

Minster Church of England Primary School

Molineux Road, Minster, Nr Ramsgate, CT12 4PS

Inspection dates 27–28 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.

- Leaders and managers have ensured that standards have improved considerably since the last inspection. Pupils leave school making better than expected progress in reading, writing and mathematics. Attainment is improving and is in line with the national average.
- All groups of pupils, including disabled pupils, those with special educational needs and those eligible for pupil premium funding achieve well.
- Teaching is typically good because teachers and support staff seek to extend pupils knowledge and understanding through probing questioning and marking that helps pupils improve their work.
- The quality of teaching and the use of assessment and tracking to drive up standards have improved considerably.
- Pupils enjoy coming to school and are engaged in their learning. Pupils behave well, feel safe and have a strong sense of care and responsibility toward one another.
- The headteacher and senior leaders are clear in their ambition to further improve teaching and to achieve the highest outcomes for all pupils. They are constructively challenged and supported to do this by the experienced and well-informed governing body.

It is not yet an outstanding school because

- Although progress in writing and mathematics in Key Stage 1 and in the Reception classes is improving rapidly, it is not yet as strong as in reading.
- Although teaching has improved considerably, teachers sometimes miss opportunities to provide appropriate challenge for the more able pupils to enable them to achieve even better.
- There are not enough opportunities for pupils in the Reception classes to develop their skills and independence through outdoor learning.
- In a very small minority of lessons, the lack of pace means that some pupils become less focused on their learning.

Information about this inspection

- Twenty-three lessons were visited, six of which were observed jointly with the headteacher and deputy headteacher.
- Inspectors listened to pupils read and observed the teaching of reading across the school including phonics (letters and the sounds they make) across Key Stage 1.
- The school’s website, policies, school improvement planning, safeguarding and monitoring and evaluation documents were scrutinised. Inspectors also looked at information relating to performance management and professional development.
- Meetings were held with leaders and managers including a representative of the governors, parents and carers and a local authority representative.
- Views of pupils were taken into account through small-group discussions. Inspectors took account of responses to the online Parent View survey.

Inspection team

Narinder Dohel	Additional Inspector inspector
Vanessa Tomlinson	Additional Inspector inspector
John Mason	Additional Inspector inspector

Full report

Information about this school

- This is a larger than average-size primary school where children start school in the Reception class.
- Approximately 92% of pupils are of White British heritage. The remaining pupils are from a range of minority ethnic backgrounds.
- There are few pupils who are learning English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action and school action plus is just above that in most schools. The proportion of pupils with a statement of special educational needs is in line with the national average.
- Approximately one fifth of pupils are known to be eligible for additional support through the pupil premium funding. This is below the average for most schools.
- In the last two years there have been significant staff changes. A new deputy headteacher and senior teacher have been appointed to the leadership team. The Key Stage 1 and Reception team leaders have been newly appointed or have newly assigned roles.
- The school works within a partnership of seven schools which are being supported by the local authority to develop shared practices.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is no alternative provision provided for pupils.

What does the school need to do to improve further?

- Build on improvements to ensure that teaching is outstanding by:
 - ensuring tasks and activities are planned, using assessment information, and modified within the lesson so that pupils are always fully engaged with their learning, and that the more able pupils are stretched
 - lifting the pace of lessons so that all pupils are actively engaged.
- Improve rates of progress in writing and mathematics at Key Stage 1 and in communication, language and literacy and calculation in the Early Years Foundation Stage by:
 - providing greater opportunity for outdoor and independent learning in the Early Years Foundation Stage
 - more rigorous use of assessment information to guide children's and pupils' learning.

Inspection judgements

The achievement of pupils is good

- Over recent years, the proportion of pupils making expected progress has been rising across Key Stage 2 and progress is now consistently strong. The proportion of pupils making better than expected progress has been steadily increasing and now compares favourably with the national average.
- Pupils in school known to be eligible for the pupil premium are well supported to make progress in line with all pupils nationally. Funding is spent on the development of reading and comprehension skills and individual tutoring. The staff changes in Key Stage 1 are resulting in pupils making faster rates of progress than in previous years.
- Attainment in reading, writing and mathematics across Key Stage 2 has been rising steadily over time. Attainment in writing and mathematics at the end of Key Stage 1 is not yet consistently in line with national averages although it is improving rapidly and getting closer to the average attainment levels prevalent in reading.
- Disabled pupils and those who have special educational needs are also carefully supported through small-group work and make good progress in their reading, writing and mathematics as they move through the school.
- Children enter the Reception class with skills and capabilities below expectations for their age in the areas of communication, language and literacy and some aspects of number and calculation. However, their personal, social and emotional development is strong. Although assessment and tracking show that they make good overall progress, it is not consistently good in all aspects of the development of children's early communication and numeracy skills. This is partly because children's opportunities to develop their independence and skills through outdoor learning are limited.
- Achievement in reading across the school is good because the school has invested in a good quality reading programme and additional adults make time to read with pupils individually and in smaller ability groups. Also, teachers ensure they use every opportunity to develop reading skills through a wide range of subjects and provide scheduled reading and library sessions.
- Leaders and managers have worked concertedly to introduce and embed robust systems for the assessment and tracking of pupils' attainment and progress across the school. This has successfully resulted in accelerating outcomes for pupils in Key Stage 2. Although they are now making more of a notable effect in Key Stage 1, systems are not yet fully robust to have the best possible impact on improving achievement in writing and mathematics. In addition, assessment information is not always used consistently to set sufficient challenge for the more able pupils so that they reach the higher levels in reading, writing and mathematics by the end Key Stages 1 and 2.
- Across Key Stage 2, pupils are skilled at demonstrating their knowledge and understanding through written self-evaluations of their learning. This has come about through work such as that demonstrated in Year 5, where pupils develop an understanding of their learning styles. They identify and practise features of being a good learner such as resilience through problem solving, collaboration and independence.
- Parents and carers agree that their children learn well and make good progress.

