

# Repton Manor Primary School

Repton Avenue, Ashford, Kent, TN23 3RX

**Inspection dates** 11–12 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children are educated well in the Early Years Foundation Stage. They make good progress and are well prepared for Year 1.
- Pupils in all classes make rapid progress in reading, writing and mathematics.
- Most teaching is at least good and some is outstanding across the school. Pupils learn well and progress quickly during most lessons because of lively, knowledgeable and engaging teaching.
- Pupils demonstrate a substantial love of learning and very positive attitudes towards school. Their behaviour is excellent. Pupils are cared for and nurtured very well and feel safe and happy in the school.
- The headteacher, other leaders and governors have very high expectations of pupils and teachers. Strong leadership has ensured the establishment of a high quality, effective, cohesive and happy school in a very short period of time.

### It is not yet an outstanding school because

- Pupils' results in reading, writing and mathematics at the end of Key Stage 2, at broadly average, are not high enough.
- Not enough pupils reach above-average levels in writing.

## Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, nine lessons and pupils' behaviour at lunchtime and in the playground. Eight lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, two members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including supervision and support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents including plans for what pupils will learn in each subject, plans for the school's future development and use of funding, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning and the quality of teaching are checked, and external reports on aspects of the school's work.
- The views of parents and carers were taken into account through taking note of the 62 responses to the online Parent View survey and discussions with several parents at the beginning and end of the school day.
- Staff views were taken into consideration by looking at questionnaires completed by 14 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector	Additional inspector
Susan Senior	Additional inspector

## Full report

### Information about this school

- The school is a smaller-than-average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is in line with the national average. This extra money is provided for children in local authority care, children with a parent in the armed services and those known to be eligible for free school meals. There are 17 pupils with a parent in the armed forces and one pupil in local authority care currently on roll. There were very few eligible pupils who sat national tests at the end of Key Stage 2 in the previous academic year.
- The proportion of disabled pupils and those with special educational needs supported through school action and at school action plus is lower than the national average. There are five pupils with statements of special educational needs currently on roll. Some pupils have speech, language and communication needs, whilst others have behavioural, emotional and social difficulties or other needs.
- The large majority of pupils are of White British heritage.
- The school is adjacent to a nursery, which is not managed by the school. The nursery was not included in this inspection.
- Children in the Early Years Foundation Stage have two Reception classes provided for them.
- The school opened on 10 September 2012.

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

- Improve results at the end of Key Stage 2 so that an even higher proportion of pupils reach Level 4 or better in reading, writing and mathematics.
- Ensure a greater proportion of pupils achieve results at the higher levels in writing.

## Inspection judgements

### The achievement of pupils is good

- All groups of pupils in all classes across the school make faster-than-expected progress across the whole range of subjects. The vast majority of pupils who have joined the school from other schools make faster progress than they did previously. These are the key reasons why the achievement of pupils is good.
- Most children start school with skills expected for their age. They make good progress whilst in the Early Years Foundation Stage and are well prepared for Year 1.
- Results of national screening in phonics (linking letters to the sounds they make) are in line with those found in most other schools.
- Pupils' attainment in writing is lower than in reading and mathematics. This is a key reason why the achievement of pupils is not outstanding. The achievement of pupils in the school remains good despite relatively low results at the end of Key Stage 2. These results reflect the gaps in pupils' attainment and experience before the pupils joined this school.
- Pupils receiving support through the use of pupil premium funding, disabled pupils and those with special educational needs make progress in line with that of other pupils in the school. This is because they are given teaching tailored to meet their needs.
- Pupils take care about the quality and presentation of their work. This is because of teachers' high expectations and the clear advice teachers offer to pupils about the quality and appearance of their work.
- The very large majority of parents who left an opinion for the inspectors thought that their children made good progress in the school.

### The quality of teaching is good

- Most teaching across the school is good, with some that is outstanding. There is no inadequate teaching in the school. Pupils make rapid progress in all classes as a result. This is why the quality of teaching is good. However, teaching has not yet led to high enough results for pupils at the end of Key Stage 2, which is why the quality of teaching is not judged to be outstanding.
- The best teaching features very high expectations of pupils' learning and behaviour. Pupils are given lively, exciting teaching that engages and challenges them and makes them think. For example, one outstanding Year 5/6 English lesson about features of posters contained links to the topic of Anne Frank and encouraged pupils to consider ethical issues about prejudice.
- Teachers have strong knowledge of the subjects that they teach. They guide pupils well and give them good opportunities to appreciate and explore specific aspects of the subjects that they study. Lessons engage pupils through good links to pupils' real lives and interests. For example, one good Year 3/4 mathematics lesson absorbed pupils by applying their knowledge of addition and subtraction to problems about shopping for Christmas presents.
- The very small amount of weaker teaching is the result of teachers not having planned enough opportunities for pupils to make use of, and practise, what they have learned and this sometimes restricts progress.
- Teaching in the Early Years Foundation Stage is of high quality. Resources and the indoor and outdoor classrooms are attractively presented and well used. Children are given very good opportunities to practise and apply their developing skills in reading, writing and mathematics. Staff listen and respond to pupils well and help them to make discoveries that develop their learning.
- Teachers ensure that pupils know what their targets are and give them good advice about how to improve their work. Pupils' books contain marking that gives pupils clear guidance and good opportunities for self-evaluation.
- Teaching assistants are used well to support the learning and inclusion of individuals and groups

of pupils with particular needs. Teaching assistants use questioning well to develop pupils' learning.

