

Cecil Road Primary and Nursery School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 118258 |
| Local Authority | Kent |
| Inspection number | 379577 |
| Inspection dates | 14–15 September 2011 |
| Reporting inspector | Michelle Winter HMI |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 411 |
| Appropriate authority | The governing body |
| Chair | Stephen Sandford |
| Headteacher | Andrew Sparks |
| Date of previous school inspection | 27 January 2009 |
| School address | Cecil Road Gravesend Kent DA11 7BT |
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| | |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Seventeen lessons were observed and all teachers were seen. Meetings were held with pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work, and looked at the school's self evaluation, its development plans and records of pupils' achievement as well as 189 parental questionnaires. Pupil and staff surveys were also scrutinised.

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

- The quality of teaching and learning in writing.
- The progress and attainment of significant groups in the school including boys and all ethnic groups.
- The quality of support and provision for pupils with special educational needs and/or disabilities.
- The quality of provision, leadership and outcomes for children in the Early Years Foundation Stage.

Information about the school

This is a larger than average primary school with a 90 place nursery. It has a stable school population. A high proportion of pupils are from minority ethnic backgrounds, with many speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average; fewer than average pupils have a statement of special educational needs.

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

2

Main findings

This satisfactory school provides excellent care, guidance and support for pupils. It is a friendly, harmonious and diverse community. The school prioritises individual care of pupils, including those with learning difficulties and special educational needs, and their families. Relationships throughout the school are very positive and the behaviour of pupils is outstanding. Parents and carers are very supportive of the school and they feel that the school keeps their children safe. The views of parents and carers are sought regularly and the school is beginning to put systems in place to involve them more fully in decision making. Pupils are enthusiastic about their learning and describe lessons as fun. They have a good start to their school careers in the attractive and stimulating Nursery and Reception classes. The satisfactory curriculum is improving. Teachers are making efforts to adapt it to match more closely the needs and interests of pupils. For example, topics are chosen to engage the interest of boys and, consequently, their attainment in writing has recently improved. Pupils' spiritual and moral development is outstanding, but their awareness of the diversity of cultures in their own school and the wider world is less well developed.

Progress and attainment in lessons and across the school are variable. Children's progress in the Early Years Foundation Stage is at least good given their low starting points and in 2011, their progress was very good. Attainment in reading is above average. Standards in writing for the oldest pupils have improved recently. Achievement of the various groups represented in the school is now more even and pupils who are new to learning to speak English are making good progress.

Overall, pupils make satisfactory progress from their starting points. Pupils make good progress when lessons are stimulating and tasks precisely meet their needs. In lessons that are no better than satisfactory, assessment information is not used precisely enough to fully extend learning and challenge pupils. Responsibility for the monitoring of teaching and learning is now shared across the leadership team but is not sufficiently rigorous to secure consistently good or better teaching. Work is regularly marked but teachers do not consistently provide feedback to show pupils how to improve their work or to indicate the next steps in their learning.

The senior leadership team has undergone much change recently and is now providing clear direction. Leaders are well supported by an enthusiastic and dedicated staff team who share the school's vision for continued improvement. The staff are proud to work at the school. Leaders understand the strengths and

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weaknesses of the school and have appropriate plans to develop their priorities. The progress of boys has been a concern and efforts to address this have recently resulted in their improved attainment. The provision for pupils with special educational needs and/or disabilities is good and the management of this aspect of the school's work is very effective. These successes demonstrate the school's good capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will 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 the quality of teaching so that all of it is good or better by ensuring that:
 - the regular monitoring of teaching and learning is rigorous and purposeful
 - targets to improve the quality of teaching and learning are reviewed regularly
 - teachers use assessment information to provide tasks which precisely meet the needs of all pupils.
- Improve the cultural development of pupils by:
 - ensuring that there are greater opportunities for pupils to understand and celebrate the diversity within and beyond the school
 - making links with schools in contrasting settings in the United Kingdom
 - making good use of global links to further pupils' understanding of how people live and learn in other countries.

