

# Chislet Primary School

## Inspection report

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<b>Unique Reference Number</b>	118655
<b>Local Authority</b>	Kent
<b>Inspection number</b>	339267
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Kevin Hodge

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Georgina Glover
<b>Headteacher</b>	Andrea Noake
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Church Lane Chislet Canterbury CT3 4DU
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## Introduction

This inspection was carried out by two additional inspectors. Approximately 60% of the time was spent looking at pupils' learning and eight lessons or parts of lessons taught by four different teachers were observed. Inspectors observed the pupils' work and looked at the school's planning, monitoring and safeguarding records. They met with staff, governors and pupils, and took into account the information from the 31 questionnaires returned from parents and carers.

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

- how well pupils' writing and mathematics develops, particularly for the most able pupils
- the quality of teachers' planning for pupils of differing abilities, and also in science
- how senior leaders are seeking to improve attendance and develop pupils' knowledge of unfamiliar communities and cultures.

## Information about the school

This is a smaller-than-average rural primary school. Since the last inspection, the school has federated with another nearby school of a similar size. The governors have joint responsibility for both schools, as does the headteacher. The number of pupils who have special educational needs and/or disabilities is above the national average. The range of needs includes pupils with behavioural, social and academic difficulties. The Reception class is taught as one year group, but the other three classes have two age groups in each. The large majority of pupils are from White British backgrounds. The school has no hall, but uses the Chislet centre opposite the school for assemblies and physical education.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Chislet is a good school. It has successfully navigated through a period of change since the last inspection. Parents, carers and pupils alike are keen to say just how much the close-knit atmosphere helps them feel part of a big family. One parent reflected the views of many by saying, 'The nurturing environment is an ideal place to flourish.'

Pupils' attainment in their academic work is above average by the time they leave, as it has been for several years. The very good grounding they receive in the Early Years Foundation Stage sets them up well for their later progress through the school, which is generally good. The typically good teaching, backed up by a good curriculum, is part of the reason why pupils continue to make good progress and enjoy school. Pupils speak and write with confidence and flair. They have good number skills. The good levels of care promoted within the school help them become mature and feel extremely safe. Pupils of differing abilities are catered for well in most respects, although more able pupils are not always stretched sufficiently in their learning. Pupils, particularly the more able, have too few opportunities to apply their skills in carrying out in-depth problem solving or investigative work in mathematics and science. This is an area which the school has already identified for development. Those with special educational needs and/or disabilities make excellent progress as a result of the very clear identification of their needs and the high levels of support they receive.

The headteacher, governors and staff work well together and are ambitious for further improvement. The school's clear priorities are based on good self-evaluation routines, including the views of pupils and parents. The school's focus upon developing pupils' writing is reflected in the quality of work now produced. Efforts in raising attendance levels have partly worked. However, a small number of parents and carers continue to opt for term-time holidays despite the school's best efforts to persuade them not to. The school promotes community cohesion well within the school and the locality. However, plans to develop pupils' knowledge and understanding of other communities has lagged behind other initiatives. The school's capacity to improve is good, however, as staff and governors have maintained the positive features found at the last inspection. They diagnose next steps to improve accurately and ensure that safeguarding arrangements are excellent.

## What does the school need to do to improve further?

- Improve pupils' problem-solving and investigative skills in Years 1 to 6 by ensuring that:
  - more relevant 'real life' activities are planned within mathematics to help them

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apply and develop their problem-solving abilities

- practical work in science is more clearly related to examples which they will meet in their everyday lives
- more able pupils are regularly given particular tasks which are more closely matched to their needs.
- Improve the school's promotion of community cohesion by:
  - carrying out an audit of what the school currently does well
  - developing contacts with schools in the United Kingdom and beyond
  - seeking to exchange simple information about the school, its pupils and the area each serves.
- Consolidate improvements in attendance by:
  - analysing information carefully to pinpoint those parents who need further support or reminding about the impact of attendance on children's education.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and their mature attitudes are the result of their good spiritual, social, moral and cultural development. From the Reception class, where children relate extremely well to each other, and then through the school, pupils behave well. This was regularly seen in lessons, around the school and in an assembly. They like helping each other around school as buddies and play leaders and this develops their sense of responsibility well. The school council influences improvement and has promising plans for developing a garden to grow produce and promote healthy eating. Pupils are active at playtimes, despite the snowy conditions, and know that it helps them keep fit. They know what foods are best to eat, and usually keep to a healthy diet, but admit that they find it hard to do this all of the time. Their positive attitudes help them settle down to work quickly and contribute to their good achievement through the school. For example, pupils' writing and speaking skills are good, shown by the range of writing seen in pupils' past work and the way one class enjoyed discussions to generate exciting vocabulary to describe feelings associated with the Great Fire of London. On the other hand, pupils' investigative skills in a science lesson did not develop well. Pupils, particularly those of higher ability, had little involvement in devising alternative investigations. Pupils' abilities in information and communication technology (ICT) reach the nationally expected levels of attainment. Although pupils' entrepreneurial skills are modest, their good levels of basic skills, combined with their mature social skills and attitudes, set them up well for their next schools and beyond. Good links with other schools and participation in initiatives run by local secondary schools also support this preparation effectively.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers plan well for those pupils of average ability and particularly well for those with special educational needs and/or disabilities. Small group work and activities are very well matched to their needs and enables them to keep up with classmates. For more able pupils, this is not always the case, as some activities do not always stretch pupils' thinking, particularly when it comes to problem solving or investigative work. Teachers use technology well to enliven lessons and most lessons move at a good pace, prompted by rapid questions and well organised group work. Only in the minority of lessons where teachers' explanations are overly long or dominate does pupils' attention wander. Teachers know their pupils well, and marking and advice give pupils clear guidance on how to improve. The curriculum is broad, balanced and extended by a good range of extra-curricular activities, by subjects such as modern foreign languages and through trips such as a visit to Hever Castle to promote pupils' historical understanding. Work to link subjects more effectively and make them more relevant is just starting to take shape, but subjects such as information and communication technology are sometimes taught in isolation from other subjects. The pupils' strong sense of feeling safe and the family atmosphere many pupils spoke about results from the good individual levels of attention the school provides. Vulnerable pupils are especially well served by the high levels of support provided and after their needs are accurately diagnosed. The school is seeking to introduce a new system of promoting pupils' well-being and behaviour to even higher levels, but this is not yet fully introduced to best effect. Parents speak highly of the school's work. As one parent said, 'The kind and patient teachers gave my child the support needed to become happy and contented.'

