

St Crispin's Community Primary Infant School

Inspection report

Unique Reference Number	118411
Local Authority	Kent
Inspection number	358340
Inspection dates	25–26 May 2011
Reporting inspector	Eileen Chadwick

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Peter Corey
Headteacher	Margaret Kehoe
Date of previous school inspection	2 July 2008
School address	St Crispin's Road Westgate-on-Sea Kent CT8 8EB
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Introduction

This pilot inspection was carried out by three additional inspectors. They spent nine hours observing teaching which included visiting 17 lessons and observing 11 teachers. Inspectors heard a sample of pupils from Reception, Year 1 and Year 2 read and held meetings with pupils, staff with key responsibilities and members of the governing body. They also observed the school's work and evaluated documentation such as policies, the school improvement plan, pupils' work and records of their learning, progress and behaviour as well as the school's safeguarding procedures. Inspectors analysed 78 completed questionnaires from parents and carers and 28 from members of staff.

Information about the school

The school is an above average-sized infant school and it serves the immediate community as well as the surrounding area. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is above average. The majority of these pupils have speech, literacy and/or emotional and behavioural difficulties. A lower than average proportion has a statement of special educational needs. The Early Years Foundation Stage children are taught in three Reception classes. The number of pupils attending the school has risen since the previous inspection. The headteacher is due to retire at the end of this term and a new headteacher has been appointed.

The school runs a daily breakfast club and its awards include ArtsMark Gold, Activemark and Eco 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	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- This is a good school. It has some outstanding features. It has shown good improvement over the past few years. Pupils achieve well in the basic skills and the vibrant curriculum gives them strong opportunities for developing their creative, practical and sporting skills.
- Outstanding provision for children in the Early Years Foundation Stage provides them with an excellent start to school and stimulates their love of learning.
- Pupils' good progress in Years 1 and 2 leads to their average attainment by the end of Year 2, although slightly fewer reach higher levels than found in most schools. The school's efforts to strengthen the teaching of basic skills in Year 1 are having a positive impact on raising attainment in reading, which is average for the current Year 1.
- Pupils with special educational needs and/or disabilities make good progress because of the extra help they receive.
- Pupils are very well cared for and kept very safe. Their spiritual, moral, social and cultural development is excellent. Pupils behave well, although a very small minority of parents and carers expressed concern that a few pupils occasionally interrupt the learning of others. The few pupils who join the school with challenging behaviour are very well managed and supported and outbursts of bad behaviour are very rare as they learn to adapt to school.
- Teaching is good overall. However, occasionally in Key Stage 1, there is not enough direct teaching of reading and phonics (the sounds that letters make) in writing lessons and, in mathematics lessons, more capable pupils are not always fully challenged in mental arithmetic and problem solving.
- The headteacher provides very good leadership and is well supported by the deputy headteacher and middle leaders although English and mathematics leaders are still developing their skills in observing colleagues teach.

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What does the school need to do to improve further?

- Raise the proportions reaching the higher levels in reading, writing and mathematics by improving teaching so that more is good or better by July 2012 by:
 - ensuring the school development plan shows clear attainment targets for every year group
 - strengthening the direct teaching of reading and consolidation of reading and phonics skills during story writing lessons in Year 1
 - consistently challenging more-able pupils in mental arithmetic and mathematical problem solving.
- Sharpen systems for evaluating the impact of teaching and learning on pupils' attainment and progress by July 2012 by:
 - developing English and mathematics subject leaders' skills in observing colleagues teach so they can have a greater impact on raising achievement
 - developing a whole-school tracking system for measuring children's attainment and progress in phonics.

Main report

Pupils enjoy and benefit from the wide and rich range of learning opportunities provided in this good school and they achieve well. The sustained, successful leadership of the headteacher ensures that the focus on raising achievement is always a priority. The school environment is very welcoming and there is a shared ambition among senior leaders, staff and governors for constant improvement.

On entry to the Early Years Foundation Stage, children's starting points are lower than seen in most schools, especially in communication, language and literacy. Excellent progress lifts their attainment although this is still somewhat below average in reading, writing and calculation by the time they enter Year 1. Few children reach the higher levels. Progress is good overall in Years 1 and 2 and, by the end of Year 2, pupils' attainment in reading, writing and mathematics is average but the number attaining higher levels remains lower than found nationally. Since the start of this academic year, the school has strengthened the direct teaching of basic skills in Year 1 and this is beginning to have an impact on pupils' attainment in reading which is now average for this year group.

