

# Deal Parochial Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118746
<b>Local Authority</b>	Kent
<b>Inspection number</b>	313074
<b>Inspection dates</b>	4–5 June 2008
<b>Reporting inspector</b>	Peter Sudworth

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Spencer
<b>Headteacher</b>	Graham Chisnell
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Gladstone Road Walmer Deal CT14 7ER
<b>Telephone number</b>	01304 374464
<b>Fax number</b>	01304 376 900

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Almost all the pupils who attend this just below average size one-form entry primary school are White British. A very small number of pupils are from other ethnic backgrounds and speak English as an additional language, although none is at an early stage of learning English. The percentage of pupils entitled to free school meals is well below the national average. The proportion of pupils who have learning difficulties is about the same as in most schools.

## 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 provides a satisfactory education for its pupils. It has some good features. Pupils develop well as young people and acquire friendships across the year groups. They are enthusiastic about school and engage well in the good range of extra activities. Pupils behave well and show much respect for one another and for their teachers. They know how to keep themselves safe and how to lead healthy lives. Pupils contribute enthusiastically to the school community and local activities. They are prepared effectively for their future education. Staff take very good care of the pupils. Very good relationships reflect its Christian character. One parent writes, 'It has a loving, family feel and a great community feel, full of smiles, laughter and love.' The vast majority of parents echo such views and are very largely supportive of the school. Some state, however, that communication could be improved, especially about children who find learning more difficult. The school acknowledges that it needs to review its procedures in this regard.

Teaching is typically satisfactory but with some good elements. A particular strength in the teaching is the good use of modern technology to create a visual approach and it really assists pupils' concentration. There are some inconsistencies in teaching quality seen, for example in different expectations with regard to the way pupils set out their work in books and variability in handwriting. Consequently, these aspects are not always of a high enough quality.

Children make rapid progress in the Foundation Stage. Their attainment is above average in all areas of learning before they enter Year 1. Nevertheless, staff do not exploit the external environment as an extension to the classroom to its full potential for children's learning. Pupils achieve satisfactorily by Year 6 and usually reach above average standards. They particularly excel in reading. Pupils' science investigational skills have been weaker but are now improving because of a concerted effort by staff. The curriculum provided is satisfactory. While work in the core subjects is plentiful, there is less evidence of recorded work in the humanities and in displays of this work across the school. Extra-curricular provision is good.

The governing body is effective and well led, blending a good level of support with a questioning approach, which helps to keep the school on its toes. It has a good understanding of the school's strengths and weaknesses. The senior leadership team works harmoniously and, in conjunction with staff, knows what needs to be done to improve further. However, it has not always been rigorous enough in pursuing matters for improvement to a successful conclusion. Of late, subject leaders and senior staff have become much more skilled in analysing teaching and learning through a range of mechanisms. This is reflected in clearly emerging strengths in analysing pupils' progress and taking action on what it finds.

Staff work well together as a team. They are supportive of one another, keen to develop professionally and to make a good contribution to the school's further development. All staff are involved in analysing teaching and learning with a view to further improvements. Their keenness and growing incisiveness indicate a good capacity to improve the school further and accelerate pupils' rates of progress.

## Effectiveness of the Foundation Stage

### Grade: 2

When they first arrive, children's attainment is slightly better than typically found with above expected skills in their personal, social and emotional development and in mathematical

development. The children make good progress in all areas of their learning because of the well planned activities, the good deployment of staff and their engagement in the children's learning. Children respond well to selecting their own activities and relate very well to one another, working and playing with a good sense of harmony. Staff maintain assessments of children's progress carefully and back these up with a good bank of evidence for individual children. Staff use records well to set children learning tasks that meet their needs. The external area is used satisfactorily, but it is not yet fully developed to maximise learning opportunities. The Foundation Stage is well managed with a good team effort. Particularly good use is made of teaching assistants. The children are secure and enjoy their learning. They get off to a good start.

### **What the school should do to improve further**

- Improve the consistency of teaching further so that more is of a good quality and increases pupils' rates of progress.
- Follow through more rigorously on areas identified for improvement so that they are pursued to a successful conclusion.
- Develop the external provision in the Foundation Stage more effectively as a learning resource.
- Take action to improve pupils' handwriting and presentation skills so their work is recorded more carefully.

A small proportion of schools whose overall effectiveness is graded 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 make satisfactory progress overall in Years 1 and 2. It is more rapid in Year 1 where teaching is more adventurous. Pupils reach above average standards in reading and mathematics. While writing results have usually been above average, pupils' creative writing skills are not developed as well as they could be. This is because too many worksheets restrict opportunities for pupils to write for themselves. Attainment in science is broadly average, but pupils have had limited opportunities to investigate practically.

Overall attainment by Year 6 is usually above average because pupils attain well in English, particularly in reading, but attainment in mathematics and science has only been just above average. Pupils read fluently and have very good skills. Progress in science in 2007 was unsatisfactory because pupils did not have enough understanding of investigational techniques. Action taken has improved pupils' attainment in science significantly. Pupils generally make satisfactory progress between Year 2 and Year 6. Pupils who initially experience difficulty in their learning make similar rates of progress to other pupils.

