

# Regis Manor Primary School

Middletune Avenue, Milton Regis. Sittingbourne, Kent, ME10 2HT

**Inspection dates** 11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Regis Manor is a good and rapidly improving school, where pupils make good progress, are happy, well cared for and work hard.
- The school is bright, welcoming and orderly. The quality of displays is high, especially in the Nursery and Reception classes.
- Pupils achieve well throughout the school. Groups of pupils make equally good or better progress because they are taught well and are well supported by teaching assistants.
- Teachers have very good relationships with pupils. They work well together to plan lessons that help all pupils make good progress.
- Pupils have extremely positive attitudes to learning and always try their best. Their behaviour in lessons and around the school is exceptionally good. They feel very safe.
- The new headteacher is a strong leader, who is very well supported by the inspirational executive and advisory headteachers from the Academies Trust. Together, they have created a culture of high expectations, which all staff live up to.
- The Academies Trust has provided highly effective support to the school. As a result, leaders and managers, including governors, have led rapid improvements in achievement and teaching.
- Governors know the school very well and carefully check how well it is doing. They, together with the Trust, are rigorous in holding senior leaders to account.

### It is not yet an outstanding school because:

- Pupils have too few opportunities to use their mathematical skills to solve a range of problems or investigations.
- Pupils develop good reading and speaking skills but they do not always make links between these and their writing, so their attainment is lower in this subject.
- More-able pupils sometimes have work that is too easy for them so they do not always reach the highest levels of attainment.

## Information about this inspection

- The inspectors observed 24 lessons and saw all of the teachers in a range of subjects and year groups, including the Early Years Foundation Stage. They watched an assembly and saw the breakfast club.
- A large proportion of the lessons were observed jointly with members of the senior leadership team.
- Inspectors took account of the 47 responses to the online parent and carer survey, Parent View, and of the 125 responses to the school’s own recent parent and carer survey. They also spoke to parents and carers at the beginning of the school day.
- Meetings were held with various members of staff and representatives from the governing body and the Swale Academies Trust. The inspectors spoke to pupils and looked at behaviour in lessons and around the school.
- Inspectors also looked at documentation about pupils’ progress, teaching and planning. The school’s safeguarding policies, procedures and practice were scrutinised, together with records of attendance and pupils’ behaviour.
- They listened to pupils reading and looked at samples of their work.

## Inspection team

Helen Howard, Lead inspector	Additional Inspector
Jennifer Cutler	Additional Inspector
Carol Vant	Additional Inspector
Barbara Saltmarsh	Additional Inspector

## Full report

### Information about this school

- Regis Manor is a larger than average size primary academy which is part of the Swale Academies Trust. The Trust includes Westlands School, Sittingbourne Community College, Meopham School and Westlands Primary School. There are more boys than girls. Most pupils are White British.
- In the Early Years Foundation Stage there are two Reception classes. Children attend Nursery part time, either in the mornings or afternoons.
- Nearly half of pupils are eligible for pupil premium funding (additional government funding for pupils who are eligible for free school meals, pupils from service families and those in care), which is much higher than the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is much higher than seen nationally. The proportion who are supported by school action plus or who have a statement of special educational needs is higher than average. The majority of these have speech, language and communication needs. A few have behavioural, emotional and social difficulties or moderate learning difficulties.
- In 2013, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- A daily breakfast club and some after-school clubs are run by the school.
- Since the last inspection, an interim headteacher, appointed by the Trust, was in post for 18 months. The new headteacher, who was previously deputy headteacher, was appointed last year. An acting deputy headteacher was appointed from within the school at the same time.
- The school is supported part time by the Executive Headteacher for the Trust's primary schools and by the Advisory Headteacher for the Trust.

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

- Raise attainment further at Key Stage 2, especially in writing and mathematics, by:
  - making sure that pupils consistently make links between their reading and speaking skills and their writing
  - giving pupils more opportunities to use their mathematical skills to solve problems and undertake investigations.
- Improve the quality of teaching so that more is outstanding by ensuring that more-able pupils have work that helps them achieve the highest levels.