The quality of teaching is good

- The quality of teaching across the school has improved considerably since the last inspection. This is due to the determined focus by leaders on monitoring teaching, providing effective feedback to teachers and identifying appropriate training opportunities for them.
- Marking in writing and mathematics has improved since the last inspection and is strong. It clearly and consistently shows pupils what they have done well and provides examples of how they can improve their work. Pupils are given time in lessons to read and respond to the

teachers' marking. There is consistent use of success criteria, which enables teachers to assess progress and pupils to recognise their goals and achievement and to self-assess.

- In the strongest lessons teachers are confident in layering questions and providing opportunities that enable them to observe and assess the learning and progress taking place. This means that pupils are able to consolidate and extend their skills. For example, in a Year 6 mathematics lesson, pupils were able to demonstrate their understanding of finding the area of simple compound shapes and apply this to more complex problems.
- The work of additional adults is carefully targeted and supports pupils of all abilities to make gains in their learning.
- Although teaching is typically good, occasionally in just a few lessons the pace of learning slows. This is usually when the level of work is not closely matched to the abilities of groups of pupils and more-able pupils do not have work that fully extends them within the lesson.
- Parents and carers agree that their children are taught well at the school.

The behaviour and safety of pupils are good

- Behaviour around the school and in lessons is typically good. Pupils are polite, helpful and welcoming. They get on well with each other and show great respect for one another. Behaviour outside of the classroom and in the playground has improved considerably since the last inspection.
- Overall, pupils have good attitudes to learning. Where teaching involves pupils actively and is well matched to their needs, pupils take part with enthusiasm. In the few lessons where the pace is too slow, some pupils start to lose concentration and become disengaged.
- Pupils are well informed and knowledgeable about different types of bullying and keeping themselves and others safe. They are particularly well informed about e-safety and cyber bullying. As a result of the recent anti-bullying week, one class wrote rules and poems about this and were observed acting out what they should and should not do. There have been very few instances of bullying. Pupils are confident that any concerns they may have are, and will be, dealt with effectively.
- Attendance is above average and shows that pupils enjoy coming to school.
- There have been no exclusions in the last two years.
- Parents and carers agree that behaviour is good and that their child is well looked after and feels safe in school.

The leadership and management are good

- The headteacher, other leaders and governors have a relentless focus on improvement in pupils' progress and improving the quality of teaching. This has been central to the success in the raising of achievement for pupils and in promoting equality of opportunity and tackling any form of discrimination.
- The school has reviewed and strengthened systems for gathering and tracking performance data. These are now robust at Key Stage 2 and developing strongly in Key Stage 1 and in the Early Years Foundation Stage. Analysis of attainment and progress is increasingly being undertaken by a wider range of leaders and being used by teachers in the classroom and through pupil progress meetings.
- School improvement planning and monitoring information is well documented, shows improvement since the last inspection and demonstrates that leaders and managers are clear about what they need to do to build on the improvements they have made. Leaders and managers have demonstrated a good capacity to improve further and maintain developments.
- Staff performance and professional development are well managed and have been effective in

improving the quality of teaching and accelerating progress. The headteacher and governors have been effective in managing teaching that does not meet expectations. Staff were positive about how they have been supported in their development.

- The curriculum provides interesting, engaging and memorable experiences for its pupils. Subjects across the curriculum are beginning to link together to further develop pupils' reading, writing and mathematics. Sporting and cultural activities, as well as the residential visits and trips to places of local and national interest, enthuse and excite pupils. In addition, the school's values of creation, friendship, justice forgiveness and peace, create a positive climate for learning. As a result pupils' social, moral, spiritual and cultural awareness is well developed.
- The school is in a partnership of seven schools being supported by the local authority to engage in peer monitoring, moderation and school improvement. This is in the early stages but is having a positive impact on further developing the quality of teaching. The school itself has moved from requiring intensive support to now receiving light touch support from the local authority.
- All statutory safeguarding requirements are met.
- Parents and carers say that they are pleased with the amount of information they receive and level of communication they have with the school and the work of the family liaison officer. The school increasingly provides support and guidance through its website.

■ **The governance of the school:**

- Governors have been a driving force in raising standards. They visit the school regularly as evident by their notes of visits and minutes of meetings. They have a good understanding of the work of the school and performance of different groups of pupils. With the headteacher and other leaders they have formed a leadership team which has a good impact on raising standards. They are committed to further developing school leaders and improving the quality of teaching. They use performance management to inform salary progression and the appraisal policy and are fully conversant with capability procedures. Through this process governors confidently hold the school to account. They are aware of the funding and use of the pupil premium and the impact this is having. Governors have undertaken the required safeguarding training and a self-review of the skills and strengths of the governing body.

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	118696
Local authority	Kent
Inspection number	405809
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	405
Appropriate authority	The governing body
Chair	George Box
Headteacher	Wendy Stone
Date of previous school inspection	27–28 September 2010
Telephone number	01843 821384
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