

Teynham Parochial Church of England Primary School

Inspection report

Unique Reference Number	118651
Local Authority	Kent
Inspection number	313029
Inspection dates	11–12 December 2007
Reporting inspector	Eira Gill

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	164
Appropriate authority	The governing body
Chair	Bob Sutton
Headteacher	Christine Ford
Date of previous school inspection	1 March 2004
School address	Station Road Teynham Sittingbourne ME9 9BQ
Telephone number	01795 521217
Fax number	01795 522086

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average. A few pupils are from ethnic minority backgrounds or have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is well above average and varies between year groups. Children, overall, enter the school with skills and experiences that are generally well below those expected for their age. The school serves an area where there are pockets of economic disadvantage.

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 school with a strong Christian ethos. The headteacher has been successful in creating a calm community where the pastoral and physical care of pupils are effective and aspects of personal development are good. Parents agree and say, 'The headteacher's door is always open and you can talk freely to her.' Behaviour is good and pupils enjoy good relationships with the staff. They say, 'Teachers are friendly, funny and fair.' Pupils have a good understanding of how to live a healthy lifestyle, with good regard for the safety of themselves and others. Their spiritual, moral, social and cultural development is good.

Pupils with learning difficulties and/or disabilities and those who speak English as an additional language make good progress due to effective support and guidance from the well trained specialist assistants. One parent wrote, 'My child didn't speak English at all when she joined the school. As a result of a lot of patience from the teachers she is speaking English quite easily.'

Attendance has improved, but is still below average despite the school working hard with parents to ensure their children come to school regularly. Achievement is satisfactory. Children in the Foundation Stage make satisfactory progress overall and good progress in their social skills. Standards were well below average in Years 2 and Year 6 in the 2007 national tests and few pupils attained at the higher levels. Currently, standards have improved and are below average overall in English, mathematics and science in Years 2 and 6 because better systems have been put into place to improve teaching and learning. However, there is still more to do to improve the performance of the higher attaining pupils.

The quality of teaching and learning is satisfactory. Planning is adequate, but more able pupils are not challenged enough from Reception onwards. Teaching is sometimes dull and does not inspire the pupils. There is often a lack of lively questioning to find out what pupils know. Conversely, there was a real buzz in a Year 6 science lesson because pupils wanted to find out what would happen in their experiment. They all worked hard together and enjoyed the challenge. The teaching of French is effective and well integrated into different subjects, even physical education. Marking is usually thorough but rarely informs pupils what they need to do to improve their work. The curriculum provides a satisfactory basis for pupils' learning. Provision for music and French is giving pupils excellent opportunities to develop their self esteem and their academic skills. There are few links with other subjects designed to develop pupils' basic skills in literacy and numeracy.

Academic guidance is satisfactory overall. However, teachers rarely refer to pupils' targets when they mark work and this restricts pupils' progress. The recently introduced system for tracking pupils' performance is not yet totally effective in giving useful information about the progress of pupils who might be lagging behind. The headteacher is an enthusiastic leader and skilled at managing the large number of pupils with learning difficulties and/or disabilities. Overall, taking into account the contributions of all staff and governors, leadership and management are satisfactory. Regular monitoring of teaching is undertaken but rarely identifies what aspects need to improve. New systems in place to improve the English and mathematics curriculum are proving effective in raising standards for the middle and lower attaining pupils, but have not yet had a full impact on the more able pupils. Governors give good support and, despite the weaknesses in the evaluation of a few aspects of the school, are generally aware of where improvements need to be made. The school has satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

Children's skills are well below average when they start in the Reception classes, particularly in their social, emotional, language and number skills. Because of the skilled care provided for them, most children settle in quickly. They make good progress in their confidence and ability to sit quietly and play amicably. In all other areas of learning, children make satisfactory progress but, because of low starting points, standards remain below those expected for the end of the Reception Year. Children enjoy their activities and several initiate their own learning, although a few still 'flit' from activity to activity. More resources are needed in the outdoor environment to ensure enough equipment is available to meet the demands of the curriculum. Appropriate teaching helps children to make expected progress in acquiring literacy and numeracy skills. More specific planning is needed to ensure the potentially higher attaining children make appropriate progress. Teaching assistants are effective in supporting the children, especially those who find it difficult to adjust to expectations of their behaviour

