

Nonington Church of England School

Church Street, Nonington, Dover, Kent, CT15 4LB

Inspection dates 6–7 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Excellent leadership from the headteacher has secured rapid improvements in pupils' achievement and quality of teaching.
- Achievement is good overall because most pupils make at least good, and some make outstanding, progress from a range of different starting points.
- Teachers regularly check throughout a lesson how pupils are progressing.
- Mathematics is taught effectively and standards are rapidly improving.
- Disabled pupils and those who have special educational needs achieve well and make progress in line with their peers in all areas of learning.
- Behaviour and safety are outstanding. There is a shared understanding of respect for each other. Pupils say they feel safe and are well looked after by the adults in the school.
- Governors are supportive, as well as challenging the actions taken.
- Children have a good introduction to school in the Early Years Foundation Stage. The strong focus on developing speaking and listening skills makes sure they are well prepared for Year 1.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching. For some pupils, work is not always challenging enough to meet their individual needs.
- Teachers do not always provide enough guidance to pupils on how they can improve their work or to respond quickly to the feedback they are given.
- The resources in the outdoor space for children in the Early Years Foundation Stage are limited and restrict the opportunities for children to maximise the space available.

Information about this inspection

- The inspector observed seven lessons, of which several were observed jointly with the headteacher. In addition, several short visits were made to lessons including pupils being taught by teaching assistants, as well as two learning walks, one with the headteacher.
- The inspector also watched two assemblies, including one in the village church.
- The inspector heard children read from Years 2 and 6 and looked at pupils' workbooks.
- Lunch and break times were used to talk to pupils around the school and a meeting was also held with the debating group.
- The inspector held meetings with governors, staff and two representatives from the local authority. These meetings included discussions about the analysis of data, documented information and records provided by the school, this included records monitoring the quality of teaching, tracking pupils' progress, as well as documents relating to safeguarding children.
- Questionnaires were analysed from 12 members of staff.
- The inspector took account of the responses of 12 parents to the online Parent View questionnaire during the inspection. The start of the school day was also used to meet with some parents.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- Nonington Church of England School is smaller than the average-sized primary school. All pupils are taught in mixed-age classes.
- The proportion of pupils supported through school action is above average and the proportion supported by school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for pupil premium, which is additional government funding for specific groups including those known to be eligible for free school meals, is just below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is very proud of its Investors in People Gold award and the grant achieved by the children for £200 of sports funding.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that all pupils, including the most able, make rapid and sustained progress by:
 - increasing the level of challenge especially for the most able pupils
 - using marking consistently well across all subjects in order to provide further guidance for pupils so they are clear on the next steps.
- Develop the outside environment for children in Reception class to provide an effective learning space, to give the children a choice of resources and whether to learn inside or outdoors.

Inspection judgements

The achievement of pupils is good

- The small numbers of pupils in each year group mean comparisons with national averages are not reliable. Careful consideration and evaluation of individuals' progress shows that pupils achieve well.
- Children join the Early Years Foundation Stage with skills and abilities below those expected for their age. Children enjoy learning and using a range of activities found within the classroom and, to a lesser degree, in the outdoor classroom. They make good progress because staff understand their needs and, as a result, children are more confident and better prepared to start Year 1.
- Attainment has been rising year on year. Progress has improved in mathematics as this is where the school has been directing its work since the last inspection.
- Progress from Year 1 to Year 6 is good. Attainment reflects a rising trend throughout the school. Results of national tests support this rise, with the exception in Year 6 in 2013 which dipped. This unexpected downturn was caused by a sickness bug throughout the school during the week of the tests, and the school was closed to be deep cleaned.
- Reading is a strength. Letters and sounds are taught well. Pupils read confidently and with understanding. They enjoy reading from a wide range of texts.
- The curriculum provides additional opportunities for pupils to develop their literacy skills, in a variety of different forms, for example through the creation of storyboards in Class 2.
- Disabled pupils and those with special educational needs make good progress. The school is very aware of the needs of these pupils and makes sure that the necessary support is put in place to enable them to succeed in their learning.
- Pupils known to be eligible for pupil premium funding make good, and some make outstanding, progress, outperforming other pupils in the school and similar pupils nationally because of the quality of the support they receive. The success of this strategy means that there is no attainment gap between these pupils and others.

The quality of teaching is good

- Teaching over time is consistently good. Teachers make sure that pupils know what they are expected to learn. Teachers make good use of the rigorous tracking systems to set targets and to check on pupils' progress.
- Teaching assistants contribute well to pupils' learning. They work closely with teachers and understand pupils' needs. They use their skills to support, as well as to encourage, pupils to work independently.
- Teachers and teaching assistants work effectively to support pupils with special educational needs in the classroom and in small groups or one-to-one sessions, and adjust their work so that they make good progress. This enables them to make similar progress to others in the class.
- Warm relationships and consistently applied routines help children settle well in the Early Years Foundation Stage.
- Teachers encourage pupils to work with each other and to discuss their ideas. This helps pupils learn to tolerate and accept each other's opinions and promotes their moral and social development effectively.
- Pupils say lessons are fun and they enjoy the work they do. Class 3 spoke with enthusiasm about the work describing an alien, enjoying the opportunity to use creative and descriptive language.
- Teachers have good subject knowledge and question pupils well to assess their understanding and improve their learning. However, they do not always make use of extra questions to increase the challenge or probe pupils' deeper thinking, and this can sometimes limit progress of

the more able pupils.

