

Tenterden Church of England Primary School

Recreation Ground Road, Tenterden, Kent, TN30 6RA

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other school leaders have successfully improved the school since the previous inspection.
- Most pupils make good progress throughout the school and are on track to reach improved standards by the end of Year 6.
- Teaching has improved and is now good so that pupils achieve well.
- Pupils enjoy coming to school, as shown by their above-average attendance. They are polite and well behaved and have excellent attitudes to learning.
- Pupils have a good understanding of how to keep themselves safe. They feel they are all treated fairly.
- There are very good relationships between pupils and staff.
- The headteacher leads the school very effectively and has created a strong team of senior leaders and staff who share the ambition and drive to raise standards.
- Regular and thorough checks are made on the quality of teaching and pupils' progress. Leaders quickly identify and support any teaching that does not meet their high expectations.
- The governing body is effective in supporting and challenging the school.

It is not yet an outstanding school because

- There is not enough outstanding teaching and so not enough pupils are making as much progress as they could.
- There are too few opportunities for teachers to share outstanding teaching.
- Some lessons do not provide enough demanding work for more able pupils.
- Standards in mathematics are not as good as they are in English because work is not pitched at the right level for pupils of all abilities.
- Pupils are not always clear about how they can improve their work.

Information about this inspection

- Inspectors observed 17 lessons or part lessons, including four joint observations with the headteacher or deputy headteacher. In addition, inspectors talked to pupils about their work and listened to some pupils read.
- Discussions were held with the headteacher, the deputy headteachers, staff with key leadership responsibilities, groups of pupils, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at a range of documents, including the school’s self-evaluation, the school improvement plan, records of pupils’ progress, monitoring information and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 33 responses to the online Parent View survey and 20 questionnaires returned by staff.

Inspection team

Margaret Coussins, Lead inspector	Additional inspector
Anthony Hayes	Additional inspector

Full report

Information about this school

- Tenterden is an average-sized junior school.
- In September 2012, the school formed a federation with the neighbouring infant school, whose headteacher is now the executive headteacher of both schools. Each school has a deputy headteacher and both schools share the same governing body.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives additional government funding (the pupil premium) is below average but increasing year on year.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school uses no alternative provision.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to further accelerate pupils' progress by:
 - providing more opportunities for teachers to share outstanding practice
 - ensuring that teachers plan work that is demanding enough for those pupils who are more able
 - making sure that pupils are clear about how they can improve their work.
- Raise achievement in mathematics by making sure that work is pitched at the right levels for pupils of different abilities.

Inspection judgements

The achievement of pupils is good

- The learning and progress of current pupils are good in all year groups. Pupils are making up for lost time caused by some weaker teaching in the past and are now making good gains in their learning. They are making better progress as a result of improvements in teaching.
- The school's assessment and progress data indicate that most pupils are on track to reach or exceed the national expectations for their age by the end of Key Stage 2.
- The school has focused particularly on improving writing since the previous inspection and, as a result, achievement in writing is stronger than in reading. Handwriting, spelling and punctuation have improved and pupils' writing is often inspired by good-quality and interesting fiction.
- Pupils' progress in mathematics has also improved with a focus on daily mental mathematics and the introduction of a new mathematics scheme. However, progress in mathematics is not as rapid as it is in English because work is not always as well matched to pupils' abilities as it usually is in English. The school has correctly identified this gap as a continuing priority for improvement.
- Disabled pupils and those with special educational needs make similar progress from their starting points as others. They are mostly supported well by teaching assistants in class lessons in groups or on a one-to-one basis.
- Gaps are now closing between the progress made by pupils eligible for the pupil premium and others in the school. The school has taken a number of steps to make sure they are supported in their academic and social skills with additional help and that they all have equal opportunity to make good progress. However, as with other groups of pupils, progress is better in English than in mathematics.
- Reading is promoted well and pupils enjoy reading class novels that link to their topic work. Pupils learn to use higher-level skills such as inference and deduction to deepen their understanding of characters, plots and settings. Most are confident, fluent readers but there are a few pupils who do not show a secure knowledge of how sounds link with letters, and they struggle to read unfamiliar words.

The quality of teaching is good

- The main focus for the headteacher has been to improve teaching, which is now good and the reason why pupils achieve well. Some outstanding teaching was seen during the inspection but there are too few opportunities for teachers to share this outstanding practice. Relationships between teachers and pupils are very good. Lessons are generally fun and interesting and engage pupils well.
- Where teaching is most effective, teachers have very good subject knowledge and monitor pupils' progress closely during lessons, intervening at appropriate moments to clarify teaching points and expectations. Teachers ask good and searching questions to encourage pupils to deepen and extend their thinking and learning.
- On occasion, however, work is not sufficiently well matched to pupils' abilities and this limits the progress made by some pupils, especially in mathematics. In some cases, even where pupils are set into two ability groups for English and mathematics, work is not always demanding enough for more-able pupils in either of the groups.
- Marking of pupils' work is usually good. Pupils and teachers comment on how well pupils have done in lessons. Sometimes pupils are given excellent opportunities to review each other's work to help them improve their own work, as seen in a Year 6 English lesson. However, while teachers' marking and assessment reflects on how well pupils have succeeded in a particular lesson, it does not always provide enough detail about what pupils need to do for the next steps to further improve the quality of their work.
- Teaching gives pupils many opportunities to work together, which they do well because of their

good behaviour and attitudes.