What the school should do to improve further

- Ensure that lesson plans and provision include appropriate challenge for the more able pupils and that pupils attain better at the higher levels.
- Improve teachers' marking skills and their use of targets so that pupils have a better understanding of how to improve their work.
- Increase opportunities and time for pupils to develop further their literacy and numeracy skills through cross-curricular links between subjects.
- Improve monitoring of teaching and learning to ensure that areas for development are clearly identified in all lessons and opportunities are indicated for follow up.

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

Skills when children start school are considerably lower than national expectations. Children make sound progress in the Foundation Stage but do not reach the goals expected nationally by the time they enter Year 1. Pupils with learning difficulties and/or disabilities and pupils who speak English as an additional language make good progress throughout the school because of the well organised and professional support they are given.

Pupils of all abilities make satisfactory progress in Years 1 and 2. At the end of the 2007 assessments in Year 2, standards in reading were significantly below average. In writing and mathematics, there was an improvement from the previous year. Few pupils attained at the higher levels. Recent school data shows that standards are beginning to improve in all three subjects but are still in the below average range.

The 2007 Year 6 National Curriculum test results show standards overall to be significantly below average overall, brought down by the science results. Achievement was satisfactory in English and mathematics but not in science. Very few pupils attained Level 5, which is above the expected level, and a long tail of pupils attained at the lower levels. The tracking records of pupils' progress this term and an analysis of pupils' work show there are signs of improvement

in each subject with better progress expected in writing. Pupils are now making adequate progress in science. The school has worked hard to introduce more efficient teaching and learning strategies including more intensive teaching of pupils in small groups. Standards have improved but are still below average in all three subjects. There is still improvement to be made, especially to raise standards reached by the potentially higher attaining pupils.

Personal development and well-being

Grade: 3

The good quality of pupils' spiritual, moral, social and cultural development reflects well on the school's religious character. Pupils' behaviour is good in lessons, at play and in collective worship. Attitudes and enjoyment of learning are satisfactory. In the few well taught lessons observed, pupils were lively and responsive but, overall, pupils' enjoyment of school is satisfactory. Pupils are given good opportunities to take on extra responsibilities and work well in teams. Their self esteem is successfully promoted by having responsibilities such as solving problems in the playground, looking after the appearance of the school grounds, as well as serving on the school council. Pupils say, 'We are trying to make our community a really good place for newcomers.' They have learned good skills in training sessions run by the school counsellor. Pupils contribute well to the life of the school and the local community and say, 'We enjoy the responsibility we are given especially helping the younger pupils.' Pupils know the importance of eating healthily and play together energetically. The school has worked hard to improve attendance but it is still below national averages.

Pupils are now developing a broadly satisfactory range of basic literacy and numeracy skills. Together with their good social skills and their improved knowledge and skills in information and communication technology (ICT), pupils are now prepared adequately for the next stages of education and the world of work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall throughout the school. Teachers have high expectations for behaviour. The partnership between teachers and assistants is a strength. The system in place to withdraw pupils with learning difficulties and/or disabilities for extra phonic tuition is effective and is one of the reasons why these pupils make good progress. Similarly, the support from assistants is good for the few pupils with English as an additional language and their English is improving at a good rate. Planning is adequate, but more able pupils are not consistently challenged from Reception onwards. Often, these pupils just do more of the same work as others rather than being challenged with more difficult tasks. Introductions to lessons do not always interest pupils. Teachers do not probe sufficiently with keen questioning to assess pupils' learning. When introductions are lively and lessons well planned, the pupils come to life and are very engaged, but this does not happen often enough. Very good opportunities in a science lesson were planned for improving pupils' speaking, listening and mathematical skills. Teaching of French is good with high expectations of pupils' response. Pupils' speaking and listening skills improve noticeably in these lessons. Marking rarely gives pupils an understanding of what they need to do to improve their work or makes reference to their targets. This was an issue from the last inspection.

