

Ospringe Church of England Primary School

Water Lane, Ospringe, Faversham, ME13 8TX

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from low starting points to achieve broadly average standards in English and mathematics by the end of Year 6.
- Improvements since the last inspection are driving up both attainment and progress. This is particularly marked in the Early Years Foundation Stage where the learning environment effectively supports children's development in a range of key skills.
- Judicious appointments of highly skilled staff, effective professional development and a willingness to embrace new ideas have been integral in securing improvements in teaching, which is now good.
- Pupils behave well, are courteous and cooperative and move around the school calmly and sensibly.
- Attendance, which is above average, has increased since the previous inspection, in part because of the appointment of a pastoral support worker who liaises with families.
- Reading is a strong feature of the school. Recent initiatives have been successful in promoting an enthusiasm for, and love of, reading.
- Leaders and managers, including the governing body, are committed to continuous improvement. They manage teachers' performance well and track pupils' achievement data carefully so that any dips in progress can be rectified quickly.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure pupils make rapid and sustained progress throughout year groups.
- Occasionally, the progress of some pupils is not monitored carefully enough during lessons to ensure they complete tasks successfully.
- In a few lessons, the steps needed to achieve the task are not clear enough for all pupils to be able to follow.
- Although uncommon, teachers sometimes miss opportunities to reinforce positive learning behaviours.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, listened to pupils read and attended assemblies. This covered the teaching of a range of subjects, including phonics (letter patterns and the sounds they represent) and guided reading.
- Meetings were held with pupils, parents, staff and representatives from the governing body and the local authority.
- Inspectors took account of the 32 responses to the on-line Parent View survey.
- They observed the school's work and looked at a range of documents, including those relating to safeguarding and child protection, the school's self-evaluation and development plan, minutes of meetings of the governing body, data on pupils' performance, logs relating to behaviour and the attendance figures.

Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Peter Hare

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- The proportion of pupils who are supported through school action is in line with the national average. The proportion supported through school action plus or with a statement of special educational needs is nearly double the national average.
- Most pupils are of White British heritage. A range of minority ethnic groups is represented in smaller numbers.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for looked after children and pupils eligible for free school meals, is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make rapid and sustained progress in all subjects by:
 - ensuring tasks are broken down into clear, manageable steps that effectively guide pupils through what is needed to complete the activity
 - ensuring the progress of every group is monitored carefully in lessons to check whether extra guidance is needed to complete the task successfully.
- Ensure there is a consistent approach to rewarding positive behaviour in lessons to develop exemplary attitudes to learning by:
 - identifying what constitutes exemplary behaviour for learning clearly in behaviour management guidance
 - outlining steps to be taken to reward positive learning behaviours as clearly as those for dealing with unacceptable ones.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are generally below those expected for their age. Staff plan carefully to ensure opportunities are created to encourage children to develop a range of skills well. This has ensured that the proportion of children reaching age-related expectations in literacy, communication and mathematical skills has risen year on year since the previous inspection.
- Targeted teaching of phonics is effective. The proportion of pupils reaching the expected standard in the phonics screening check in Year 1 was higher than the national average.
- Rigorous monitoring of progress means that anomalies are spotted quickly and measures put in place to rectify any dips in performance. Consequently, the proportion of pupils both making and exceeding the expected progress between Key Stage 1 and Key Stage 2 compares favourably with national averages and is increasing.
- Attainment at the end of Key Stage 2 in English and mathematics is broadly in line with national figures and is rising.
- Reading is a strong feature of the school. From the prize box for the 'caught reading' raffle to specialist reading interventions, no stone is left unturned to ensure all pupils develop a love of reading and have the skills necessary to be successful at it. Pupils leave for the next phase of their education with skills in, and attitudes towards, reading that will stand them in good stead.
- Pupil premium funding is tracked carefully to ensure it has the maximum impact on pupils' performance. For example, a 12-week initiative to boost number skills has seen pupils making gains in mathematical understanding of up to 25 months. This, and other equally effective interventions, ensure pupils who are known to be eligible for the pupil premium achieve well.
- Disabled pupils and those with special educational needs achieve well. Regular meetings to evaluate the impact of interventions are instrumental in shaping any specialist provision they are offered. For example, a reading intervention has led to pupils making gains in their reading ages of up to 14 months across a 10-week programme. The system of part-time schooling used has also resulted in improved outcomes.
- The progress and attainment of different groups, including those from minority ethnic groups, are closely monitored as part of the school's commitment to ensuring equality of opportunity. Where there have been gaps in the past, these are now closing, which is testament to the school's inclusive ethos.

The quality of teaching is good

- Pupils are grouped for phonics lessons to ensure that teaching matches their exact needs. An investment in high-quality resources ensures pupils engage well with these lessons.
- Writing is well taught. In a writing lesson in Year 1, pupils were helped to identify a beginning, a middle and an end to their story. The teacher explained clearly what was required, made explicit links to the traditional tales pupils had been listening to, and provided a range of prompts and reminders to support them in their writing. All pupils were highly engaged in the task and produced work of outstanding quality.
- Specialist reading interventions, including an after-school club, are accelerating progress in reading. Pupils talk eloquently about the strategies they have learnt for dealing with unfamiliar words. All teachers reinforce a range of phonic skills and make the link between spelling, reading and writing explicit.
- Teachers regularly check pupils' understanding, dispel misconceptions and reshape tasks where necessary. For example, in a design and technology lesson, the teacher noticed some pupils were not filling in their grids correctly and was able to help them. There are rare occasions when the teacher does not manage to check the progress of every group at key points during the lesson. This can sometimes mean misconceptions are not dealt with, which in turn leads to

limited progress.