Outcomes for individuals and groups of pupils

3

Attainment at the end of Key Stage 2 over the past three years has been broadly average overall. In 2011, more pupils attained the typically expected levels and the proportion of pupils attaining the higher level (Level 5) is now above average in mathematics and English. The school's careful records of pupils' progress indicate that, in some year groups, progress slows where teaching is weaker. The school's recent focus on developing writing is ensuring that provision is improving and this is beginning to have a positive impact on attainment. The vast majority of pupils say they enjoy school; however, some of them do not attend regularly enough.

Pupils work well and enjoy their lessons. They cooperate enthusiastically with each other when working in pairs and small groups. They try hard to produce their best work and answer questions enthusiastically.

Pupils with special educational needs and/or disabilities are well supported in lessons by their teachers and by a skilled group of teaching assistants. They make good progress. Individual progress is tracked carefully and care is taken to ensure that

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precise barriers to learning are identified. A range of intervention strategies and programmes are in place. Assessment records show that some pupils are making accelerated progress as a result of individual and small group teaching.

Pupils understand the difference between right and wrong and apply this to their time in school. This contributes well to their outstanding behaviour along with the clear and high expectations of all staff. Staff treat pupils respectfully and pupils respond well so that relationships are very positive. Pupils feel safe in school and have a good understanding of unsafe situations; for example, pupils are confident that the rare incidents of bullying are dealt with effectively and are clear about how to stay safe when using the internet. Pupils adopt healthy lifestyles with enthusiasm and are keen to take part in physical activities in lessons, at play and in after-school clubs. Older pupils act as play leaders and contribute to purposeful play at lunchtime when they organise games and distribute equipment. The school council represents the views of pupils but their impact on school policies is limited. Pupils say they would like to have more opportunities to make decisions, for instance about fundraising activities.

Pupils’ understanding of different cultures is not well developed. Pupils have studied a variety of religions but do not apply this knowledge to their immediate school or local environments. Although the school is very welcoming to all, there is not enough understanding or celebration of diversity.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils’ attainment ¹ | 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 | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils’ behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils’ attendance ¹ | 3 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Teaching is broadly satisfactory with much that is good and none that is inadequate. The best lessons feature good use of assessment information to plan activities which are well matched to pupils’ abilities. Here, teachers use their good subject knowledge to provide logical links in learning. This, together with good questioning, ensures pupils achieve well. Less effective lessons limit pupils’ progress because activities do not exactly meet pupils’ needs. Pupils understand their targets in English and mathematics, but marking and feedback to pupils do not provide sufficient guidance on how to improve their work.

Most parents, carers and pupils feel well informed and get good guidance from the school. Parents and carers commented on the excellent transition arrangements, especially for pupils moving to secondary school. ‘Welcome packs’ are helpful in integrating newly-arrived pupils. Support for vulnerable pupils is very good, including for those with behaviour difficulties. The school has an effective ‘well-being team’ which supports individual families very well, including those who have suffered bereavement. A strength of the developing curriculum is its focus on social and emotional development. Pupils are confident that they can discuss their problems with an adult in school. They expressed considerable warmth towards their teachers and leaders.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher is well supported by all other leaders in the school. Staff morale is high and all staff expressed confidence in their leaders. Senior leaders are clear about what needs to improve. They are achieving success in some areas and have appropriate plans for emerging priorities. Lesson observations are helpful in improving teaching but they do not provide enough frequent or detailed feedback to teachers. Individual targets are not followed up soon enough to ensure that things have improved quickly. The school promotes equality of opportunity well; attainment and progress are now more even across the different groups of pupils in the school. The underachievement of boys in writing is being addressed and recent data show that boys’ attainment has improved.

The governing body has a good grasp of the school’s strengths and weaknesses. It regularly reviews independent data to measure the school against others locally and nationally. There are advanced plans to develop how governors work with the school

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so that they can provide greater challenge and hold it to account more effectively.