- Teachers often give timed deadlines to activities so that the pace of learning is good, as seen in a Year 3 lesson on mental mathematics where pupils made rapid progress in using a range of strategies for mental calculation.
- Teaching assistants generally provide good support that is well tailored to meet the individual needs of disabled pupils and those with special educational needs in particular.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school at playtimes and lunchtimes. Records show that this is typical of behaviour over time. Good behaviour makes a significant contribution to pupils' learning and the better progress made by pupils since the previous inspection. In the very few lessons that require improvement, the behaviour of a small number of pupils can deteriorate a little if they lose interest in their work.
- Pupils have excellent attitudes to learning. They work hard and stick at their tasks even if they find them problematic and cooperate very well together. A good example of this was seen when pupils were attempting to accurately measure wiggly lines using bits of string and they helped each other out without being prompted to do so by an adult.
- Pupils are articulate, friendly, polite and kind to each other and adults. They are excellent ambassadors for their school. They are caring and considerate and demonstrate this well when playing in the playground, where they need very little intervention from adults to maintain their good behaviour.
- Pupils spoken to during the inspection say they like coming to school and feel safe. They say they are not aware of any bullying in school and they understand that there are different types of bullying, including cyber-bullying. They are confident to turn to staff should any problems arise and feel that they would take any concerns seriously.
- In the online questionnaire, most parents agree that their children are happy and well behaved and almost all agree that their children feel safe in school.

The leadership and management are good

- The headteacher's expertise and successful track record as headteacher of the federated infant school and her strong and highly effective leadership have ensured that the school has improved since the previous inspection.
- Previous underachievement, as a result of pupils not making sufficient progress from their above-average starting points at the beginning of Year 3, has been turned around and progress is now good, although still a little uneven in mathematics.
- The headteacher and governors have created a strong leadership team that shares, along with all staff, the priorities and ambition for the school. Leaders and managers contribute well to the drive to raise pupils' achievement, and training is effectively devised to develop skills and expertise, for example, to improve pupils' writing skills.
- Senior staff work with class teachers to check pupils' progress frequently and thoroughly. All teachers know they are accountable for pupils' progress as part of the process for setting targets for their professional development. Decisions on career and pay progression are closely linked to how well teachers improve outcomes for pupils in their class and contribute to school improvement. Teachers and senior leaders are set demanding performance and appraisal targets which are now beginning to contribute directly to the school's improvement priorities, particularly in raising standards and accelerating pupils' progress.
- There are high expectations for the quality of teaching. Inadequate teaching has been eradicated. Leaders check on the quality of teaching and learning and provide good support and guidance where improvements are needed.
- The subjects taught give appropriate emphasis to learning basic skills and teachers work hard to

plan opportunities for pupils to use their reading, writing, mathematical and communication skills across different subjects. Visits and visitors to the school enhance pupils' learning and experiences and help pupils to develop personal skills that prepare them well for the next stage of their education. Pupils' spiritual, moral, social and cultural development is promoted well. Close links with the church and the school's ethos of including all pupils and valuing their beliefs, cultures and backgrounds ensure that there are equal opportunities for all.

- Several members of staff now work across the federation, which helps ensure consistency in systems and practice. For example, both schools share the family liaison officer and the inclusion manager, which promotes continuity for pupils and their families.
- The local authority provides highly effective support for the school, especially in helping to focus on the quality of teaching and developing and strengthening leadership skills for new or inexperienced leaders and managers.
- Safeguarding arrangements meet statutory requirements and the systems and procedures are well established and known by all staff.
- **The governance of the school:**
 - Governors know the school's strengths and areas for development and have a good understanding of the data that shows how well the school is doing compared with other schools nationally. The governing body is well organised and structured and challenges the school on its performance and itself on its effectiveness. Governors undertake regular training to develop their roles. They provide experienced and valued support for the school and are fully committed to sustaining the improvement in pupils' achievement. They have a good understanding of the quality of teaching. They check teachers' performance and ensure that the salary structure is closely linked to pupils' progress. They have a good knowledge of the use of additional funding of the pupil premium, agree how it is to be spent and monitor the impact of spending decisions, particularly through the progress and achievement committee.

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

Unique reference number	118671
Local authority	Kent
Inspection number	405806

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mike Wells
Headteacher	Gillian Guthrie
Date of previous school inspection	28–29 June 2011
Telephone number	01580 763717
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Email address	headteacher@tenterden-junior.kent.sch.uk

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