

Selsted Church of England Primary School

Inspection report

Unique Reference Number	118683
Local Authority	Kent
Inspection number	339276
Inspection dates	24–25 May 2010
Reporting inspector	Alison Cartlidge

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	75
Appropriate authority	The governing body
Chair	Ritchie Fraser
Headteacher	Kevin Bailey
Date of previous school inspection	5 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspection team saw four teachers at work in eight lessons. Meetings were held with governors, parents, staff and pupils. Pupils' books, information on pupils' progress, safeguarding and other documents were evaluated. Questionnaires from 57 parents and carers, 14 members of staff and 44 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work, looking in detail at the following:

- teaching, learning and progress in writing, and the way pupils apply their skills
- provision for the more-able pupils
- the impact of outdoor learning in the Early Years Foundation Stage
- the way pastoral care encourages pupils to become confident and keen to learn.

Information about the school

The proportion of pupils known to be eligible for free school meals is below average. The school has a broadly average number of pupils with special educational needs and/or disabilities. These pupils have either learning difficulties or behavioural, emotional and social difficulties. The school has received several awards including the Healthy School Award and Sporting Status.

The privately-run nursery and breakfast and after-school clubs were not part of this inspection.

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 pupils with a satisfactory and improving standard of education. Pupils thoroughly enjoy attending this friendly school. Parents and carers are delighted with the 'family atmosphere', 'the community feel' and the way members of staff 'go the extra mile'. Good care, guidance and support and outstanding links between home and school enable pupils to feel exceptionally safe and to be kept safe. They were right when they told the inspection team that the school is 'very welcoming' and that 'teachers are always there to help you'. Pupils are keen and confident. They behave well, although they become slightly inattentive when teachers do not move learning forward quickly enough.

Children in the Early Years Foundation Stage make a sound start to their education, although they learn more quickly indoors than outside. Outside there are too few purposeful activities and members of staff do not always help children to develop their ideas or to make choices about what they want to do. In Years 1 to 6, teachers plan interesting tasks enabling pupils to become enthusiastic learners, but they do not always remind them of the purpose of the lesson so that learning is meaningful. Pupils identified as having specific gifts or talents are provided for appropriately. Progress is sometimes too slow for other more-able pupils because they are not constantly given enough challenge. While attainment by the end of Year 6 is broadly average in English, mathematics and science, pupils' writing has a number of punctuation and spelling errors because they are not consistently encouraged to check their work before handing it in to be marked. Pupils with special educational needs and/or disabilities make good progress because their specific needs are identified and they are supported well.

There are sound procedures for self-evaluation that enable the headteacher, other leaders and governors to know what needs to be done next to improve the school. Areas where changes are needed are correctly identified and action is taken. Some recent developments, such as providing more mental mathematics activities, are starting to have a positive impact on pupils' progress, but have not been in place long enough to be able to demonstrate sustained improvement. Consequently, the school's capacity to improve is satisfactory rather than good.

What does the school need to do to improve further?

- Develop outdoor learning in the Early Years Foundation Stage by
 - providing purposeful tasks covering all areas of learning
 - enabling children to have greater choice about where they are going to work

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- supporting children as they develop their own ideas.
- Increase the proportion of good teaching by:
 - ensuring all pupils, especially the more able, are given suitably challenging work
 - making sure that pupils are constantly made aware of the purpose of the lesson
 - responding to the pupils' needs so that their attention does not wander.
- Improve spelling and punctuation by ensuring that pupils are given greater responsibility for checking their work and correcting errors.

Outcomes for individuals and groups of pupils**3**

Pupils make satisfactory progress and learn at a steady rate. They are keen to learn because they enjoy the many practical activities. During the inspection, pupils in Year 2 enjoyed giving each other instructions for turning through right angles, and pupils in Years 5 and 6 worked together well when collecting information for a database. In some lessons, learning slows when work is not consistently challenging and this has most impact on the more-able pupils. For example, in one science lesson, all pupils completed the same diagram regardless of ability. Pupils are articulate, confident and keen to learn. For example, in a literacy lesson in Years 3 and 4, pupils enjoyed sharing their knowledge about how to improve their wartime poems. Pupils with special educational needs and/or disabilities make good progress and learn quickly because they are supported well so that they can take a full part in all activities.

Pupils' achievement is satisfactory and they attain levels that are broadly average by the time they leave the school. Attainment in writing lags behind reading because pupils do not always check their work carefully and as a result their punctuation and spelling errors are not corrected by them. Pupils' sound literacy and numeracy skills and good personal development prepare them satisfactorily for the next stage of education and later life.

Pupils are very confident that members of staff keep them safe. Rates of attendance are above average reflecting the pupils' thorough enjoyment of school. Pupils are good at taking responsibility for helping each other. For example, older pupils help the younger ones at playtime. The school council is bursting with enthusiasm and ideas to improve the school, but is less aware of past achievements. Pupils cooperate with each other well when working in small groups. They behave sensibly and listen well most of the time.

Pupils' spiritual, moral, social and cultural awareness is good. They show respect for others and reflect sensibly on the topics shared in assembly, such as what it might be like to be unable to see. They are involved in raising funds and take part in community events. Pupils' understanding of cultural diversity is less well developed, and the school has suitable plans to put this right. Pupils demonstrate why they earned the Healthy School Award and Sporting Status. They enjoy taking part in physical activities at playtime and through the school's sport partnerships. For example, pupils in Years 3 and 4 performed their Olympic 2012 dance with considerable enthusiasm and energy. Pupils

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mostly choose healthy options for their packed lunches and their emotional well-being is secure because they are valued as individuals.

