

# Regis Manor Primary School

## Inspection report

---

<b>Unique Reference Number</b>	136794
<b>Local Authority</b>	Kent
<b>Inspection number</b>	384724
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Peter McGregor

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	356
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eileen Hargreaves
<b>Headteacher</b>	John Day
<b>Date of previous school inspection</b>	24 June 2008
<b>School address</b>	Middletune Avenue Sittingbourne ME10 2HT
<b>Telephone number</b>	01795 472971
<b>Fax number</b>	01795 472916
<b>Email address</b>	office@regis-manor.kent.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	7–8 July 2011
<b>Inspection number</b>	384724

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 19 lessons, taught by 15 teachers. Meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at school improvement plans, assessment data, safeguarding documentation and procedures, curriculum planning and governing body minutes. The team received and analysed questionnaires completed by 115 parents and carers, and others by staff and pupils. At the time of the inspection, many Year 6 pupils were out on visits to their new secondary schools.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is attainment, which has been low, showing signs of improvement, particularly for groups of pupils and in the context of high pupil mobility?
- Do school procedures have sufficient impact on raising pupils' attendance?
- How effective is the use of the school's tracking procedures in identifying and supporting underachieving pupils?

## Information about the school

Regis Manor is a larger than average-sized primary school with integrated nursery provision. A few weeks prior to this inspection, it became part of a local Academies Trust which includes one secondary and another primary school. A below average proportion of pupils speak English as an additional language. The proportions of pupils known to be eligible for free school meals and of those with special educational needs and/or disabilities are above average. Needs, which relate predominantly to behaviour, social and emotional issues, also include moderate learning difficulties and physical disability. The school has lower than average proportions of pupils with a statement of special educational needs and those with a minority ethnic heritage, although the proportion of Travellers is above average. The numbers who join or leave the school other than at the normal times represent higher than average mobility of pupils. Recent awards include Healthy Schools and International Schools.

**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

Regis Manor is a good and improving school. It strives to achieve the vision that 'all attain high standards but without losing sight of the whole child'. Building on strengths identified in the previous inspection, pupils' personal development and behaviour, and the quality of care, guidance and support, are now outstanding. Parents and carers, now much more involved and better informed, report that they are exceptionally pleased with the school. Pupils reiterate this, saying that they 'love this school' and 'I enjoy nearly everything about school.' Children make an effective start in the Early Years Foundation Stage. The staff team provides an exciting and stimulating environment in Nursery and Reception classrooms and outside areas, which facilitates learning. Pupils' attainment at age 11 has improved steadily over the past four years, to a broadly average level in English and mathematics. Progress is good for all groups because of effective teaching and thorough tracking of individual pupils' achievement, with associated successful intervention.

Pupils feel safe, attend regularly and appreciate what the school provides for them, from the wide range of exciting extra-curricular activities to the connections with a school in France and the good quality of academic support they receive. Pupils and staff value the straightforward 'golden rules'. Supervision is thorough and pupils, although very lively, behave extremely well, which contributes to their learning. The exceptionally strong caring ethos provides the environment through which pupils learn to distinguish between right and wrong, to think about the consequences of their actions on others and to value differences.

Pupils are attentive listeners, keen to participate. At times their spoken English lacks accuracy and this is not always corrected, which restricts progress. Teachers and support staff know their pupils very well, plan effectively to meet their needs and work together as a team. Although past shortcomings in the quality of teaching have been reduced, through sensitive leadership and support, some inconsistencies remain. Progress slows occasionally in lessons when pupils are unclear as to what is expected of them or teachers do not question widely to gauge all pupils' understanding. The curriculum has good breadth. Specialist teaching, for example in mathematics, and classes set by ability in both English and mathematics, contribute well to the drive for higher attainment. Some timetabled sessions are too long for pupils to maintain a good pace of work. Insufficient monitoring takes place to ensure that planning is efficient and implemented and this leads to some variation in practice.

Partnerships with parents, carers and external agencies are good, as is the promotion of equality of opportunity. Pupils of all backgrounds get on very well together. Effective internal systems and the use of other agencies have been instrumental in improving attendance. Governance is strong but sensitive, fully aware of its role in shaping the school and holding senior leaders to account. Governing procedures are in transition as

**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

new academy arrangements are established. Senior and middle leaders are approachable and effective, carrying out self-evaluation accurately and working hard to maintain the momentum for improvement. Steady development over several years, good teaching and progress, and extremely positive views of parents and carers, pupils and staff, indicate the school's good capacity for sustained improvement.

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

- Raise attainment in English and mathematics through:
  - consistent correction of pupils' spoken English
  - using specific targets to increase the pace of learning, particularly in mathematics.
- Improve the consistency of teaching and learning by ensuring that teachers:
  - question pupils' knowledge and understanding more rigorously
  - raise expectations of what all pupils can achieve.
- Make best use of available curriculum time through:
  - more efficient timetabling of class activities
  - monitoring teachers' planning to ensure that intentions are implemented.