Procedures for the safeguarding of pupils are secure. There are rigorous checks for those employed to work in the school. However, key policies are not immediately available to parents and carers and child protection procedures are not made clear enough to them.

The school is a cohesive community and is beginning to form global links. It has yet to form links with schools nationally in contrasting settings to further develop pupils’ understanding of the diversity present in the United Kingdom and further afield.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The Nursery and Reception classes provide a welcoming learning environment and children settle quickly and happily into the school. Nursery children observed on their first day of school were confident and happy. It is here that the foundations of positive relationships with parents and carers are laid when they are welcomed into school to settle their children.

Under the careful guidance of staff, children are developing independence and confidence in their learning. Children have good opportunities to work indoors and outdoors and they are confident to make choices about what they are going to do; they also work well in activities led by adults. There is a good balance of activities chosen by children and those led by staff. Resources are well organised and accessible so that children can make choices about what and how they learn. Adults give good attention to the welfare and progress of individual children. Well-focused observations and assessments are used to inform planning. The curriculum is flexible

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and changes to meet the needs and interests of individual children. From generally low starting points, children make good progress.

The whole Early Years team strive to achieve continuous improvement. This is evident in the recently enhanced outdoor environment. Regular and rigorous self-evaluation informs appropriate plans for further development.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The questionnaires returned indicate a high level of support and confidence in the school. Some parents and carers made additional comments praising the dedicated staff and the good reputation of the school in the local area. A small number would like to see more extra-curricular activities and greater feedback on homework activities.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cecil Road Primary and Nursery 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 189 completed questionnaires by the end of the on-site inspection. In total, there are 411 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 141 | 75 | 46 | 24 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 147 | 78 | 41 | 22 | 0 | 0 | 1 | 1 |
| The school informs me about my child’s progress | 96 | 51 | 87 | 46 | 5 | 3 | 1 | 1 |
| My child is making enough progress at this school | 100 | 53 | 78 | 41 | 7 | 4 | 1 | 1 |
| The teaching is good at this school | 126 | 67 | 58 | 31 | 4 | 2 | 0 | 0 |
| The school helps me to support my child’s learning | 105 | 56 | 77 | 41 | 4 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 91 | 48 | 92 | 49 | 4 | 2 | 1 | 1 |
| 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) | 93 | 49 | 85 | 45 | 6 | 3 | 0 | 0 |
| The school meets my child’s particular needs | 97 | 51 | 79 | 42 | 6 | 3 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 85 | 45 | 89 | 47 | 7 | 4 | 1 | 1 |
| The school takes account of my suggestions and concerns | 60 | 32 | 107 | 57 | 11 | 6 | 0 | 0 |
| The school is led and managed effectively | 113 | 60 | 67 | 35 | 4 | 2 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 134 | 71 | 49 | 26 | 3 | 2 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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 school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



16 September 2011

Dear Pupils

Inspection of Cecil Road Primary and Nursery School, Gravesend DA11 7BT

Thank you for making us so welcome when I visited your school recently with my colleagues. We certainly enjoyed talking with you and were impressed by your excellent behaviour in lessons, around the school and in the playground. We know from talking to you and reading your questionnaires that you enjoy being at school and feel safe there. You were rightly proud of the contributions you make to the school and we have told your teachers that you would like more opportunities to help make decisions in the school. We know that you have some good ideas about what can be improved and some of you told us about the charities you would like to support.

Your headteacher and his staff take good care of you and make sure that you get along well with each other. Overall, you make satisfactory progress.

I have asked your headteacher, the staff and governors to try to make your school even better by:

- making sure that more lessons are as good as the very best so that you make at least good progress
- giving you better feedback when your work is marked so that you understand how to improve
- helping you to understand more about the different cultures of pupils and adults in the school and in the wider world.

I hope you will all play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter
Her Majesty's Inspector

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