

Capel-le-Ferne Primary School

Inspection report

Unique Reference Number	118515
Local Authority	kent
Inspection number	339230
Inspection dates	26–27 January 2010
Reporting inspector	Joy Considine

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mrs Nicola Fieldwick
Headteacher	Mr David Metcalfe
Date of previous school inspection	2 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors spent around 60% of their time looking at learning. The inspectors visited seven teachers and 10 lessons, and held meetings with governors, staff, pupils and the School Improvement Partner. They observed the school's work, and looked at pupils' books, school documentation related to the inspection, and assessment information kept by the school. Fifty-three parental questionnaire responses were considered, along with those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the variation in attainment and progress between English, mathematics and science
- how well teaching challenges all pupils
- the effectiveness of leadership and management in monitoring and evaluating how well the actions they have put into place are raising attainment and progress.

Information about the school

Capel-le-Ferne is smaller than most primary schools. Most pupils are of White British heritage, with a very small number from minority ethnic groups. The proportion of pupils who have special educational needs and/or learning difficulties is much lower than average and few pupils are entitled to free school meals. There is provision for Early Years Foundation Stage in the Reception Class. There is extended provision for pupils at the beginning and the end of the school day in the private nursery which is situated in the school grounds. The school has achieved a number of awards, including Basic Skills Quality Mark, Activemark and Gold School Travel Plan.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education for its pupils. It is recovering from a period of staff turnover which has had an impact on the progress they have been able to make since the last inspection. The headteacher leads a team of teachers who work closely together to put into place actions to secure better outcomes for pupils. Their self-evaluation is broadly accurate, although information from monitoring activities is not always used sharply enough to provide a clear picture of where the school needs to improve. Senior leaders monitor lessons and scrutinise pupils' work but findings do not always coherently link to school improvement planning.

Attainment is broadly average and pupils make satisfactory progress overall. Those currently in Year 6 are on track to meet their challenging targets at the end of Key Stage 2. Pupils' attainment is stronger in English than it is in mathematics and science. Pupils are mature and responsible, and this is reflected in their good, and sometimes exemplary, behaviour in and around the school. They care for others and are proud to act as 'buddies' at playtime to help to solve minor playtime disputes. Pupils make a good contribution to the local community, especially through the school council. Recently they were instrumental in helping to create the travel plan which enabled the school to achieve the School Gold Travel Plan.

The satisfactory curriculum has been reviewed recently and teachers now plan lessons drawing aspects from different curriculum subjects to make learning more enjoyable for pupils. Pupils say that teachers make lessons interesting. In some lessons, teachers use imaginative methods to capture pupils' interest so that they make progress but this is not consistent across the school. Teachers make good use of the local area to enhance provision. For example, pupils have visited the local farmers' market to learn about food and where it comes from. Assessment procedures have improved, but in literacy and numeracy assessment, information is not always used well enough to identify the progression in skills, knowledge and understanding pupils should make. This slows pupils' progress.

Teachers are now making better use of assessment information to enable them to identify those pupils at risk of falling behind. The school prides itself on the good quality of care and support given to pupils and this is appreciated by parents and pupils alike. Support for vulnerable pupils is effective, as is support for pupils who have special educational needs and/or disabilities so they are able to make satisfactory progress.

The headteacher is dedicated and has led the staff through a difficult period caused by extended periods of staff absence. This situation has now settled down and the school is moving forward, and successfully implementing those actions it has identified to secure

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improvement. Governors have a satisfactory understanding of the schools' strengths and areas for improvement and are developing their skills to take a more challenging role. Consequently the school has satisfactory capacity for improvement.

What does the school need to do to improve further?

- Raise attainment and achievement, particularly in mathematics and science by providing pupils with learning activities which are challenging and better matched to their needs.
- Improve the quality of teaching and learning by:
 - ensuring that teachers make better use of assessment information to plan lessons that build on and extend what pupils already know
 - enabling teachers to share best practice.
- Improve senior leaders' use of information gleaned from monitoring activities to more sharply identify areas for improvement.

Outcomes for individuals and groups of pupils

3

Pupils made satisfactory progress in the lessons observed and in the current work seen during the inspection. Pupils who have special educational needs and/or disabilities make satisfactory progress because teachers identify their needs at an early stage and put into place support to meet their needs. The school has implemented a new scheme to teach writing and as a result, pupils are reaching above average standards in this subject across the school. For example, in one lesson observed, pupils were able to speak confidently about the different features of the structure of stories before writing their own story linked to their history topic. After a period of low achievement in mathematics and science, the school has put into place actions to reverse this and pupils are now making satisfactory progress in these subjects.