- Homework is absorbing, thorough and challenging. Pupils are given a range of stimulating and purposeful activities to choose from, along with enough time to get the most out of the tasks that they complete.
- Pupils interviewed by the inspectors said they found their lessons challenging and fun. They praised their teachers for offering support and making lessons interesting.
- The vast majority of parents who responded to Ofsted's online survey think that their children are taught well.

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

- Pupils consistently demonstrate great enthusiasm for learning and talk about their learning and achievements with pride and delight. Pupils' very high expectations of their own learning and behaviour contribute to their rapid rates of progress. This is why the behaviour and safety of pupils are outstanding.
- Pupils' behaviour in lessons, in the playground and when travelling around the school is very good. Pupils are very courteous, considerate and well mannered, and work and play happily and cooperatively with each other. This was witnessed within lessons and during morning and lunchtime breaks. No low-level disruption was witnessed during any lessons.
- Relationships between pupils and adults and pupils and other pupils are excellent. Staff and pupils act with obvious respect for each other at all times. Staff interactions with pupils demonstrate a very caring and inclusive attitude.
- Pupils are taught how to keep themselves safe, especially when online and in the outside world. They understand different types of bullying and are well prepared to deal with situations where bullying might arise. Pupils are confident that there is no bullying in the school and are confident that staff would successfully deal with any that might arise. Their opinion is supported by the school's records on behaviour.
- The school operates a highly effective behaviour management system that encourages pupils' excellent attitudes towards learning. 'Achievement' assemblies are used very effectively to reward good learning and high-quality work. Careful monitoring of behaviour and the promotion of very high behavioural expectations ensure an excellent climate for learning at all times.
- Pupils enjoy school immensely. Attendance is higher than that found in most other schools.
- Parents and staff are very positive about behaviour and raise no serious concerns. All staff and the vast majority of parents who expressed an opinion thought that behaviour in the school was of a very high standard and well managed. Several parents offered the inspectors testimony about how their children's behaviour and attitudes to learning had improved since joining the school.

### **The leadership and management** are good

- The headteacher, senior and middle leaders and governors have very high expectations and aspirations for the school. Leaders ensure that all staff share these aspirations and work together as a unified, effective and cohesive team to ensure high standards of provision for pupils. This is a commendable achievement in the very short period of time that the school has been open, and a key reason why leadership and management are good. However, pupils' results at the end of Key Stage 2 are too low, which is why leadership and management are not outstanding.
- Senior leaders keep thorough and reliable records of the quality of teaching and its impact upon pupils' learning and progress. As a result, the school's evaluation of its strengths and priorities for development is accurate and well judged.
- The school's development plan demonstrates the high ambition that the headteacher, other

leaders and governors have for the school. Actions designed to bring about improvement are identified with precision and the school is clear about how success will be judged.

- Performance management is rigorous and informed by regular scrutiny of lessons and pupils' work. Teachers are set challenging targets relating to improvements in the quality of teaching and in pupils' results and progress. Decisions about possible pay awards to staff are explicitly linked to consideration of teachers' performance and their success in meeting their targets. Teachers' professional needs are identified and teachers are given training and other support to help them meet their targets.
- The school's curriculum is vibrant and exciting. Pupils explore absorbing topics, such as 'Superheroes', 'Globe-trotters' and 'May the Force be with You'. These topics contain considerable opportunities for learning across a range of subjects, including religious education, geography, history and science, which is focused upon well. The school offers very good opportunities for pupils' spiritual, moral, social and cultural education, such as cooking for the whole school and working to support a local care home. Equality of opportunity is promoted well and the school actively works against discrimination.
- Pupils' engagement in sports and physical education is promoted strongly through careful use of sports premium funding, which is used to develop teachers' skills in this area and enhance pupils' experience, especially in swimming.
- Pupil premium funding is spent on tailored support designed to meet individual pupils' needs. This support has led to improved attendance and fast rates of progress made by eligible pupils.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The local authority has offered strong support to the school. It has given training to teachers and governors and checked the quality of pupils' work. The local authority also helped ensure that the school had an accurate picture of pupils' starting points when pupils joined the school.
- The vast majority of parents who left an opinion for the inspectors thought that the school was well led.
- **The governance of the school:**
  - The governing body is effective. Governors have a thorough understanding of data about pupils' progress and offer high levels of challenge about pupils' achievement, the quality of teaching and other aspects of the school's work, such as safeguarding. Governors set the headteacher performance management targets that reflect the key priorities and high expectations of the school. They scrutinise school finances carefully, including the use and impact of pupil premium and sports funding. Their impact on the school's drive for improvement is very good.

## 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>	137806
<b>Local authority</b>	Kent
<b>Inspection number</b>	428941

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wayne Wills
<b>Headteacher</b>	Matthew Rawling
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01233 666307
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