

Adisham Church of England Primary School

Inspection report

Unique Reference Number	118652
Local Authority	Kent
Inspection number	339266
Inspection dates	18–19 January 2010
Reporting inspector	Eileen Chadwick

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 of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Sigrid Leidig
Headteacher	Frances Bannister
Date of previous school inspection	25 April 2007
School address	The Street Adisham Canterbury CT3 3JW
Telephone number	01304 840246
Fax number	01304 849172
Email address	office@adisham.kent.sch.uk

Age group	4–11
Inspection dates	18–19 January 2010
Inspection number	339266

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Two thirds of the inspection time was spent looking at learning and seven lessons were observed with five teachers seen. Inspectors held meetings with pupils, staff with key responsibilities, the Chair of the Governing Body and a local authority officer. In addition to observing the school's work and evaluating documentation such as policies and records of pupils' learning and progress, they examined 34 completed questionnaires from parents

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

- children's starting points when they join the school in the Early Years Foundation Stage and the knowledge and skills they have achieved at the end of Reception
- evidence for pupils' current attainment in Key Stages 1 and 2, learning and progress for all groups of pupils, including those with special educational needs and/or disabilities in reading, writing and mathematics
- the extent to which teaching and assessment consistently meet the needs of pupils
- the rigour with which leaders and managers at all levels review the quality of provision and take action to accelerate pupils' progress.

Information about the school

This is a smaller than average primary school. All pupils are from White British heritages. The school serves the local and surrounding areas and a below-average proportion of pupils are known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is well above average and high in Years 4 and 5. Most of these pupils have literacy and numeracy learning difficulties and/or behavioural, emotional and social difficulties. The number of pupils attending the school is lower than at the time of the last inspection.

There have been significant staff changes since the last inspection, including a complete change of teaching staff in Key Stage 2.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements.

Pupils' achievement is inadequate. Children get off to a good start in Reception and by the end of Reception the knowledge and skills they have acquired are better than those expected for children of their age. However, the school does not build upon this and, for the current Year 2, standards are below average in reading, writing and mathematics. Pupils' progress is far too variable as pupils move through the school and they are currently making inadequate progress in Years 2 to 5. This is because the quality of teaching is inconsistent and is unsatisfactory overall. Pupils' attainment at the end of Year 6 has been broadly average over the last three years. However, taking into account pupils starting points in Year 3, the 2009 test results showed that pupils had made inadequate progress.

In the mixed-age classes, teaching is not matched closely enough to meet pupils' needs and pupils' behaviour is not always adequately managed. Pupils with special educational needs and/or disabilities make poor progress because work does not build well enough on their previous attainment. During literacy lessons, staff do not spend enough time teaching pupils the skills of reading and writing. Pupils' individual education plans do not show clear enough steps in literacy and numeracy and this limits staff in planning for their needs. Weak literacy skills also prevent these pupils achieving appropriately in other subjects. Inconsistent teaching results in occasional lapses in concentration and isolated incidents of inappropriate behaviour, especially amongst pupils with learning and behavioural difficulties, and this slows the pace of learning.

The legacy of underachievement in Key Stage 2 is being tackled for Year 6 pupils. However, actions taken so far have been insufficient to raise standards quickly for every pupil. Consequently, pupils have not caught up on ground lost in the past. In writing, mathematics and science not enough pupils are reaching average or higher levels of attainment. At all levels of ability, spelling and punctuation weaknesses prevent pupils from reaching higher writing standards. Pupils do not always use interesting enough vocabulary to develop their ideas.

Pupils receive satisfactory care, support and guidance and say they feel safe. They make a good contribution to the school and wider community. Many pupils are active in the after-school clubs and have a good understanding of how to lead a healthy lifestyle.

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

Pupils have some wonderful opportunities for music and their singing in assembly is exceptional. Parents support the school.

