

# Kempsey Primary School

## Inspection report

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<b>Unique Reference Number</b>	116690
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	358008
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Norma Ball

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Lucas
<b>Headteacher</b>	Adrian Osborne
<b>Date of previous school inspection</b>	11 September 2007
<b>School address</b>	Ellsdon Kempsey, Worcester WR5 3NT
<b>Telephone number</b>	01905 820262
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<b>Email address</b>	office@kempsey.worcs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 10 teachers in all. The inspection team met parents and carers informally and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documentation and procedures. They took account of questionnaire responses from 137 parents and carers, 20 staff and 100 pupils.

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

- How well is assessment information used to identify underachievement and set consistent challenge for all groups of pupils, particularly those with special education needs and/or disabilities and the more able?
- Are the strategies to improve teaching and promote improved attainment effective?
- How well is the curriculum adapted to meet pupils' needs and provide opportunities to develop literacy and numeracy skills across different subjects?
- Are leaders and managers at all levels rigorous and effective in monitoring the work of the school to bring about improvements?

## Information about the school

Kempsey Primary school is of average size. The majority of pupils are White British. The proportion of pupils who come from minority ethnic backgrounds is well below average, as is the proportion who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion who have a statement of special educational needs. The school has the Sports Mark award and holds Healthy Schools status.

There have been changes to the senior leadership team in recent years and the deputy headteacher was appointed three terms ago. The school has undergone extensive internal rebuilding works that have improved facilities, including a new information and communication (ICT) suite and a sound-proofed music room. The Magic Moments Breakfast and After School Club shares the school site but is not managed by the governing body and is subject to a separate inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Kempsey provides a satisfactory quality of education for its pupils. There are strengths in the good care, guidance and support provided for pupils. Pupils enjoy school, as shown by their above average attendance. They behave well, and show respect to the adults who care for them and kindness to each other. Pupils are well involved in their local community and undertake a range of responsibilities in school with pride. Safeguarding arrangements are good and pupils have a good understanding of how to keep safe and lead a healthy life. The majority of parents and carers are pleased with all that the school provides. One, typical of many, said, 'A lovely school environment that is helping to bring up well-educated and well-balanced children with strong, good values.'

The school's satisfactory overall effectiveness has been maintained since the previous inspection. The senior leadership team, some of whom are new to their role, share the ambition of the headteacher and governing body and they are working in strong partnership to drive the school forward. New curricular developments are beginning to raise achievement in English by using more creative writing opportunities and the use of a new reading scheme. Developments in mathematics are more embryonic, but a focus on developing pupils' problem solving skills is showing signs of success. Pupils' literacy and numeracy skills have also been enhanced by more opportunities to develop their basic skills in different subjects. However, pupils remain dependent on teachers because the expectations of what they can do are not always high enough and they do not have consistently clear targets to help them identify what they need to learn next. Pupils' achievement is satisfactory, including that of pupils with special educational needs and/or disabilities, and attainment at the end of Year 6 is average. Pupils' achievement is not better because the quality of teaching is variable across the school and lessons are not always planned to set appropriate challenge for all ability groups, especially the more-able pupils.

The regularity and rigour with which areas of the school's work are monitored, especially the quality of teaching and learning, are now improving as senior leaders and managers are sharing this responsibility with the headteacher. Improving the quality of satisfactory teaching so that more is good and ensuring that curriculum innovations are securely embedded in all classes to accelerate pupils' progress are rightly recognised as priorities by the school. The governing body provides a good balance of support and challenge to senior staff. Its members are not complacent, and they are developing their monitoring role further to extend their knowledge of subject development and provide further challenge to senior staff in driving forward improvements. Development points from the previous inspection are being addressed rapidly under the guidance of the new leadership team. Senior leaders and managers have a clear understanding of the current strengths and areas for development in the school. The school has a satisfactory capacity to improve further.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve pupils' attainment in English and mathematics by ensuring that the new strategies to improve their progress are implemented consistently well.
- Improve teaching so that the majority of lessons are good by:
  - using assessment information to inform pupils what they need to do next and involve them in setting challenging targets
  - sharing existing good practice in planning lessons so that work is structured to meet the needs of all pupils, especially those of higher ability.
- Monitor and evaluate teaching and learning, and the impact of new curriculum innovation, more regularly and rigorously, and take swift action to improve areas of weakness.

