. They enjoy the

many additional experiences provided for them, for example visits to places of local interest such as Ramsgate, and enthusiastically re-live these when writing about them in class. Attendance at after school clubs is high. In the science, club for example, a group of nearly 20 pupils investigated the flow properties of tomato sauce, having great fun as they learned new things. Pupils' successes are celebrated well. This successfully builds their confidence and ability to show initiative and independence, preparing them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers have established a very positive climate for learning with very good relationships between them and their pupils. They plan lessons carefully, adapting the work well to ensure that all pupils are able to make progress. Pupils enjoy lessons because of the variety of activities and teaching methods. Teachers add to pupils' interest in lessons with their skilled use of the interactive whiteboards. The emphasis on success criteria in lessons and the marking of pupils' work in literacy provide good guidance to pupils on how to improve. The same is not yet true in mathematics and science, however. Teaching assistants provide good guidance when working with groups and individuals.

Curriculum and other activities

Grade: 2

The curriculum provides many opportunities for interesting and creative work. In particular, pupils are given opportunities to work across subject boundaries. This successfully develops their skills and personal qualities because subjects are made relevant to their future lives. For example, during a mathematics lesson, pupils were able to identify which workers would need to use subtraction. The school has reviewed the provision for all subject areas to introduce a more thematic or topic based approach. Pupils use and develop their literacy skills well in other subjects. Until recently the school has not promoted the use of numeracy, science and information and communication technology (ICT) skills in other subjects in the same way, but is now beginning to do this. The curriculum is extended well through the use of the specialist resources and staff expertise of a local secondary school. All groups of pupils are well provided for, including those with particular learning difficulties and/or disabilities. A good range of well attended extra-curricular clubs, visits and visitors enrich the curriculum and make a good contribution to pupils' enjoyment of learning and their health and fitness.

Care, guidance and support

Grade: 2

Pupils feel safe and they have the confidence to approach any adult in the school if they have a problem. In their response to the questionnaires, parents are appreciative that their children are happy and several commented that the school is very caring. Pupils are safeguarded well because essential checks are made on staff and there are robust and well established procedures for child protection, security and eliminating possible risks.

Although the school has developed good systems for monitoring pupils' progress, these are not used equally well in all subjects. Systems are used best in literacy, where pupils know their targets and receive good guidance from displays and the marking of their work on how to improve. Pastoral support is excellent, with teachers using every opportunity, such as assemblies,

circle time and well planned group work in lessons, to develop pupils' personal qualities. The personal development of pupils is very effectively monitored. Pupils with learning difficulties and/or disabilities have good individual education plans that identify clear measurable targets, which in turn ensure their good progress.

Leadership and management

Grade: 2

There is good corporate leadership at the school with leaders at all levels fully committed to improvement. Standards are slowly improving and the school accommodation and resources have improved significantly since the last inspection. The headteacher has a clear vision. Senior managers and governors support him well in this and all know what needs to be done to raise standards further. School self-evaluation is accurate. It is well informed by the regular monitoring of teaching and learning by the school and by the local authority. Pupils' achievement is tracked rigorously in literacy so that the school is aware of how well each pupil is doing. However, the monitoring of mathematics and science is not always as rigorous as it might be. The school knows this and is taking steps to improve it. It has been hindered by changes of staff until relatively recently. The more stable staffing has had a positive impact on provision and on pupils' achievements. The school works well with its partners and the recent federation with other local schools has provided greater opportunities in many curriculum areas. Governors are innovative, helpful and are beginning to challenge the school about its outcomes. They set challenging targets to further pupils' learning.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

26 June 2008

Dear Pupils

Inspection of Regis Manor Primary School, Sittingbourne ME10 2HT

Thank you very much for your help in our inspection of your school recently. We very much enjoyed meeting you and talking to you about your work. You told us that yours is a good school. We agree with you. This letter is to tell you some of the things that we found out about your school.

You all achieve well in your lessons. This is because of good teaching and the good support you receive from teaching assistants. Teachers plan some exciting activities for you from the well planned curriculum. You achieve best in literacy because you know what your targets are. Some of you do not do quite as well in mathematics and science because you are not clear what your targets are in these subjects or how to improve your work.

You enjoy school although you do not all come to school as often as you could. You told us how much you enjoy sport. Your school is very good at sport and there are lots of sports clubs and activities that many of you take part in well. You know about leading healthy lives and you told us that you try to eat fruit every day. You take part in lots of activities in your local area and work well with other pupils. You behave well in and around school, and you are well prepared for your future.

Those who lead and manage your school provide excellent care for you and keep you safe and secure at school. They check your work to make sure you are doing well. However, they need to check your work in mathematics and science more carefully to make sure that you achieve as well in those subjects as you do in English and in your personal skills. Younger children in the Nursery and Reception classes have lots of exciting things to do. We think the school could do more to encourage your parents to join in more with your learning.

We are asking the school to do two things to help you do even better.

- In mathematics and science, raise standards, especially in investigative work, check your progress better and show you how to improve your own learning. You could help by using your targets to see what you need to do to improve.
- Find ways of helping your parents to be more involved in your learning. You could help here by asking your parents to help you with your learning.

Thank you again for your help and good luck for your future. Best wishes Yours sincerely Denise Morris Lead Inspector