

# Inspection of Davington Primary School

Priory Row, Davington, Faversham, Kent ME13 7EQ

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Inspection dates: 21 and 22 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy attending this happy school. They form positive relationships with one another. One pupil shared the views of many when they said, 'We are kind to each other and treat others how you would want to be treated.' Pupils are confident and are encouraged to develop their individual interests well. For example, a display board 'we are all different but we swim together' celebrates togetherness, a sense of community and shared values.

Pupils recognise that leaders have high expectations of them. Pupils show interest and enthusiasm in what they learn. They develop the knowledge and skills needed to succeed across most subjects. Pupils are confident in class because of the well-structured support they receive.

Pupils learn to be courteous and respectful. They take on responsibilities and relish these. For example, 'sports leaders' support pupils in physical education (PE) lessons and 'reading buddies' read to younger pupils. Pupils contribute to the welfare of others by helping them. For example, they raise funds to support a range of local charities. Pupils feel safe. If pupils experience bullying, they feel confident to report it. Leaders deal with it swiftly and make sure it does not continue.

## **What does the school do well and what does it need to do better?**

Leaders have provided an ambitious curriculum that inspires pupils to learn well. They are enthusiastic and are keen to provide the very best for their pupils. In the majority of subjects, leaders have thought about precisely what they want pupils to learn and in what order. They know their pupils well and make sure that the content of the curriculum is relevant and interesting for pupils. Leaders check how teachers deliver learning and use this to provide helpful training for teachers. As a result, teachers are clear about what they need to teach and do this well in most subjects. However, in some subjects, the curriculum is less well developed. Pupils' learning does not always build coherently over time.

Teachers help pupils to become confident and fluent readers. They develop the knowledge and skills pupils need to read a wide range of texts. Staff receive helpful training in the delivery of phonics and reading. In the early years, teachers make sure that children develop the skills needed to read unfamiliar words. They provide rich opportunities for children to hear stories, act them out and read to adults. Teachers check pupils' learning in reading regularly. They use this information to ensure pupils keep up, or to provide effective support for those who have fallen behind. They explore a wide range of texts that helps to develop pupils' love of reading.

Teachers help pupils to learn the knowledge and skills needed to succeed. Staff in the early years provide activities that encourage children to explore their learning.

Teachers use questioning in class to review what pupils know and understand. This helps teachers to identify pupils who are at risk of falling behind. They help pupils to draw on what they have learned before to strengthen what they learn in class. The recent changes to how teachers provide feedback to pupils about their work helps teachers to manage their workload well. Teachers identify the needs of pupils with special educational needs and/or disabilities (SEND) well. They respond to pupils' additional needs and provide support in class that helps them to learn alongside their peers.

Pupils behave well. Children in the early years follow well-established routines. They learn how to listen and play alongside one another positively. Older pupils are respectful towards one another and adults. They learn to show tolerance and understanding of others. Some pupils can become distracted in class, but settle well to learning once reminded by staff. Pupils' attendance is high. The school's 'well-being team' provide a range of support for families of pupils whose attendance is not yet strong.

Leaders develop pupils' interests and character well. They learn about British values such as democracy and the rule of law. For example, pupils vote on key decisions to appoint their peers to roles such as 'school councillors' within the school. Pupils benefit from attending the range of clubs on offer. They take part in competitions and performances. Staff encourage pupils with SEND and disadvantaged pupils to take part in clubs and activities. While attendance at clubs by these pupils has not been strong, it is improving. Pupils learn about mental health, including as part of a recent 'mental health week'. For example, they know about the benefits of physical activities and how this supports their own mental well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders undertake careful checks on all staff and adults who work with pupils. They train staff to help them to identify pupils who may be at risk of harm. When a concern is raised, leaders act to provide help and support for pupils and families quickly. This includes referring to other agencies as appropriate.

Teachers help pupils to learn about staying safe. They learn about healthy relationships and staying safe online. Pupils are confident that they can talk to a trusted adult if they have a worry. As such, there is a culture of safeguarding across the school community.

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

### **(Information for the school and appropriate authority)**

- Leaders have not identified the knowledge they intend pupils to learn precisely enough in some subjects. As a result, learning does not always build coherently on what they already know. Leaders need to ensure that they identify what they expect pupils to learn clearly in all subjects and that this is understood and implemented well by teachers.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	118338
<b>Local authority</b>	Kent
<b>Inspection number</b>	10269066
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jo Billingham Smith
<b>Headteacher</b>	Chilton Saint
<b>Website</b>	<a href="http://www.davington.kent.sch.uk">www.davington.kent.sch.uk</a>
<b>Date of previous inspection</b>	20 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other leaders, and a range of staff at the school. The lead inspector met with the chair of governors and representatives of the governing body. The lead inspector met with a representative from the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics, art and design, geography and PE. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers,

spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also considered the curriculum in other subjects.

- The inspectors reviewed a wide range of documents, including those related to the governance of the school.
- The inspectors considered the views of parents and carers through responses to Ofsted's Parent View survey. The inspectors spoke to staff, parents and pupils during the inspection and took account of the staff confidential online surveys.
- To inspect safeguarding, the inspectors met with the designated safeguarding lead and considered safeguarding documents and records. This included the school's records and plans for supporting pupils who have been referred to outside agencies. Inspectors also talked to pupils, staff, governors and parents.

### **Inspection team**

Graham Chisnell, lead inspector	Ofsted Inspector
Lorraine Clarke OBE	Ofsted Inspector
Andy Platt	Ofsted Inspector

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