## Outcomes for individuals and groups of pupils

**3**

Children join with the school with skills and understanding that are broadly at the levels expected for their age. Pupils settle well to their work and show positive enjoyment in lessons. They work well in groups and independently. Pupils also enjoy discussing their ideas in class. For example, Year 6 pupils very maturely discussed aspects of attitudes, behaviour and body changes as young people develop into adults in a science and personal, social and health education lesson. Pupils' fluency in writing is improving as a result of the topic themes as well as the use of exciting creative story ideas, although their range of vocabulary is not extensive. In mathematics, there has been a careful focus on solving problems, especially in a real-life context, to make them more interesting to pupils. In a Year 5 lesson, pupils used their algebra skills to calculate the markings on a sundial they were designing to provide the right angles to draw the hour markings for the vein to follow. The support provided for pupils with special educational needs and/or disabilities has been reviewed by the new coordinator and is now satisfactory. Pupils' needs are identified quickly and accurately and a range of additional structured support is provided, both in class and in small groups out of class. As a result, the progress made by pupils requiring additional help with their learning has improved and is satisfactory.

Pupils' spiritual, moral, social and cultural development is satisfactory. Their good social and moral development is promoted well by the school so that pupils behave well, and have a clear understanding of how their actions and words can affect others. Their cultural development is satisfactory, but the school recognises that it has not yet done enough to ensure that pupils have a good awareness of other faiths, cultures and ways of life beyond their own community. The school council is a respected body. Councillors take pride in their role and are currently leading a whole-school project to redesign the outdoor play areas. Pupils have a good awareness of how they can stay safe, including safe use of the internet. The school's national awards are testament to pupils' appreciation of all that contributes to having a healthy lifestyle.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</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?

Teachers make the purpose of lessons clear to pupils, and good questioning helps involve pupils in discussion and encourages them to explain their ideas. Good relationships and good behaviour support the positive learning ethos that exists in classes. However, the positive attitude to learning shown by pupils is not always used to good effect because teachers' expectations of what pupils can achieve are not always high enough. Some lessons lack pace, do not have challenging and interesting subject matter, and so do not stretch pupils to use and extend their skills fully. In the best lessons work is planned to match pupils' abilities, they have clear targets to guide them in what they need to learn and their progress is accelerated. Teaching assistants ensure that all pupils, especially those who find learning difficult, show independence and contribute confidently in class. Teaching assistants are appropriately deployed and work in sound partnership with teachers.

Pupils show great confidence in the staff who care for them and they, in turn, are kind and helpful to younger pupils. Pupils recognise and value the good care, guidance and support they receive. One pupil said, 'I really love my school because our teachers really care about us, it's fun and school is safe.' Transition arrangements at all stages are sensitively organised so pupils feel confident about moving forward with their education. Links with local schools are well developed. For example, careful arrangements made with secondary staff help to ensure that pupils with special educational needs and/or disabilities

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are well prepared and confident about their move to their new school. The good care provided in school is extended by sensitive and prudent use of a wide range of external agencies and support services. Pupils' satisfactory achievement, enjoyment of learning and good social skills ensure they are appropriately prepared for the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has sustained his determination to improve the achievement of all pupils through the many difficulties posed by changes among senior leaders and managers, and the need to improve the quality of teaching in some classes. Greater stability in the senior leadership team, following the appointment of the new deputy headteacher, and the improved leadership skills of subject leaders have led to a united and ambitious team spirit and early signs of improved progress for pupils. Subject leaders are guiding subject development with increasing confidence. Leaders and managers are beginning to play a more active part in sharing monitoring tasks with the headteacher to identify good practice as well as provide support for teachers to improve their skills and to ensure that school initiatives are fully integrated into all classes. The effectiveness with which leaders promote equality of opportunity and tackle discrimination is satisfactory. It is not better because the quality of teaching is variable and pupils of different abilities do not always make the best progress they can, especially more-able pupils.