## Outcomes for individuals and groups of pupils

**2**

When pupils join Nursery or Reception, their skill levels are well below age-related expectations. They make good progress and their attainment by the age of 11 is broadly average. Pupils' work and school assessment records, which identify the success of different groups, such as Travellers, the gifted and talented and those with special educational needs and/or disabilities, show clearly that all are achieving well. Pupils succeed because the large number of teaching assistants support teachers well in meeting the needs of underachieving pupils and those whose circumstances make them vulnerable. The grouping of Years 3 to 6 into classes of similar ability in English and mathematics is proving to be a positive factor in pupils' rates of progress. Early morning guided reading in all classes is also proving particularly helpful in raising standards of literacy, although pupils' regular use of non-standard English is not always corrected. Years 3 and 4 pupils in one such session made rapid progress and showed great enjoyment in learning, as focused teacher intervention extended their knowledge of difficult phrases such as 'autumn cheer'. Pupils who join the school other than into the Reception Year are tracked and supported with the help they need to succeed. Some of those who join the older classes, and take some time to adjust to the expectations of staff, do not attain expected levels.

Pupils' attendance is above average and has much improved in the past year. Pupils see the school as a great place to be, where lessons are fun, they feel safe, and staff and pupils get on together exceptionally well. Behaviour in lessons and around the school is outstanding. Pupils are lively and energetic at break times, but also obedient and thoughtful, responding quickly to advice and instructions. The few instances of bullying are dealt with quickly and resolved. Many pupils appreciate the importance of a healthy lifestyle. A large majority take part in extra-curricular sport and most heed the school's

**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

advice about the importance of eating a wholesome lunch. Pupils value the school council, knowing that their voices are heard. They take responsibilities seriously, responding to the slogan 'buddies not bullies' by showing friendship to anyone who is upset or feeling alone. Above average attendance, positive attitudes and broadly average skills in literacy, numeracy and information and communication technology (ICT), prepare pupils satisfactorily for their next stage. Their outstanding spiritual, moral, social and cultural development is apparent in their care for one another, reflective responses in assemblies and lessons, and their understanding of the differences between people. During the inspection, pupils' imagination was captured by a visiting storyteller, an expert on Travellers, who helped them to confront prejudices as he discussed the background and culture of this minority ethnic group. Year 5 pupils talked enthusiastically about their time at a French school and the expected reciprocal visit of French pupils later in the year.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

**How effective is the provision?**

Teaching has strengths in staff subject knowledge and the high quality relationships which are generated in every class. Teaching assistants are well trained and effectively deployed. The presence of a team of adults in each class, to whom pupils can turn for help, has a significant impact on maintaining rigour in learning. Work is well planned, with motivating starter activities, such as a competition in Year 2, adding pace to a number bonds exercise. In the large majority of lessons, pupils soon become engaged in challenging

**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

tasks that foster their understanding. Teachers try to build new learning on what the pupils already know. Targets in some lessons are insufficiently clear, more so in numeracy than literacy, which means the pace of work falls away. On occasion, teachers' requests for answers centre too much on confident pupils keen to respond, rather than quieter, more reflective individuals. At six times during the year, each pupil's progress is thoroughly reviewed and adjustments made where necessary to ensure that teaching and learning are effective.

The curriculum provides a broad range of experiences, well matched to pupils' needs. Literacy and numeracy appropriately have a strong focus and pupils have frequent opportunities to develop ICT skills. Recent changes, such as moving assembly time to accommodate guided reading, have had a positive impact on improving literacy skills. Teaching by visiting academy secondary staff enhances pupils' experience, for example in mathematics and computer-aided animation. The range of extra-curricular activities is outstanding, with many sports clubs and sessions which include art, music and gardening. All teaching staff provide one or more club each week. Visits, including to a working farm, and involvement in a master chef competition, enhance the quality of provision. Individual class timetables indicate that the best use is not always made of the available time. Some extended sessions result in reduced pace and lower expectations.

The quality of care, guidance and support is exceptional because the school responds successfully to the various needs of pupils. A strong ethos of inclusion pervades all aspects of school life, with excellent examples of work with different groups and reaching out to all families to maximise individuals' chances of success. Staff and governors show tenacity in following up referrals to social and education welfare services, so that everything possible is done to secure pupils' welfare and education. Pupils new to the school at any stage are very well inducted. Transfer to secondary schools is well organised, involving staff from each institution, and pupils appreciate the effort made to suit their needs, both academically and socially. Improved procedures for increasing attendance have had a significant impact. These include parent newsletters highlighting the positive connection between attendance and achievement, a rewards system for pupils including the 'attendance bear', medals and vouchers, and sanctions when necessary.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	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>1</b>

## How effective are leadership and management?

The headteacher, supported by other senior leaders, has built a strong foundation for further improvement. The sense of drive, common purpose and caring ethos have resulted in a climate where constructive criticism is valued and acted upon. Pupils' attainment and

**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 rate of pupils' progress have increased as tracking of attainment is rigorously analysed. The school strives to maintain equality of opportunity and outcome by focused support for any group where differences are identified, such as those for whom English is an additional language. Any racial or discriminatory behaviour is dealt with rapidly and with great care. A self-review conference at the start of each school year involves governors, teachers, support staff, parents and carers in shaping both a well-constructed school development plan and a plan for raising attainment, which focuses well on literacy and numeracy. The quality of teaching and learning is effectively monitored through frequent lesson observations and scrutiny of pupils' books. Good training, mentoring and coaching have led to improvements, although teaching is not yet consistently good. Teachers' planning is not reviewed sufficiently to ensure a balanced coverage of areas of learning in all classes.