- When lessons are less challenging, activities are not sufficiently well linked to what individual pupils can do well. Sometimes more able pupils are given work that is too easy for them.
- The quality of marking and feedback pupils receive does vary. In English, pupils are given more guidance on how to improve their work, but this is less common in mathematics.

The behaviour and safety of pupils are outstanding

- Pupils have an excellent attitude to their learning, they say they really enjoy school and are highly enthusiastic about their lessons and what they are learning.
- Relationships across the school are very strong. Pupils interact well with each other and staff. They behave exceptionally well, both in lessons and around the school. They are extremely well mannered and friendly. Pupils manage their behaviour well and like the opportunity to take on roles of responsibility; this was evident in the assemblies observed during the inspection.
- Pupils feel very safe in school. They recognise different forms of bullying, such as name calling and cyber bullying, and report there is no bullying in the school.
- Pupils are aware of issues surrounding personal safety, including the safe use of the internet.
- Pupils recognise there is always someone in school to turn to if they have any concerns.
- Attendance has improved and is now in line with national averages, with little variation between groups. The family liaison officer works extremely well with families to ensure pupils are in school.
- Pupils' social and personal development is central to the school's values of 'working together as a family'. Several children described the school as a big family, caring for each other. Relationships extend to the local community with children visiting elderly residents throughout the year, including the giving of annual harvest gifts.
- Parents and carers agree with the children's view about the caring ethos of the school.

The leadership and management are outstanding

- The headteacher's successful determination to drive the school forward is shown in the many improvements that have been made at the school. The headteacher is supported by staff and an active governing body. There is a shared commitment to make the school outstanding.
- A culture of rapid and sustained improvement has been achieved by a rigorous tracking system and regular monitoring of progress the pupils are making. The headteacher regularly checks the progress of pupils in lessons and in their books. The good achievement of all pupils from their individual starting points indicates the school's highly effective and true commitment to the promotion of equality for all.
- An accurate self-evaluation means that areas for development can be monitored and evaluated in relation to pupil progress. The document has been produced with the support of the governors, who in turn regularly evaluate the progress made.
- The school's curriculum provides a wide range of opportunities for pupils to extend their experiences of the local and wider community. The opportunity to participate in visits, as well as having visitors contributing to the curriculum, is an area the pupils really enjoy and appreciate. The outdoor area for Reception children lacks resources, limiting the chances to learn outside.
- Pupils' spiritual, moral, social and cultural development is at the heart of the school and central to the curriculum, helping pupils understand their rights and those of others. During the inspection an assembly was observed when children had the opportunity to discuss the importance of Remembrance Day.
- An additional range of activities is provided to further enhance pupils' experiences after school, for example a debating club and sports for all. During the inspection, children had the opportunity to debate the value of Ofsted inspections. The additional primary school sport

funding is being used to invest in a sports coach to promote physical education, both during lessons and after school.

- The pupil premium funding is used effectively to employ additional staff to implement specific interventions to in turn lead to a positive impact on standards for those pupils.
- The school enjoys productive links with the local authority, which supports the school well, including moderation of work and shared lesson observations. The headteacher and governors speak highly of the support received from the local authority.
- A rigorous programme to check on the quality of teaching and well-focused professional development has ensured considerable improvement in the achievement of all pupils. These include an effective and systematic programme to manage performance of staff, including setting challenging objectives relating to pupil progress and the school development plan, as well as opportunities for staff to develop their teaching expertise. Governors are kept well informed about this process.
- The school's arrangements for safeguarding of pupils meet statutory requirements and demonstrate good practice.
- **The governance of the school:**
 - The governing body has a clear knowledge of the school's strengths and what it needs to do to keep improving. It provides effective support and challenge. The governing body is very clear on the targets for the school and how these can be met. Governors have a good understanding of the school including the management of teachers' performance and the implementation of Teachers' Standards and how they affect salary progression. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. The range of expertise within the governing body enables close monitoring of, for example, the financial position of the school. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding the headteacher to account. The governing body fulfils statutory duties, such as safeguarding requirements.

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	118688
Local authority	Kent
Inspection number	427330

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	70
Appropriate authority	The governing body
Chair	Michael Edinberry
Headteacher	Tobin Wallace-Sims
Date of previous school inspection	18 March 2011
Telephone number	01304 8405292
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