Pupils have good personal and social skills. They say they feel safe in school because adults are always on hand to help. They know how to make healthy choices during meal times and they appreciate the wide variety of physical activities available for them in and out of school. Pupils are very involved in the local community. They take part in the Dover Schools Council. The school council is active and consults with classmates how the budget is to be spent. Pupils' satisfactory development of their literacy, numeracy and information and communication technology (ICT) skills in most areas of their work, together with the good development of their personal skills, prepares them soundly for the next phase of their education. Pupils have a strong sense of right and wrong and they are developing a good understanding of cultures other than their own. They are able to reflect on deeper issues such as the importance of celebrating each other's differences. Pupils have a strong awareness of the need to help others in the community and do so by actively taking part in local events and national charities. Attendance is broadly average, although there are a number of parents who take pupils out of school during term time.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Since the last inspection, teachers have improved their use of assessment information to track pupils' progress and intervene when there are signs of underachievement. This is helping to raise attainment and increase rates of progress for pupils. However, in some subjects, the skills, concepts and understanding do not always build well on each other and this creates some gaps in learning. Relationships between adults and pupils are good in all lessons and this helps pupils to develop confidence when tackling new learning. There are still instances where teachers' expectations are not high enough and they do not capitalise on opportunities to challenge pupils by asking questions which probe understanding and extend their thinking.

The curriculum is broad and balanced. The school makes good use of visitors and visits to local places of interest to capture pupils' imaginations. There is a wide range of extra-curricular activities. French is well established throughout Key Stage 2 and pupils in Year 6 are able to make a residential visit to France. ICT is a strength of the school. Teaching assistants are effective in most lessons but, in a small number of lessons, they are not always directed well enough to allow them to take a more active role to support

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils' learning needs.

The school prides itself on the care, guidance and support it provides for pupils. Staff provide a safe and stimulating environment for pupils. One parent wrote, 'Each child is valued and welcomed into the school.' The school works in close cooperation with parents and external agencies to provide all-round guidance and support for pupils, including those who have special educational needs and/or disabilities. There are good systems to reward pupils when they have achieved well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has developed a cohesive school community that shares in the drive for improvement, although disruption due to staff absence has limited the progress they have been able to make. Senior leaders are aware that they need to accelerate the progress they have made in implementing actions for improvement. They monitor the quality of teaching and pupils' work but this is always not rigorous or systematic enough to assess the impact of teaching on pupils' learning and thereby sharply identify improvement priorities. Governors are supportive of the school but recent significant changes to membership mean that they are in the early stages of developing their roles of monitoring and challenging the school. Day to day management effectively ensures that the school meets all statutory requirements for the safeguarding and well-being of pupils. All adults working with pupils have been carefully checked, and arrangements for child protection are secure. The school works well with parents and actively seeks partnerships to develop its work. The school has successfully developed its role within the local community and now needs to extend these to encompass the global and multi-faith aspect of this work. There are clear procedures to promote equality and eliminate discrimination which mean that all members of the school community feel valued. The school's improved use of assessment information to intervene and support any pupils who fall behind ensures that there are very few differences in rates of progress between different groups of pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Staff have created a bright, attractive environment in which children feel safe and well cared for. Before starting school, children visit their class and their teacher, and this helps them to settle quickly into the routines of the Reception class. Children enter the Reception class with skills below those expected for their age, although their personal development is above expectation. They make satisfactory progress. Staff are aware of children's needs and record their progress carefully. They do not, however, make enough use of the assessment information to plan activities which consistently challenge and motivate children to make good progress. There is generally an effective balance of teacher-led and child-initiated activities. The outdoor area is accessible but used less effectively in supporting learning. The welfare of children is taken seriously, and all requirements regarding their safety are in place, but the leader has recognised that there is need to increase supervision while children are outside. The staff have a satisfactory understanding of the strengths of provision and have plans in place to improve provision further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents are very happy with the school and believe it provides their

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children with a happy and stable environment in which they can learn and flourish. A small number expressed some concern about incidents of poor behaviour. This was investigated during the inspection, but inspectors found that school procedures for dealing with incidents were secure and that behaviour is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Capel-le-Ferne Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	67	27	31	2	2	0	0
The school keeps my child safe	53	60	35	40	0	0	0	0
The school informs me about my child's progress	34	39	50	57	2	2	0	0
My child is making enough progress at this school	35	40	44	50	6	7	0	0
The teaching is good at this school	55	63	32	36	0	0	0	0
The school helps me to support my child's learning	39	44	44	38	4	5	0	0
The school helps my child to have a healthy lifestyle	51	58	36	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	35	48	55	2	2	0	0
The school meets my child's particular needs	35	40	45	51	4	5	0	0
The school deals effectively with unacceptable behaviour	28	32	50	57	2	2	1	1
The school takes account of my suggestions and concerns	35	40	47	53	2	2	1	1
The school is led and managed effectively	32	36	42	48	7	8	1	1
Overall, I am happy with my child's experience at this school	49	56	37	42	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 January 2010

Dear Pupils

Inspection of Capel-le-Ferne Primary School, Folkestone CW18 7HB

Thank you very much for making me and my colleagues feel so welcome when we visited your school. We enjoyed meeting you and hearing what you had to say about your school and all the activities that you can do.

We found your school to be satisfactory overall. Your teachers care very much for you and they have provided a safe and secure environment in which you are able to learn and develop. You make satisfactory progress overall. There are some things which we have asked your school to do so that you make even better progress.

- Improve your attainment in mathematics and science in particular.
- Make sure you are all learning as much as you can by providing work for you which builds on what you already know.
- Improve the way leaders and managers check on your progress in lessons to help them plan more clearly to improve the school.

I am sure that you will all do everything you can to help to make Capel-le-Ferne Primary School even better. I wish you every success in the future.

Yours sincerely

Joy Considine

Lead Inspector

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