The school has worked extremely hard at engaging parents and carers and questionnaire outcomes indicate great success. Additional interim reports on progress were introduced in response to parental comments. Partnerships with agencies are good, and links with other schools in the Academies Trust are a growing strength. Safeguarding procedures are good with appropriate policies, training and risk assessments. Community cohesion is promoted very well and includes, for example, email links with an African school. The governing body knows the school well and carries out statutory duties with great care. It has monitored progress in priority areas and maintained the school's determination to achieve its vision. Rising attainment, pupils' good progress and a core principle of responding effectively to individual needs indicate that the school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	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>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**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

## Early Years Foundation Stage

From well below average starting points, children make good progress in Nursery and Reception classes, attaining levels broadly at age-related expectations by the start of Year 1. The proportions of children reaching this level have grown considerably over the past three years. Strengths are in children's personal and creative development. Mathematical awareness, including problem solving, and children's sentence structure are relative weaknesses and a current focus for development. Behaviour is good. Children collaborate well with each other and with staff, showing a keenness to learn, for example when reception children enjoyed a problem-solving team game using the interactive whiteboard. Children have many experiences which facilitate imaginative use of language both indoors and in the outside areas. Children are happy and safe as a result of high quality care and the learning experiences provided. Safety signs, for example, when crossing the road, raise their awareness of this important aspect of growing up. Healthy living is supported well through a focus on hygiene and the provision of good quality food.

Curriculum planning and assessment systems are effective. A good balance of child-initiated and adult-directed work meets children's needs, including those with any additional needs. Pupils with physical disabilities are particularly well supported and integrated. Effective teaching strategies promote learning well, such as modelling of initial letter sounds which enable children to spell and write simple words and their names. Assessment includes systematic checks of progress in each learning area, with consequent support directed to children's areas of greatest need. A detailed and useful action plan, with key priorities for improvement, reflects good leadership and management. Working relationships with parents and carers are very good.

*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:	2
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

Almost all parents and carers responding to the questionnaire about the school said how pleased they were with their children's experiences, how much their children enjoyed school, how good the teaching and progress are, how well informed they are about their children's progress and the excellent quality of support provided. Responses were nearly as high in all other areas in the questionnaire. This overwhelmingly positive picture is endorsed by inspectors, modified only in that teaching and progress are not currently good in every class in the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Regis Manor 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	68	36	31	1	1	0	0
The school keeps my child safe	69	60	40	35	3	3	2	2
My school informs me about my child's progress	60	52	54	47	1	1	0	0
My child is making enough progress at this school	62	54	51	44	1	1	0	0
The teaching is good at this school	74	64	40	35	0	0	1	1
The school helps me to support my child's learning	67	58	46	40	2	2	0	0
The school helps my child to have a healthy lifestyle	66	57	43	37	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)	55	48	53	46	0	0	2	2
The school meets my child's particular needs	64	56	46	40	4	3	1	1
The school deals effectively with unacceptable behaviour	52	45	54	47	5	4	2	2
The school takes account of my suggestions and concerns	39	34	69	60	4	3	2	2
The school is led and managed effectively	64	56	45	39	4	3	1	1
Overall, I am happy with my child's experience at this school	71	62	41	36	3	3	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



10 July 2011

Dear Pupils

**Inspection of Regis Manor Primary School, Sittingbourne ME10 2HT**

Thank you for the very warm welcome you gave us when we visited your school. We really enjoyed talking with you about it.

Regis Manor is a good school where you make good progress and achieve well. Standards have been improving steadily over several years and your attainment is broadly average by the age of 11. Children in the Nursery and Reception classes make a good start because the staff provide lots of opportunities to do interesting things. Your attendance is above average. This is good as it is much improved on earlier years, which is helping you to achieve more. You told us how safe you feel and how you really enjoy being at school because everyone cares so much about each other. The wide range of clubs and activities, particularly sports, are very popular. Your behaviour is excellent and you told us how important it is to follow the golden rules of the school. You listen carefully in lessons and concentrate because you are keen to learn.

Teachers work hard to make tasks enjoyable and suited to your needs and this helps you to make progress. We think you could all do even better if a few things were changed, such as how the subjects you are taught each day are arranged to make best use of time. Some of you do not speak as accurately as you could so we have asked the teachers to help you improve your spoken English. This will help you in all your subjects. We have also suggested that your progress would be faster at times if you were given clearer targets to work towards and questioned more widely about what you have understood.

Your headteacher knows what to do make the school even better and he is very well supported by all the staff and the governors. Thank you again for all your help and kindness to us.

Yours sincerely

Peter McGregor

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**