Excellent relationships provide a very positive framework for learning and pupils told inspectors they really enjoy school. Exciting, practical learning opportunities, including in art and design, design and technology and physical education, bring

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learning alive and give relevance to academic learning. The strong emphasis given to developing pupils' speaking and listening skills is an important foundation for all their learning. Inspectors' lesson observations, evaluation of pupils' work and assessments as well as listening to pupils read showed their learning is good overall and outstanding in the Early Years Foundation Stage.

In the Early Years Foundation Stage, the rich practical curriculum covers all areas and engages children because there are many exciting things to do both indoors and outside. Activities are very well matched to children's abilities and systematic approaches to teaching sounds and letters, reading and early writing enable children of all abilities to make excellent progress in literacy. This was seen when children identified 'doing words' through active participation during outdoor learning. They subsequently applied their phonics skills extremely well when writing simple words during free choice play as well as during group learning led by an adult. Children's learning in early mathematics is just as rapid because they are given high quality opportunities for practical exploration as well as for learning through watching and listening. When children learned about shape, space and measures, excellent whole-class teaching was combined with an excellent range of mathematical play activities for all abilities and resulted in rapid learning for everyone.

Pupils' learning is mainly good in Years 1 and 2. The attention given to developing pupils' individual phonics and reading skills is frequently used well to promote good progress in reading. However, in Year 1, they make better progress in applying their reading and phonics skills to their factual rather than creative writing. This was seen in an excellent literacy lesson in Year 1 when pupils applied their reading and phonics skills extremely well when writing words and sentences about models they had made. The teacher's excellent planning enabled pupils' of all abilities to apply their reading and phonics and resulted in pupils' rapid progress in both reading and writing. Pupils' oral imaginative vocabulary is developed very well before story writing but they do not always have such consistent opportunities for consolidating key reading and phonics skills in every class.

Pupils with special educational needs and/or disabilities make good progress and small group work for pupils who struggle in English and mathematics contributes to their good achievement. The school's rigorous assessment of pupils' attainment and progress and intervention procedures ensure that all pupils achieve equally well. However, more-able pupils' learning is restricted occasionally in mathematics in Key Stage 1 because there are insufficient opportunities for higher-level learning in mental arithmetic and problem solving in some lessons.

Teaching is good overall. It is excellent in Reception. Teaching capitalises on pupils' interests while creative and exciting resources, including interactive whiteboards, engage and motivate pupils. Teachers have high expectations of pupils' behaviour and make sure pupils know what they should be achieving in lessons. There is a strong build up of pupils' skills over a series of lessons and Year 2 pupils are given good opportunities to apply their phonics and reading to handwriting activities. Good quality texts are used to stimulate pupils' interest in reading but, occasionally in Key

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Stage 1, there is not enough direct teaching of reading during whole-class literacy sessions before pupils move on to group work. Assessment is accurate and usually used well to provide pupils with well-matched work. However, in the few lessons where teaching was only satisfactory, it was because learning tasks were not fully adjusted to meet pupils' needs. Support staff are very effectively deployed and make a significant contribution to pupils' learning. Pupils have clear targets and are helped to understand what they need to do to improve.

Pupils' behaviour is good overall and excellent in the most effective lessons. Children in the Early Years Foundation Stage learn to take some responsibility for managing their own learning and can often sustain concentration well towards the end of Reception. Pupils in Key Stage 1 are keen and usually attentive but occasionally begin to lose concentration when lesson introductions are overlong. Inspectors found clear evidence that pupils have a well-established understanding of right from wrong and this is developed very well through staff's consistent approach to behaviour management, including the use of 'The good book and The bad book'. Parents, carers and pupils agree that there is a good standard of behaviour in this school although a few parents and carers expressed concern that a few pupils occasionally interrupt the learning of others. The inspection found that the incidence of poor behaviour is extremely rare because pupils with emotional and behavioural difficulties are helped very well.

Pupils say they feel very safe and have a good understanding of how to keep themselves safe. They reported bullying was very unusual and trust adults to deal with any that might occur. Pupils are very well cared for and their personal development and academic progress are carefully monitored and supported. The school has robust procedures for promoting pupils' good attendance and punctuality and both have improved in recent years. Pupils are punctual and their attendance is average.