- Teachers are generally very good at breaking tasks down into manageable steps and this gives pupils clear guidance on what to do to achieve. However, on occasion, the objective of the lesson is not broken down well enough which affects the ability of some pupils to complete the task and limits the progress they make.
- Teachers use a consistent system for marking pupils' work. Pupils quickly learn that the highlighted features mean they have achieved the learning objective and take careful note of the guidance given on how to improve it. For example, in a Year 2 English book, the teacher suggested that the pupil use a range of different ways to start her sentences. Subsequent work shows sentences starting with words such as 'meanwhile', 'after' and 'running'.
- Pupils know the targets they are working towards in English and mathematics. They have copies of them in their books at school and in their reading diaries which go home with them every day. Pupils say this helps them with their work, including their homework.
- The curriculum has improved since the previous inspection and now offers opportunities to reinforce key skills across a range of subjects. For example, using databases to handle information on animal habitats, or writing about dinosaurs after an author's visit, cement pupils' enthusiasm and deepen their subject knowledge, which lead to more thoughtful, thorough work.

The behaviour and safety of pupils are good

- Pupils feel safe at school, and most parents agree that the school keeps them safe and that behaviour is good. Pupils attend regularly and are punctual to lessons.
- Behaviour around the school shows the good level of respect pupils have for each other, adults and the school environment. Lunchtimes are calm and pupils have a wide range of activities to choose from at playtime.
- Behaviour for learning is good in the majority of lessons. Pupils have positive attitudes to learning. They are enthused by the curriculum and say that lessons are fun, especially when teachers give clear examples or provide exciting activities, such as comparing different types of bread. When opportunities for independent learning are well structured, pupils respond by behaving in an exemplary manner and completing tasks in a mature and thoughtful way.
- Behaviour is not yet outstanding because there is still some inconsistency in how exemplary behaviour is promoted. For example, house points are not used consistently to reward positive behaviour and opportunities are missed to be clear about what elements of behaviour are being praised. In part, this is because the behaviour policy does not go into sufficient detail on this matter.
- The school employs a range of strategies to improve the behaviour of pupils who have particular behavioural needs. For example, the school's alternative provision is a system of part-time schooling, carefully supported by visits from the pastoral support worker. This has led to a drop in the number of exclusions.
- Attendance is a key priority. The progress of pupils who are now at school more regularly has increased and the pastoral support worker has been instrumental in the improvements seen. He continues to work closely with families to ensure further gains.
- Pupils have a good understanding of what constitutes bullying, including words that can be seen as pejorative, but say it rarely happens at the school because teachers help them to make the right decisions about their behaviour.

The leadership and management are good

- Leaders and managers at all levels are committed to continuous improvement. Recent appointments have been made to ensure a broad base of skills is represented on the staff and that there is good internal capacity to continue to drive change.
- The management of teachers' performance is based on regular, rigorous monitoring that

celebrates strengths and identifies next steps. Appropriate support is then put in place and subsequent monitoring ensures that this has been successful.

- Whilst a positive approach is always favoured, senior leaders do not back away from giving difficult messages where this is necessary to improve classroom practice and drive improvement.
- Self-evaluation is accurate. Areas identified as being key to further improvement are included in the school development plan, which is clear and holds staff to account.
- Pupils' progress is monitored regularly in a rigorous process which highlights any dips in performance. In-depth discussions then occur to reach a consensus as to the most effective method of redressing any underachievement, with the impact of the chosen method carefully evaluated at subsequent meetings. This cycle is proving effective in accelerating the progress of all groups of pupils.
- Pupil premium funding is closely tracked to ensure it is spent producing the most effective outcomes possible. Initiatives successful at boosting progress in mathematics and reading will continue but others, such as the use of tablet computers, which is currently being trialled, will need to be evaluated to ensure they provide good value for money.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are part of the fabric of the school. Assemblies give time for 'togetherness' and reflection, where a communal sense of purpose is reinforced. The curriculum, and the associated trips, visitors and clubs that enrich it, offer pupils a broad diet of cultural experiences to ensure they are well prepared for the next phase of their education.
- The local authority recognises that this school has improved and is now good and provides light touch support as appropriate.
- **The governance of the school:**
 - The governing body is highly motivated and well organised. Innovative approaches, carefully targeted training and yearly appraisals ensure that governors' skills are used to optimum effect to drive improvement. There are clear systems for monitoring pupils' progress, which are underpinned by a deep understanding of the data. Governors regularly ask tough questions. As part of the stringent monitoring of the use of pupil premium funding, they question the efficacy of interventions. For example, they undertook a project which clearly identified a link between attendance and achievement and allocated pupil premium funding to cover part of the pastoral support worker's costs to enable him to work with pupils and their families to increase attendance. Data show that this has been successful in improving academic performance. Governors scrutinise rigorously the data they receive and are prepared to discontinue initiatives that do not bring about accelerated progress. They make judicious appointments in recruiting staff, and this has been a significant factor in improving the quality of teaching since the previous inspection. They understand the link between financial reward and high-quality performance in the classroom and ensure this is reflected in the pay structure and appraisal system.

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

Unique reference number	118646
Local authority	Kent
Inspection number	401775

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Alan Norley
Headteacher	Amanda Ralph
Date of previous school inspection	9–10 November 2009
Telephone number	01795 532004
Fax number	01795 535744
Email address	headteacher@ospringe.kent.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