## Inspection judgements

### The achievement of pupils

is good

- Good teaching across the school means that most pupils make good progress from their starting points in all subjects. School data and the work seen in pupils' books show that since the newly formed leadership and management teams were appointed progress has rapidly accelerated across the school. The dip in achievement seen last year, due to a small number of pupils who did not do well for a variety of reasons, has been fully recovered.
- Many children start Nursery or Reception with skills and abilities that are well below the levels typical for their age. They make rapid progress because the excellent provision and support from adults ensure that they quickly settle and enjoy attending. Their progress continues in Reception, where good teaching gives them a strong foundation for Key Stage 1. Last year, an increasing proportion of children reached expected levels of development.
- A new reading programme, introduced across Key Stage 1, has resulted in rapid improvement in pupils' progress. The proportion of pupils on track to reach the expected standard in the phonics check (on the sounds that letters make) is already very much higher than for last year. Pupils overall reach average levels of attainment in Key Stages 1 and 2 from very low starting points.
- The school promotes equal opportunities very well and ensures that groups of pupils, including disabled pupils, those with special educational needs and those who are more able, make the same good progress as all pupils. This is because they are taught well and are very well supported by teaching assistants.
- Last year, gaps in attainment between pupils who were eligible for pupil premium funding and those who were not had widened. They were approximately one year behind for reading, 14 months behind for writing and 18 months behind for mathematics. This was because a small number of pupils underachieved and some had significant learning difficulties. The school's actions taken this year have resulted in very rapid progress for this group. In every year group currently in the school the gaps have closed or are closing rapidly.
- In mathematics, pupils develop good skills and make good progress but have too few opportunities to use these to solve and investigate a range of problems. Consequently, they do not always make the rapid progress they could.
- Although pupils make good progress in writing, their levels of attainment do not yet match those in reading or mathematics. The school has focused strongly on reading and so pupils have developed good skills. They do not always make links between these and their writing, so some do not reach the higher level they should.

### The quality of teaching

is good

- In the Early Years Foundation Stage, adults take every opportunity to make links between children's choices of activities and their learning. For example, in the Nursery, children were encouraged to build their own hen houses based on 'The Hen House' story they had read, and other children played the part of one of the characters. One child said, 'This is my favourite book', showing how the school encourages a love of reading.
- Pupils receive high-quality feedback in their books and during lessons, so they know precisely what they need to do to improve their work. They respond well to these 'next steps' comments and have time to try out the suggestions made, so they make good progress towards their individual targets.
- Pupils use 'marking ladders' which help them understand what teachers will be looking for when marking their work. These help the majority of pupils make good progress, because they remind them what to include. Sometimes, work is too easy for more-able pupils. They do not always have work that helps them to reach the highest levels.
- Pupils enjoy working together and sharing their ideas. They use paired activities well to help each other spot mistakes or make improvements in their work. Adults place importance in

improving pupils' speaking skills and role model these well, so pupils develop confidence and are able to explain and share their ideas. This also helps pupils who have speech, language and communication difficulties to make good progress.

- Teaching assistants are very effective in supporting pupils to make good progress. Pupils are encouraged to try and to think for themselves. Physically disabled pupils and those who have special educational needs do well because there are high expectations of what they can achieve and they are encouraged to move on to the next level quickly, so they make rapid progress. Focused work on aspects of learning that pupils have misunderstood means that they are able to catch up and as a result previous gaps in knowledge quickly close.
- Pupils say that teaching is good and the majority of parents and carers who responded to Parent View or the school's own recent survey agree that their child is taught well.

