

# Deal Parochial Church of England Primary School

Gladstone Road, Deal, Kent, CT14 7ER

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. The proportions of pupils making and exceeding expected progress by the time they leave the school compare favourably with national figures. The proportion of pupils reaching the higher Level 5 and above in reading, writing and mathematics is significantly above that found nationally.
- Pupils' progress, including that of disabled pupils, those who have special educational needs and those for whom the school receives pupil premium funding, accelerates across upper Key Stage 2, particularly in mathematics, because of some excellent teaching, especially in Year 6.
- Pupils' behaviour and attitudes are outstanding. Pupils are consistently mature, polite and courteous in lessons and around the school.
- The headteacher, together with her senior leadership team, has demonstrated a highly successful drive for improvement in achievement, quality of teaching and in the behaviour and safety of pupils since the last inspection.
- The spiritual, moral, social and cultural development of pupils is of excellent quality, underpinned by the strongly promoted ethos of the school.
- Governors know the school exceptionally well and offer high quality support and challenge to school leaders.

### It is not yet an outstanding school because

- There is not enough outstanding teaching, so some pupils, especially those in lower Key Stage 2, do not consistently make rapid and sustained progress, particularly some boys in writing and some girls in mathematics.
- Teachers' marking does not always provide pupils with enough guidance on how to improve. They do not regularly ensure that pupils have read or acted upon comments.
- Although provision in the Early Years Foundation Stage has improved since the last inspection, improvements are not yet fully embedded. Quality of teaching is not consistently good and systems for checking and recording children's progress are not sufficiently secure to enable children to make more rapid progress.

## Information about this inspection

- The inspection team was made up of two inspectors who were both in school for two days.
- Inspectors observed 21 lessons or parts of lessons across the school. Two of these were observed jointly with the headteacher.
- Inspectors looked at the work in pupils' books, heard some pupils read and watched two assemblies.
- Inspectors met with a group of pupils and talked to pupils in lessons, on the playground and as they moved around the school.
- Meetings were held with the headteacher, other senior leaders, the Chair of the Governing Body and a foundation governor, and inspectors spoke informally with other members of staff.
- Inspectors took account of the 35 responses to the online questionnaire (Parent View). They spoke to several parents and carers as they brought their children to school at the start of the day. The 19 questionnaires submitted by staff were also considered.
- Inspectors looked at a range of documentation which included: the school's checks on how well it is doing and plans for improvement; observations of the quality of teaching and evidence about how teachers are set targets to improve pupils' progress; minutes of meetings and reports made by the governing body; external evaluations of the school's work written by advisers and consultants; the school's information about pupils' progress; and records relating to safeguarding.

## Inspection team

Angela Konarzewski, Lead inspector	Additional Inspector
Roger Fenwick	Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized, one form entry primary school.
- The majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported by the school at school action is below average, while the proportion supported at school action plus or with a statement of special educational needs is above average. The majority of these include pupils with moderate learning difficulties, behavioural, social and emotional difficulties, and those with speech, language and communication needs.
- The proportion of pupils entitled to support under the pupil premium (which provides additional funding for looked after children, those known to be eligible for free school meals and the children of service families) is below the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Improve quality of teaching so that more is outstanding, especially in lower Key Stage 2 and the Early Years Foundation Stage, in order that all pupils achieve to the best of their ability, by:
  - giving teachers regular opportunities to see good and outstanding teaching and making sure they use what they see to improve their own practice
  - ensuring that tasks are always appropriately matched to pupils' differing levels of ability
  - maintaining a brisk pace in all lessons and avoiding spending too long talking to pupils when they could be actively learning
  - making sure that pupils are given time to read, understand and act upon marking and guidance provided by teachers in workbooks.
- Make sure boys and girls continue to narrow the gap between their achievement by providing and planning more contexts in which boys can achieve well in writing and girls in mathematics.
- Accelerate children's progress in the Early Years Foundation Stage progress by:
  - ensuring the systems for checking and recording children's progress in all areas are clear and effective in helping staff to see progress plainly and plan accurately for future learning.