Pupils' spiritual, moral, social and cultural development is excellent. They develop a great sense of wonder in nature and in art and design through the rich, creative and practical curriculum. They learn to value their own and other people's achievements, for example those of the Olympic and Paralympic athletes. Pupils have a very clear sense of right and wrong and show much consideration for the feelings of others. Their eco work from an early age is commendable and they learn to take care of their environment. The school has parents' and carers' confidence and close links with them. Good systems for reading at home have a positive impact on pupils' progress.

There are clear systems and structures for managing the school and senior and year team leaders work closely together to maintain, improve and check provision, including through monitoring and developing teaching. There are very thorough whole-school tracking systems for measuring pupils' attainment and progress in reading, writing and mathematics and evaluations involve all teaching staff. Assessment data are used perceptively to help school leaders evaluate its work and, consequently, the school has an accurate view of its own performance. Pupils'

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phonics assessments are carefully tracked and evaluated in each class but a whole-school tracking system for this element is not yet in place. As a result of staffing changes, several subject leaders are still developing their roles and skills for observing lessons. The governing body has a good impact on the strategic management of the school and support and challenge in equal measure. However, the school improvement plan does not contain enough attainment targets for each year group and this restricts the ability of governors and staff to fully evaluate the impact of initiatives on improving pupils' performance.

The school has maintained the strengths found at the previous inspection and made important improvements, for example in the Early Years Foundation Stage and, more recently, to attainment in reading in Year 1. It has successfully narrowed the gap in the proportions of pupils who are below average by the time they leave in Year 2. This shows the school has a good capacity for sustaining improvement. Leaders are successful in promoting equality of opportunity and eliminating discrimination. Safeguarding arrangements are good, are prioritised and firmly established in the policies, working practices and the ethos of the school. This is affirmed by the high degree of endorsement from parents and carers in the questionnaires returned. Parents and carers are also very pleased with the safe and enjoyable start to the school day for the pupils who attend the breakfast club.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Crispin's Community Primary Infant 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 12 statements about the school.

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	59	76	17	22	0	0	0	0
Q2 My child feels safe at school	63	81	12	15	0	0	0	0
Q3 The school helps my child to achieve as well as they can	44	56	31	40	1	1	0	0
Q4 The school meets my child's particular needs	46	59	28	36	3	4	0	0
Q5 The school ensures my child is well looked after	56	72	19	24	2	3	0	0
Q6 Teaching at this school is good	55	71	22	28	0	0	0	0
Q7 There is a good standard of behaviour at this school	49	63	28	36	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	36	46	32	41	4	5	0	0
Q9 The school deals with any cases of bullying well	38	49	24	31	2	3	0	0
Q10 The school helps me to support my child's learning	44	56	31	40	1	1	0	0
Q11 The school responds to my concerns and keeps me well informed	38	49	34	44	4	5	0	0
Q12 The school is well led and managed	60	77	15	19	1	1	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).

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"> ■ The achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



27 May 2011

Dear Pupils

Inspection of St Crispin's Community Primary Infant School, Westgate-on-Sea CT8 8EB

Thank you so much for making us so welcome and for helping us with the inspection when we visited your school recently. Your views are important as you are the school's customers.

First, you need to know your school is a good one. Here are some of the many things your school does well.

- Those of you in Reception make an outstanding start to your education and enjoy all the activities.
- You make good progress in Years 1 and 2 and your attainment is at the levels expected of you in reading, writing and mathematics by Year 2.
- You make your school such a special place because you are very friendly, you behave well and work hard.
- You have many exciting learning opportunities for art, design and technology and sport.
- Your teachers are very good at making your lessons interesting.
- Staff take very good care of you and you told us how safe you feel.
- Your headteacher leads you all very well and all the staff and governors think very carefully about what is best for you.

This is what we are asking your school to do to improve.

- Help those of you who are more-able to reach higher standards by Year 2.
- Help your teachers to always plan activities for you that build on what you already know.
- Make sure school leaders contribute equally to making the school better and check how well things are going.

We hope you will all continue to enjoy school and carry on working hard in all you do.

Yours sincerely
Eileen Chadwick
Lead inspector

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