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	2
The extent to which pupils feel safe	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use resources, including information and communication technology, to make learning interesting. For example, in Years 5 and 6, pupils enjoyed making Powerpoint presentations about their war project and in Years 1 and 2 pupils appreciated watching a short video clip about the lifecycle of a duck. Caring relationships and the good use of praise enable members of staff to support pupils well. Teachers have good subject knowledge but they do not always ensure that pupils know the purpose of lessons and what they are expected to learn to make rapid progress. Teachers and teaching assistants provide good support for pupils with special educational needs and/or disabilities enabling them to learn quickly.

Links between subjects are being developed well and the curriculum is enriched with visits and visitors, especially to support sport and creativity. These activities contribute well to the pupils' personal development and enjoyment of school. The curriculum

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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enables pupils to develop broadly average literacy and numeracy skills, although it is not consistently adjusted in the light of assessments to help more-able pupils work at a faster pace. Assessment procedures are used to set suitably challenging individual targets. All members of staff provide outstanding social care for the pupils ensuring that they feel safe and respected.

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?

Leaders have a clear understanding of strengths and weaknesses in provision and this information is being used appropriately to embed ambition and to drive improvement. There was a dip in performance after the last inspection but leaders are moving the school forward steadily. Systems for monitoring pupils' progress are now more rigorous, as teaching and learning are monitored carefully and teachers are helped to improve their skills. Subject leaders are developing their roles so that they can play a larger part in school self-evaluation. The school promotes equal opportunities and tackles discrimination satisfactorily. Pupils are all treated equally in a social context, but the needs of more-able pupils are not met consistently in lessons.

Governors are supportive and know the school well. They are increasing their role in challenging the school. At the time of the inspection, the school's safeguarding arrangements were found to be good. Procedures for keeping pupils safe and making them feel safe are thorough and all parents who responded to the inspection questionnaire were very pleased with this aspect of the school's work. The partnership between the school and parents is exceptionally strong. Leaders have good relationships with external agencies, enabling them to provide good support for pupils who are finding life difficult. The school is promoting community cohesion satisfactorily and leaders are aware that links with a school in a contrasting area will help to improve pupils' awareness of cultural diversity.

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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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

Most children join the school working within the levels expected for their age, except in writing where they are below them. They make at least satisfactory progress and attainment is broadly average by the time children enter Year 1. Attainment in reading is a particular strength because these skills are promoted especially well through guided reading. Writing is the weakest subject, and some opportunities are missed for children to practise these skills when working on activities they have chosen for themselves. Strategies are in place to help children to learn how to write more quickly. For example, during the inspection children enjoyed practising spelling simple words suggested by □'Freddie' the puppet. Provision is better indoors than outside. Indoors there is an attractive role-play □'garden centre' and children enjoy making models from dough and a range of recycled materials. Resources are accessible, encouraging children to become independent. The outdoor area provides insufficient purposeful activities to support all areas of learning and members of staff do not always guide children so that they can make choices and develop their ideas. When this happens, children's interest is not maintained well enough and learning slows.

Exceptionally close links with parents and carers enable children to settle quickly into school routines. They behave well and are happy at school because they know they are being cared for well. Assessment of individual children is thorough, and parents are involved in the process through the use of □'My diary'.

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

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Views of parents and carers

There was a very high response to the parents' questionnaire. Nearly all parents and carers are delighted with the work of the school. They are particularly pleased that their children are kept safe. They praise the caring, family atmosphere and its positive impact on pupils' confidence. They are especially impressed with the excellent opportunities they have to meet with the headteacher on a daily basis. The inspection team agrees with parents' and carers' positive views.

A very few parents and carers expressed concerns over teaching and the progress their children are making. The inspection found teaching and pupils' progress to be satisfactory and improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selsted 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	82	10	18	0	0	0	0
The school keeps my child safe	55	96	2	4	0	0	0	0
The school informs me about my child's progress	43	75	14	25	0	0	0	0
My child is making enough progress at this school	45	79	10	18	1	2	0	0
The teaching is good at this school	44	77	12	21	1	2	0	0
The school helps me to support my child's learning	38	67	18	32	0	0	0	0
The school helps my child to have a healthy lifestyle	45	79	12	21	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)	41	72	13	23	0	0	0	0
The school meets my child's particular needs	39	68	16	28	1	2	0	0
The school deals effectively with unacceptable behaviour	41	72	16	28	0	0	0	0
The school takes account of my suggestions and concerns	46	81	11	19	0	0	0	0
The school is led and managed effectively	51	89	6	11	0	0	0	0
Overall, I am happy with my child's experience at this school	51	89	6	11	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



26 May 2010

Dear Children

Inspection of Selsted Church of England Primary School, Dover CT15

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school is providing you with a satisfactory education.

These are the best things about your school

- You enjoy school and are keen to learn.
- You behave well and are polite. It is good that you want to help improve the habitat for creatures living in the village pond.
- You are right when you say that 'teachers are always there to help you'. Your headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better

- Give those of you in the Early Years Foundation Stage more to do and learn when you are working outside and help you make choices and carry out your ideas.
- Help your teachers to always give you work that is just right for you, to explain what you are learning in each lesson and to stop you from losing concentration by not doing the same thing for too long.
- Improve your spelling and punctuation by giving you time to check your work and correct your mistakes.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by making sure you always check your writing and correct punctuation and spelling mistakes.

Yours sincerely

Alison Cartlidge

Lead inspector

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