Leaders at all levels are committed to raising achievement and senior leaders have systems in place to gather and record pupils' progress and observe the quality of teaching. However, this information is not used rigorously enough to identify precisely why pupils are not always attaining and progressing as well as they should. Assessment information is not used effectively to set challenging targets for improvement or to identify and eliminate weaknesses in teaching. The school's self-evaluation is unsatisfactory because leaders overestimate the quality of teaching and its impact on the learning of different groups. The contribution of middle leaders in evaluating provision by observing colleagues teach is underdeveloped. This prevents them from having a clear picture of how well pupils are learning across the school and from playing a fuller part in raising attainment. The school improvement plan does not set precise enough targets for raising attainment, and monitoring and evaluation arrangements are also imprecise. The school's capacity for sustained improvement is inadequate because pupils are not making enough progress and leaders and managers have not brought about the necessary improvements since the last inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and improve pupils' progress in Key Stages 1 and 2 by:
 - increasing the proportions of pupils reaching and exceeding the expected levels in reading, writing and mathematics and in science
 - improving spelling and punctuation weaknesses and pupils' ability to use interesting vocabulary
 - accelerating the progress of pupils with special educational needs by ensuring that work always builds on their earlier attainment in the basic skills.
- Improve the quality of teaching and learning by:
 - increasing the proportion of teaching that is good or better and, as a matter of urgency, eliminating any inadequate teaching
 - ensuring that work is carefully matched to all pupils' capabilities and that staff make consistent use of strategies to manage their behaviour
 - providing individual educational plans which show precise steps in literacy and numeracy for pupils with special educational needs and/or disabilities.
- Improve the effectiveness of leadership at all levels by:
 - ensuring that leaders and managers at all levels use self-evaluation more rigorously to monitor the progress made by all groups of pupils and eliminate weaknesses in teaching
 - setting challenging targets for improvement and holding staff to account for pupils' progress
 - improving school improvement planning and evaluation by setting precise

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

attainment targets and monitoring and evaluation criteria

- developing middle leaders' monitoring roles so they can have a greater impact on improving teaching.

Outcomes for individuals and groups of pupils

4

Pupils make very variable progress throughout the school. By the end of Years 4 and 5, for example, too many pupils have made insufficient progress in relation to their results at the end of Year 2. This variable progress is experienced by pupils of all abilities, including those with special educational needs and/or disabilities. Particular concerns are that the knowledge and skills children have achieved by the end of Reception is not being used to set demanding targets for Year 2 pupils in reading, writing and mathematics, and any signs of underachievement are not being remedied through prompt improvements in teaching. The improvement in standards in reading and writing revealed in the 2009 end-of-Year 2 assessments is not being maintained for the current Year 2. By the end of Years 2 and 6, the proportions of pupils reaching higher and average levels in English and mathematics are too low given their earlier attainment. Because pupils are not supported to learn at a steady rate, they are insufficiently prepared for their future lives.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are dedicated to their eco-work and older pupils are very excited about becoming sports leaders to help other pupils to enjoy games during playtime. Pupils willingly take responsibility, feel they have a voice and contribute to some decisions the school has to make. Most pupils enjoy school and want to attend. However, pupils' enjoyment of learning is constrained by the weaknesses in teaching. Pupils' behaviour is satisfactory overall. Many pupils behave very well, even masking some inadequate teaching, but a minority lose concentration and misbehave when work is too hard or too easy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3

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

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	
Pupils' behaviour	3
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 Taking into account: Pupils' attendance ¹	4
	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In the lessons seen, teaching ranged from good to inadequate. Where it was good, for example in a phonics lesson for Reception and Year 1 pupils, it was sharply focused on the full range of pupils' needs, interested all pupils fully, and built well on the skills learned in previous lessons. Strong relationships between adults and pupils help to ensure that most lessons are calm and orderly. However, unsatisfactory teaching was observed where pupils were not given a clear enough purpose for their work, or the work was not well matched to their learning needs. As a consequence, some pupils began to disrupt the learning of others. Pupils with special educational needs and/or disabilities do not learn as well as they should. Plans do not show small enough steps in developing literacy and numeracy skills and, in the context of mixed-age classes, their work is a 'watered down' version of the oldest pupils' programme. During group work within literacy lessons, pupils' work does not build well enough on their basic skills, expectations are too low, and too much time is spent on talking or drawing rather than the direct teaching of reading and writing. As a result, these pupils leave the school with very low levels of basic skills and are ill-prepared for their future.

The curriculum provides effectively for pupils' personal and social development. Pupils are given opportunities to discuss their feelings and understand that pupils may have different beliefs and views, which must be respected. Pupils really value the good opportunities for after-school clubs, especially in sport. Music is a considerable strength. However, the curriculum is insufficiently matched to lower attaining pupils' needs in basic skills and this limits its quality and pupils' learning in other subjects.

Satisfactory pastoral care supports the majority of pupils so that they feel confident and secure in school. The school has worked hard to improve the attendance rate and this is reflected in the improvements seen over the last two years.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	4
	4

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 extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

School leaders, staff and governors share a desire to raise pupils' attainment and have established a caring ethos. Safeguarding procedures are in place and in line with government requirements. As a result, pupils feel secure in school.