Curriculum and other activities

Grade: 3

The high priority given to French and music in the curriculum is contributing exceptionally well to pupils' personal development and to the enrichment of the curriculum. A third of pupils have instrumental tuition. The band and the choir perform in the village hall and for various groups of citizens and are well led by one of the teachers. Provision for pupils to learn how to be healthy and safe is good. The ICT curriculum has been improved since the last inspection and is now satisfactory. Links with other providers and links with the pre-school on site are good. Pupils are not given enough opportunities to develop their basic skills in literacy and numeracy effectively in other subjects although, in science, pupils use mathematical tables to record the results of experiments. The provision for more able pupils does not always match their needs and has not improved markedly since the last inspection.

Care, guidance and support

Grade: 3

Good induction ensures that children in Reception make a confident start. Child protection protocols are effective and health and safety procedures are good. Steps to ensure appropriate attendance have improved. In assemblies, leaders celebrate good attendance and punctuality. Pupils' emotional well-being is well provided for. Pupils feel secure and trust all adults. The progress of pupils with learning difficulties and/or disabilities is monitored well with appropriate targets and leads to good achievement. Academic guidance for other pupils is satisfactory but varies between subjects. Targets are not set consistently in science and mathematics and, although most pupils know their targets in English, teachers rarely refer to them when marking. Managers are aware that the new system for tracking pupils' progress is not totally effective in the drive to raise standards.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The headteacher's leadership of the care of pupils and aspects of their personal development is good. She ensures good provision for the wide range of pupils with learning difficulties and/or disabilities and those with English as an additional language. The role of subject leaders in driving curriculum development and learning is satisfactory. They are keen, but are not given enough opportunities to observe lessons. The well thought out curriculum initiatives to improve English, mathematics and science are raising the attainment of the middle and lower attaining pupils but are not doing enough for higher attainers. Monitoring of teaching and learning is in place with a wide range of observations carried out by the headteacher. Areas for improvement in teaching and follow up opportunities are not always identified. Governors have a good understanding of the school's strengths and weaknesses and are prepared to challenge the school with increasing confidence.

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.

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?	3
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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	3
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	3
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

17 December 2007

Dear Pupils

Inspection of Teynham Parochial CofE Primary School, Teynham, ME9 9BQ

This letter is to tell you what we found out during our recent inspection. We really enjoyed coming to the school to meet you and would like to thank you for talking to us and showing us what you do. We judged your school to be satisfactory.

- Here are the things that we found to be best about your school. ?
- Your headteacher, senior teachers and the governors take good care of you. ?
- Your behaviour is good. ?
- You have a good understanding of a healthy lifestyle and how to keep safe. ?
- Those of you who find it a little more difficult to read and write are making good progress with the help of the special teaching assistants. ?
- The way you take responsibility is good, for example: ?
- looking after other children at playtimes if they are lonely ?
- making sure the school grounds are free of litter ?
- making decisions about improving the school as school counsellors.
- Here are the things that the school could do better. ?
- We have asked the staff to make sure that those of you who find the work easy are given work that makes you think more and work harder. ?
- We judged that, although your teachers usually mark your work, they don't always tell you what you need to improve or whether you are meeting your targets in English. ?
- We have asked the school to make better links between subjects for you to be able to develop your writing and mathematical skills in other lessons. ?
- We have asked the headteacher to make sure that, when lessons are visited by senior members of staff, any aspects of teaching that need improving are reported to the teachers and improvements made.

You can help too by continuing to work hard and doing your very best, and by asking your teachers how you can make your work even better.

With very best wishes.

Eira Gill Lead Inspector

17 December 2007

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- The way you take responsibility is good, for example:
 - looking after other children at playtimes if they are lonely
 - making sure the school grounds are free of litter
 - making decisions about improving the school as school counsellors.

Here are the things that the school could do better.

- We have asked the staff to make sure that those of you who find the work easy are given work that makes you think more and work harder.
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Eira Gill
Lead Inspector