## Inspection judgements

### The achievement of pupils is good

- Achievement overall is good and continuing to improve. Attainment in English and mathematics at the end of Key Stage 2 has risen year on year, especially for the more able pupils, so that it was significantly above national averages in 2012, the highest on record for the school. The 'Secrets of Success' initiative has had a very positive impact on pupils in developing the skills they need to be successful learners.
- While gender gaps are evident in the progress of some boys in writing and girls in mathematics these mirror the national picture. They are beginning to narrow through the school's efforts to address them.
- Children make expected gains in their learning in the Reception class. Opportunities for children to make greater gains are not always capitalised on because information about what they can do and need to do next is not used carefully enough when planning activities.
- Pupils make good progress across Key Stage 1. It slows in lower Key Stage 2, where the quality of teaching is variable, but it picks up again in Year 5 and accelerates in Year 6, so that by the end of their time at the school, pupils' achievement is well above the national average, especially in mathematics, where the higher attaining pupils, most notably boys, do exceptionally well.
- Achievement in reading is also good due to a recent school focus. The very well organised library contains a wide range of books to excite and interest pupils. Reading skills are consistently well developed across the school, beginning with the acquisition of good phonics skills in Reception and Key Stage 1. In the current Year 6 cohort, all pupils are on track to make age-related expectations in reading, with a significant proportion on track to exceed them.
- Disabled pupils, those who have special educational needs and pupils for whom the school receives pupil premium funding also make good progress, and the gap in attainment between them and other pupils has narrowed across the school. Sometimes the rates of progress of these groups, who are perceived to be vulnerable, exceed those of their peers because of the high quality support they receive. Pupils eligible for pupil premium funding attain more highly than their peers nationally in mathematics and English.

### The quality of teaching is good

- Good teaching has contributed significantly to improvements in pupils' achievement by the time they leave the school. Some teaching is consistently outstanding, particularly for pupils at the end of Key Stage 2 where the Year 6 teacher has become an advanced skills teacher in teaching and learning. She models excellent practice in lessons and in her marking of pupils' workbooks.
- Teaching in lower Key Stage 2 and in the Early Years Foundation Stage has improved over the past year. However, it is still too patchy to ensure that all pupils consistently make speedy and sustained progress in all subjects. Tasks are not always well matched to pupils' different levels of ability. Sometimes the whole class is expected to sit on the carpet listening to the teacher for too long and so time for learning is wasted.
- In the Early Years Foundation Stage, progress across all areas of learning is not checked and recorded well enough, with clear dates and annotations for individual children. This hampers the ability of staff to plan activities that will build directly upon children's prior learning effectively.
- In an excellent Year 5 mathematics lesson, pupils made rapid progress in their investigation skills when they were given a range of challenges that were well matched to their different abilities, including those involving bus routes. Similarly, in Year 6, the teacher's excellent subject knowledge enabled her to give clear explanations to solve problems set in the relevant context of shopping in Tesco.
- Involving humour, or having a real purpose and audience for the writing, were particularly motivating strategies, especially for the boys. For example, in Year 2, pupils were planning

imaginative stories about the humorous character, Pudding the Pig, while pupils in Year 3 were drafting well-written letters in response to those received from their pen pals in an ethnically diverse school in Peckham.

- Teaching assistants usually contribute well to the achievement of pupils in lessons and in group work. Individual support programmes and extra help in small groups from teachers as well as teaching assistants are effective in promoting the achievement of groups at risk of falling behind.
- Teachers often mark pupils' work thoroughly, giving good guidance on next steps. However, too often pupils are not given the opportunity to read and implement the teachers' comments, thus missing opportunities for pupils to make progress based on their individual needs.
- One teacher wrote on her inspection questionnaire: 'I am very proud to work here. Everyone works hard as a team; we all really care about the children and constantly strive to be the best and provide the children with memorable learning opportunities.'