In recent years, the loss of experienced staff and extended periods of staff absence due to ill-health have left the school vulnerable. Leaders have begun several initiatives to raise attainment. For example, setting in mathematics has been introduced in Key Stage 2 and catch up programmes for underachieving pupils have been stepped up. The headteacher has improved assessment and tracking procedures but, although a considerable amount of information is collected, it is not evaluated rigorously enough. Leaders do not have a clear enough understanding of the strengths and weaknesses of teaching in the school because the impact of teaching and initiatives for improving pupils' learning and progress are not monitored with sufficient rigour. This prevents leaders from holding teachers to account effectively and developing their teaching to ensure the needs of all learners are met. Attainment target-setting is insufficiently developed through the school. These targets are only shown on Year 6 assessment records and are not demanding enough for some more capable pupils. This also prevents leaders and staff measuring the effectiveness of provision on raising attainment. Consequently, leaders' hard work to try to raise pupils' achievement is not having enough impact. Although the school has high proportions of pupils with special educational needs, the impact of class teaching on their learning has not been monitored. The school's ability to promote equality and tackle discrimination is inadequate as too many pupils underachieve due to inadequate teaching. The governing body is very supportive but does not challenge the school's work enough, especially in matters of attainment and progress. The school takes suitable steps to promote community cohesion. Leaders are aware that links outside the local area could be developed further and have already established links with a country in Africa.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	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 partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children settle quickly in the welcoming and supportive environment. Good induction arrangements and links between Reception staff and parents support children's entry to school. This ensures children's emotional and welfare needs are identified and accommodated from the start. Children enter Reception with skills that are above those seen in most schools. Good progress ensures that by the time they begin Year 1, attainment is above average, including in literacy and numeracy. Their progress in reading and phonics is particularly good and the thorough systems for enabling parents to be involved in children's reading enhance this.

Teaching and learning are good because good planning ensures children's learning needs are well catered for. There is a strong focus on language, literacy and numeracy skills within a broad, practical and interesting curriculum. More capable children are quickly identified and not held back. A good balance is struck between more formal, adult-led activities and those which children select for themselves. Children are encouraged to express ideas and develop their interests and, at the time of the inspection, were creating a role play area, 'the garage'. This type of activity enables children to develop their imagination, social and practical skills and also provides good scope for early writing. During the inspection children were thrilled to design and make some transport models; a good balance was struck between enabling them to develop their own ideas and learning some practical skills. Adults intervene well at such times to develop children's thinking, speaking and knowledge and understanding. Leadership and management of the Early Years Foundation Stage are good. Assessment is thorough and used well to identify the impact of teaching on children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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

Views of parents and carers

Parents have positive views of the school. They are often pleased with the happy and caring atmosphere and find the headteacher and staff very approachable. A significant minority thought pupils' behaviour was not always managed well enough. The inspection findings are that, whilst most children behave very well, a small minority do not when teaching does not fully meet their learning needs.

Ofsted apologises to parents and carers who were unable to respond to the question below because this was omitted on the pupils' questionnaire that was sent out to them.

'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)'.
'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adisham Church of England 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	47	16	47	2	6	0	0
The school keeps my child safe	21	62	13	38	0	0	0	0
The school informs me about my child's progress	20	59	14	41	0	0	0	0
My child is making enough progress at this school	16	47	17	50	1	3	0	0
The teaching is good at this school	17	50	17	50	0	0	0	0
The school helps me to support my child's learning	17	50	15	44	2	6	0	0
The school helps my child to have a healthy lifestyle	17	32	17	50	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	17	50	16	47	1	3	0	0
The school deals effectively with unacceptable behaviour	13	38	13	38	5	15	0	0
The school takes account of my suggestions and concerns	15	44	17	50	1	3	0	0
The school is led and managed effectively	19	56	12	35	1	3	0	0
Overall, I am happy with my child's experience at this school	22	65	11	32	1	3	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.



19 January 2010

Dear Pupils

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

Thank you for helping us when we visited your school. We enjoyed talking with you and looking at your work. We saw that most of you behave sensibly and want to learn. You told us that you particularly enjoyed all the sport and opportunities for after-school clubs. We are pleased to see how well you take responsibility for improving your environment by recycling and thinking up ways for everyone to use less energy. Your singing is fantastic and you have some great opportunities in music.

As well as watching your lessons and looking at your books, we looked at the information that the school has on your progress. In some years you move on steadily but this does not happen in all years.

The school is not doing as well as it should and needs some extra help. As a result we have said that it needs 'special measures'. This means that other inspectors will be visiting your school regularly to check its progress. We have asked your headteacher and governors to make sure that:

- you make better progress and reach higher standards in reading, writing, mathematics and science
- there is more good teaching throughout the school and your work always builds on what you already know
- all those with special responsibility for ensuring you do your best keep a careful eye on how well you are doing and help you to always learn well.

You can all help too by continuing to work hard.

Thank you for being so helpful and friendly.

Yours sincerely

Eileen Chadwick

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.