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

- The behaviour of pupils is outstanding, including pupils who have behavioural, emotional and social difficulties. Throughout the school, pupils work and play exceptionally well together. They take care of each other very well. For example, when one child in Reception did not have a partner to work with, another child immediately offered to help him.
- High expectations about behaviour and safety begin in the Early Years Foundation Stage, where children are very well looked after and follow good routines.
- Relationships in the school are excellent. Pupils trust adults and respond well to them. At all times, they are friendly, polite and respectful and have good manners. They are clearly proud of their school. Older pupils enjoy wearing their blazers as part of their uniform and they look very smart.
- Pupils have outstanding attitudes to learning and this has a strong influence on the progress they make. They arrive quickly to lessons, settle immediately and show great interest in their work. Even when a few pupils find that work is too easy, they still try hard to do their best.
- The school's work to keep pupils safe and secure is outstanding. As a result, pupils are acutely aware of how to keep themselves safe, including in their use of the internet. They know what bullying is and the forms it can take but are clear that this very rarely happens. They are confident that they would know what to do if it did occur. The school is currently undertaking building work to ensure even greater security of the site.
- Attendance has improved this year and is now average. This is because the school has rigorous systems in place to ensure that absences are followed up and that pupils are encouraged to attend regularly. The school's use of some additional funding to provide a breakfast club has improved attendance for pupils who are eligible for pupil premium funding.
- The school tackles discrimination robustly. Pupils are well aware of the impact their behaviour has on others and they accept each other's differences well.

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

- The newly appointed headteacher has demonstrated her strong leadership skills in securing rapid improvements. Together with other leaders and managers, she has created a culture of high expectations in which pupils can flourish and make good progress from their starting points. They have been exceptionally well supported by the excellent leadership of both the Executive Headteacher and Advisory Headteacher for the Trust.
- The Academy Trust has played a major part in securing the rapid improvements made by the school. Strong partnerships with the other Trust schools have enabled teachers to work together across a range of schools to improve the quality of teaching and to secure accurate assessments of pupils' work. The additional leadership support has meant that new leaders and managers are assisted to develop their skills more quickly by the sharing of best practice across all schools. The school is now in a position to offer support to other schools in the area.

- The rapid improvements in achievement, attendance and the quality of teaching, and the recovery of the dip in achievement last year, demonstrate the school's capacity for further improvements.
- Leaders and managers have a good overview of how well pupils are doing and regularly check this in order to plan actions to help pupils catch up when needed. They analyse the data about pupils' progress to ensure that they use their resources properly and then carefully check the impact of their actions.
- Leaders and managers regularly monitor the quality of teaching, look at pupils' work and use data to evaluate teachers' performance. Based on their findings, they plan training and support for teachers. Staff are consequently thoughtful about their work and planning areas for improvement, which helps to maintain the quality of teaching across the school.
- The curriculum ensures that pupils are well prepared for secondary school. It rightly focuses on basic skills but also offers a wide range of other subjects such as religious education, history and geography. Topic work, trips, visits and after-school clubs all help pupils to make good links across subjects.
- The government's primary school sports funding has been used effectively to give pupils opportunities to try a range of different physical activities. It is also used to support teachers to develop their skills in teaching sports. Pupils say how much they enjoy the coaching and games provided at lunchtime by coaches because they are more active than before. Early indications are that increasing numbers are joining in sports activities at the school.
- Leadership of the Early Years Foundation Stage is good. Creative and exciting activities and good teaching result in children making good progress, behaving well and attending regularly.
- Subject leaders have taken on their new roles with great commitment. They are developing their skills in evaluating the work of the school and becoming increasingly confident.
- Leadership and management are not outstanding because not all leaders and managers are yet at the exceptionally high level of some senior leaders.
- Safeguarding arrangements are met.
- **The governance of the school:**
  - The governing body has recently restructured in order to make the best use of governors' skills and experience. Working in partnership with the Trust, governors know about how well pupils are doing and use external expertise to check the performance of the school and make sure that teachers' assessments are accurate. Their good understanding means that they can hold the school to account and provide challenge to leaders. They have made sure that the school is well led despite recent changes. They know how the pupil premium funding is used and carefully check the difference it makes to pupils' progress. They regularly visit the school to monitor progress. They know the quality of teaching and how well teachers are performing, so they tackle underperformance quickly. The Trust makes sure that teachers' pay awards match the quality of their teaching.

## 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>	136794
<b>Local authority</b>	Kent
<b>Inspection number</b>	440479

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Woolley
<b>Headteacher</b>	Karen Mirams
<b>Date of previous school inspection</b>	7–11 July 2011
<b>Telephone number</b>	01795 472971
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