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*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher and governors provide clear direction to the school. Their ambitious priorities for development, such as playground improvement, work to improve science planning and extending the school's buildings, are all based upon an accurate self-evaluation of the school's needs. The headteacher and governors are adept at sharing their time and attention between Chislet and their partner school in the federation. The joint working with staff from the other school, and the division of subject responsibilities, has shared the load of planning and development to good effect. Staff are mindful of the need to ensure that the school promotes equal opportunities and avoids discrimination. Their careful analysis of the progress pupils make means there is little difference in attainment due to gender or other factors. Parents approve of the school's family ethos and links with parents are good as they are often invited in to attend workshops such as 'Lively Literacy' to raise their awareness of how their children are being taught, as well as regular consultations with teachers. Governors support the school well. They are very thorough in their approach to safeguarding children and ensure that vetting procedures for staff are very robust. They, along with staff, promote community cohesion well, both within the school and the local community. However, they recognise that more has to be done so that pupils gain a wider perspective on the variety of communities represented in the United Kingdom and beyond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The small number of children in the Reception class benefit from high levels of attention to develop their basic skills as well as their social abilities. This means that they exceed the nationally expected levels when they enter Year 1. They do particularly well in their personal and social abilities, which is not surprising as the teaching makes very effective use of small group work. Children enthusiastically join in activities and enjoyed showing inspectors their new friends the 'Quirks', who encourage their imaginative play. Children enjoy using simple programmable toys which help to develop early ICT skills. Children really enjoyed explaining why they were mixing potions using different liquids and how important it was to get the proportions right. Basic reading, writing and letter sounds are taught well and children are articulate speakers. Their enthusiasm to think up questions for their 'thinking books' and record them on a 'thinking leaf' helps the teacher plan exciting and relevant activities. Childrens' physical abilities develop at a slightly slower pace than other areas, partly due to the restraints of the outside area. While this is imaginatively organised, so that pupils are enticed by activities on offer, the range of these activities is restricted. The Early Years Foundation Stage is well led and managed, not least in the way that children's progress is monitored very effectively, their welfare catered for carefully and links with parents are developed to good effect.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

## Views of parents and carers

The vast majority of parents and carers who responded were extremely positive about the school. Those that commented pointed to the high levels of personal contact that they receive and to the family atmosphere that the school offers. There were some individual parents and carers who quoted specific instances of how the school had helped their child. Although a few individual parents and carers mentioned something which could be improved, there were no issues which consistently emerged. Some



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comments contained both praise along with points for improvement.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chislet 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	52	15	48	0	0	0	0
The school keeps my child safe	27	87	4	13	0	0	0	0
The school informs me about my child's progress	17	55	14	45	0	0	1	3
My child is making enough progress at this school	15	48	11	36	0	0	1	3
The teaching is good at this school	22	73	7	23	0	0	1	3
The school helps me to support my child's learning	16	53	12	40	0	0	0	0
The school helps my child to have a healthy lifestyle	21	70	9	30	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)	17	55	11	36	0	0	0	0
The school meets my child's particular needs	19	61	9	29	1	3	0	0
The school deals effectively with unacceptable behaviour	13	41	17	55	0	0	0	0
The school takes account of my suggestions and concerns	15	48	13	42	1	3	0	0
The school is led and managed effectively	15	48	14	45	0	0	0	0
Overall, I am happy with my child's experience at this school	24	77	5	16	0	0	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 January 2010

Dear Children

Inspection of Chislet Primary School, Canterbury CT3 4DU

Many thanks for making us feel welcome when we visited your school recently. I enjoyed being out in the snow showers at playtime! Yours is a good school.

There are a number of things we found out.

- The children settle very well in the Reception class and enjoy the activities.
- You reach above the expected standards when you leave, and you achieve well in most aspects of your work. You need to have more problem-solving activities in mathematics and science activities.
- You behave well and try hard in lessons.
- You all said you feel really safe as the school cares for you well.
- You help each other a lot in school and know about other communities nearby, but not those further from the school, perhaps in different countries.
- The range of things you do such as language teaching, music, sports and productions such as Grease sound exciting.
- The school helps those of you who sometimes find work difficult to achieve really well.
- The staff teach you well and the staff and governors work hard to ensure your safety.
- Some of you could attend even more regularly.

We have asked the school to do three things to help it improve further:

- give those of you in Years 1 to 6 activities in mathematics and science that will really make you think hard, apply your skills and solve problems. This is true particularly for those who can do harder work
- help you learn about others from different places and cultures
- work with some of your parents and carers to persuade them not to take holidays in term times.

Yours sincerely

Kevin Hodge

Lead inspector

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