The safeguarding of pupils' welfare is good. There is regular training for all staff and policies and procedures are securely integrated into school practice. The governing body monitors all areas of safeguarding with care. The promotion of community cohesion is satisfactory. Pupils are helped to develop a good appreciation of their own local community. However, the headteacher and governing body are aware that not enough work has been done to provide pupils with a full appreciation of their role as future national and global citizens. The governing body has supported the school well during the changes in senior leadership, and now plans to link with the new subject leaders in order to improve its members' detailed knowledge of subject development and its impact on pupils' achievement.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle happily in Reception and quickly develop confidence and good social skills because they receive good care. They make satisfactory progress. The careful focus on improving children's writing and reading skills by developing their understanding of words by learning to blend the letter sounds, and developing confidence with using numbers, are helping to develop their reading and writing skills effectively. Resources are good in both the indoor and outdoor learning areas. Learning activities led by teachers are satisfactory and cover all areas of learning. However, opportunities are sometimes missed to extend children's learning by encouraging them to explore and develop their ideas when they are engaged in their own games. There are sound opportunities planned to develop their imaginative play and children were enthusiastic about the seaside theme in Reception and Year 1. Three children, inspired by the story of the lighthouse keeper's lunch, worked well together to get a basket of pretend food to their island for the keeper and one said, 'The keeper is very hungry - he missed his breakfast.'

Children mix well and learn to share so they play well together. Leadership and management are satisfactory, and staff work as a close team. The monitoring of children's development has improved and the resulting information is used effectively to provide parents and carers with helpful progress reports for their child. However, the children's 'learning journey' book is still developing and is not yet used as a regular link with home. Links with pre-school groups are used well, and induction arrangements into Reception are sensitively organised and supportive of children and their families.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The response from parents and carers to the Ofsted questionnaire was higher than the national average for primary schools. The majority of those who replied are pleased with the school. They are especially pleased that their children are kept safe and that they enjoy school. A few parents and carers did not feel that the school kept them well informed about their child's progress. The inspection team looked into this, but found that parents and carers are provided with satisfactory information about their child's progress in two reports each year and regular consultation meetings. Parents and carers are supportive of the changes that are being introduced into the school. One said, 'The head has been at the school for a comparatively short time yet has changed many things for the good. This not only includes his plans for the infrastructure of the school but for the standards of teaching and the atmosphere in the school.'

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

Ofsted invited all the registered parents and carers of pupils registered at Kempsey 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	64	47	34	2	1	0	0
The school keeps my child safe	100	73	34	25	2	1	0	0
My school informs me about my child's progress	51	37	71	52	15	11	0	0
My child is making enough progress at this school	56	41	71	52	9	7	0	0
The teaching is good at this school	61	45	68	50	6	4	0	0
The school helps me to support my child's learning	64	47	63	46	8	6	0	0
The school helps my child to have a healthy lifestyle	72	53	56	41	9	7	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)	63	46	56	41	10	7	0	0
The school meets my child's particular needs	57	42	66	48	11	8	1	1
The school deals effectively with unacceptable behaviour	50	36	76	55	3	2	2	1
The school takes account of my suggestions and concerns	61	45	62	45	10	7	2	1
The school is led and managed effectively	90	66	39	28	4	3	2	1
Overall, I am happy with my child's experience at this school	81	59	49	36	4	3	2	1

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.**



11 July 2011

Dear Pupils

**Inspection of Kempsey Primary School, Worcester, WR5 3NT**

Thank you for being so helpful and polite to us when we visited your school. It was a pity that the rain meant your sports day could not take place and you told us how disappointed you were. We enjoyed talking to you and looking at the exciting work you do. You behave well and know a lot about keeping safe and being healthy. You learn lots of interesting things during your time in school and your teachers take good care of you. Your headteacher, other staff and the governing body are working hard to help you do the best you can. Kempsey is a satisfactory school. This means it does some things well, but also needs to make some things better.

We have asked your teachers to:

- help you make better progress and improve your attainment in English and mathematics by developing your skills further in these subjects
- make sure they use what they know about the progress you are making to plan work that matches your ability, and set clear targets to identify what you need to learn next, especially for those of you who are able to learn quickly.

We have asked your headteacher and senior staff to keep a close watch on your lessons and how well you are learning, to make certain their plans to help improve your achievement are working well.

You can help by working hard and always doing your best. We wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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