### **The behaviour and safety of pupils** are outstanding

- Pupils work together happily and support each other well in this calm, harmonious environment where everyone has a strong sense of being part of the school community. Parents, carers and staff agree. The school's motto, 'The Best That I Can Be' is an aspiration shared by all pupils from the Reception class upwards.
- Pupils report that the 'GREAT' rules, introduced by the headteacher, have had a powerful impact on behaviour which previously was not as good. This, coupled with improvements in teaching, ensures that pupils enjoy their lessons to a greater extent, fostering highly positive attitudes to learning.
- Pupils understand how to keep themselves safe, and they have received regular training in internet safety. Older pupils have experienced some bullying in the past, but they say there is very little now and this is always dealt with effectively by adults. They have opportunities to share any concerns in a secure online facility adopted by the school and through worry boxes, though these are rarely needed.
- The promotion of equality of opportunity is excellent, and pupils say they have not experienced discrimination of any kind. They have particularly benefited from opportunities provided by the link with a school in Peckham, enabling them to develop friendships with pupils from other ethnic backgrounds.
- Attendance is above average, demonstrating that pupils enjoy coming to school.

### **The leadership and management** are outstanding

- The headteacher, ably supported by the deputy headteacher and other senior leaders, has the highest ambitions for the school and she has worked relentlessly to make these a reality since she was appointed four years ago.
- Measures to improve teaching through the management of teachers' performance and target setting have been effective, and teaching overall has improved considerably since the last inspection. Senior leaders continue to strive for improvement and the recently qualified advanced skills teacher in Year 6 has started to train and support colleagues.
- The headteacher checks the progress of individual pupils across the school in great detail and her knowledge about them is thorough. This enables her to hold teachers rigorously to account for the progress of all pupils. Individuals who are not progressing as well as they should are quickly identified and support is immediately put into place. As a result, overall achievement has improved considerably year on year since her arrival.
- The coordinator who manages the support for disabled pupils and those with special educational needs works with outside agencies to involve additional expertise when required. Her observations of the work of teaching assistants are thorough; recommendations for ways in

which they could improve their practice would further enhance their effectiveness.

- Senior leaders have introduced a stimulating curriculum beyond the core subjects that focuses on developing skills and is successfully raising achievement. The key contexts are: community; the environment; spiritual and moral development; and enterprise. A comprehensive programme of enrichment including: visits; visiting speakers, artists and musicians; after-school clubs, including Latin taught by a governor; together with a wide range of musical and sporting opportunities add to pupils' extremely positive attitudes towards the school and learning.
- Parents and carers are overwhelmingly positive about the school and would recommend it. A small minority disagreed that the school is well led and managed. However, inspectors found that leadership and management are excellent, having moved some aspects of the school from satisfactory to good and from good to outstanding in the short space of time since the last inspection in 2011.
- Senior leaders have wisely deployed the services of several educational consultants and an Early Years adviser to assist with improvements. A local authority review dated June 2012, noted that the school leaders' rigour and focus on actions taken have brought about clear improvements.

#### ■ The governance of the school:

- Governors support the headteacher and senior leaders in the ambitious drive for improvement. There is a high degree of commitment and integrity among the governing body. Several governors, including the Chair of the Governing Body, have a background in education and they have a thorough understanding of their responsibilities and statutory duties, which they manage very efficiently. They have a detailed programme of visits to check the school's effectiveness and are able to offer high levels of support and challenge. They are very well informed about pupils' achievement, compare it with that in other schools nationally, and are pleased to see that achievement has improved significantly since the last inspection. They are concerned to ensure that the budget is spent wisely and that all funding, including the pupil premium, is used to maximise the learning and progress of all pupils. Governors know the staff well and are fully aware of strengths and weaknesses, understanding how arrangements to manage staff performance are directly linked to pupils' progress and salaries. They have ensured that safeguarding arrangements are robust and regularly seek support and training to maintain their effectiveness.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118746
<b>Local authority</b>	Kent
<b>Inspection number</b>	405814

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gaye Waters
<b>Headteacher</b>	Cathy Cremin
<b>Date of previous school inspection</b>	16–17 February 2011
<b>Telephone number</b>	01304 374464
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