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

### **Grade: 2**

Pupils enjoy school, shown in their above average attendance, and have good relationships with one another. They say, 'We are all friends here.' They are unstinting in praise of their teachers. They behave well and make good contributions in lessons. They show a good understanding of right and wrong. They undertake their various class and school responsibilities, such as membership of the school council, most conscientiously, for example looking after

younger children and ensuring playtimes run smoothly. They feel safe in school and they are confident to approach staff with any concerns. They exercise regularly and choose healthy food at lunchtimes. They engage in a lot of fund-raising for charities. Their overall above average skills in most basic subjects support their move to their next schools and for later life. Pupils' cultural development is enhanced well through their participation in drama and music, but they do not yet fully appreciate the diverse range of cultures in British society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The stimulation and excitement in learning vary from class to class. In the main, lessons are soundly paced, but where the teaching is stronger, the pace is brisker and the work more dynamic and imaginative. Year 3 pupils for example worked in pairs to investigate the properties of different kinds of rocks. Year 6 pupils searched for hidden objects in the classroom and discussed in groups how these, combined with images of story settings, could form the opening to a story. Staff generally match work well to pupils' capabilities, but in some younger year groups, the over use of worksheets does not always enable pupils to work creatively enough. Most classes are well managed. Teaching assistants make a good contribution to pupils' learning, especially with those who find it more difficult, and so enable them to manage their tasks. Marking is satisfactory, usually up to date but not always helpful enough in enabling pupils to improve. Staff lack consistency in ensuring pupils present their work neatly and so some pupils do not take enough pride in what they do.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is well planned, but the outcomes in children's work do not always demonstrate a good enough balance in subjects such as history and geography. Good use is made of information and communication technology (ICT) to research in several subjects and to support basic work. Visits to places of interest support pupils' understanding of ongoing studies, such as to Canterbury Cathedral. Extra-curricular provision is strong and there is a good uptake and enthusiasm, for example sport clubs and the eco-club. Music and drama make a good contribution to the curriculum. The extra programmes for pupils who have difficulty with their reading and writing are well organised and the pupils make steady progress. The programme for personal, social and health education is delivered well and contributes effectively to pupils' personal development. Pupils particularly enjoy the enrichment afternoons, which contribute well to the arts. The school recognises that links between subjects to make the curriculum more creative and meaningful are still at an early stage of development.

### **Care, guidance and support**

#### **Grade: 2**

Arrangements to ensure pupils' well-being are very secure. Staff are well trained in safeguarding procedures. This leads to happy and confident youngsters. Very careful records are maintained of any pupils who may be at risk. Accident records are dutifully completed. The school has a good number of first-aiders. Staff undertake risk assessments regularly before visits and these accord with local authority advice. The school pays good attention to ensuring that pupils know

how to keep themselves and others safe. The arrangements to monitor attendance are effective and result in above average attendance.

The school's revised procedures to monitor pupils' progress have resulted in pupils' better understanding of how to move on in their learning, although older pupils have a better grasp of the system than the younger ones. Staff have recently become more rigorous in using data about individual pupils' progress. This is helping staff to be much more analytical about reasons for pupils' rates of progress and to take the necessary action to improve them where needed.

## **Leadership and management**

### **Grade: 3**

The headteacher sets a positive tone, which encourages good teamwork, good relationships, happy children and a welcoming ethos. Relationships with parents are strong. Parents comment favourably on the approachability of the staff.

The school development plan contains the correct priorities for development and is firmly focused on standards. However, monitoring of the school's work is only satisfactory because rigorous monitoring of pupils' progress across the school is quite recent. Consequently, it has not yet had the full impact in ensuring that pupils make consistently good progress throughout. Middle managers monitor teaching and learning regularly and identify strengths and areas for development. This is seen in the recent improvement in science and pupils' positive engagement in writing in Years 3 to 6. Nevertheless, senior staff have not always been rigorous enough in ensuring that some areas for development noted from these observations are vigorously pursued to a successful conclusion. For example, staff noted concerns in pupils' presentation of their work, but the actions to improve it have not yet been effective enough in turning this around. As a result, inconsistencies remain from class to class and pupils sometimes lack a sense of pride in what they record.

The governing body is effective. Governors support and challenge the school well. It is very well led and holds the school to account. Several governors visit and they have a good understanding of the school's strengths and weaknesses.

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## 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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
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	3

### 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	2
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?	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?	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>	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	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

7 June 2008

Dear Pupils,

Inspection of Deal Parochial CE Primary School, Deal, CT 14 7ER

Thank you for your warm welcome when we visited. Your school provides you with a satisfactory education and most of you are making satisfactory progress and reach above average standards by Year 6. Your development as young people is good. We were impressed with your knowledge of how to keep safe, for example by going to an adult you know well if you have a worry, and how to live healthily. You get along very well together. You enjoy your various responsibilities and carry them out very effectively, such as helping in acts of worship. You behave well and are most polite. You clearly enjoy school and all the extra activities. The teachers take very good care of you.

Your headteacher sets a good atmosphere in the school and the staff work well as a team. However, the staff have not always followed up well enough on aspects of the school where it was intended that improvements should be made. We have asked the staff to make sure that they are more consistent about this in the future. We found that the quality of teaching varies in different classes and we have asked the school to support teachers where it is not as good as in other classes so that even more teaching is of a good quality. In the Reception class, the children make good progress but they could make even better progress if staff were to make the outside area more interesting for learning. The staff now intend to develop this area for the Reception children. When we looked at your work, we noticed that in several cases your handwriting could be neater and also many of you could do better in setting out your work. We hope that you will make much more effort to take a pride in your work in the future.

We would like to thank you once again for your helpfulness on our visit. We enjoyed meeting you. We hope that you will reach your ambitions in life and continue to work hard in school.

Yours sincerely

Peter Sudworth

Lead inspector