

Kempsey Primary School

Ellsdon, Kempsey, Worcester, WR5 3NT

Inspection dates

27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too few pupils are making good progress, particularly in Key Stage 2.
- There is not enough good teaching. Work is not always pitched at the right level for all groups of pupils and it is not marked in a way that helps them to improve it.
- Although teachers' performance is appraised the current arrangements have yet to bring rapid improvements.
- A few pupils become unsettled and lose concentration when lessons do not grasp their interest and full attention.
- Until this year leaders and managers at all levels, including governors, have not been sufficiently focused on bringing rapid improvements.
- Teachers who lead subjects have not had enough opportunities to check how effectively their subject is taught or how well the pupils are doing in it.
- Information for parents does not give them a good insight into how behaviour is managed. The school website does not provide all the information it should.

The school has the following strengths

- The interim leadership of the school has brought a clearer focus to how teaching and pupils' progress can be improved.
- Pupils enjoy reading and are enthusiastic about it.
- Attendance is high and pupils are punctual to lessons.
- Pupils feel safe and are proud of many aspects of their school.

Information about this inspection

- Inspectors observed 16 lessons, one of which was observed with the executive headteacher.
- Meetings were held with groups of pupils, the Chair of the Governing Body, a representative from the local authority, and staff, including senior and subject leaders.
- Inspectors took account of 46 responses to the online questionnaire (Parent View). They spoke with parents and carers informally when they brought their children to school.
- Inspectors observed the work of the school. They looked at a range of documentation, including information about pupils' progress, records of attendance and behaviour, documents relating to safeguarding, and school policies.

Inspection team

Jeremy Bird, Lead inspector	Additional Inspector
Michael Farrell	Additional Inspector
Elaine Long	Additional Inspector

Full report

Information about this school

- Kempsey Primary School is an average-sized primary school.
- Since the previous inspection, there have been considerable changes in staffing including the previous headteacher leaving and an interim headteacher being appointed. A new headteacher is due to start in the summer term 2013.
- An average-proportion of the pupils is eligible for the pupil premium, through which central government provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, whereas for those at school action plus or with a statement of special educational needs, the proportion is above average.
- Most pupils are from White British backgrounds.
- The proportion of pupils who speak English as an additional language is well-below average.
- On the school site there is a privately run childcare provision both before and after school, which is subject to a separate inspection.
- 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?

- Improve the quality of teaching in order increase the rate at which pupils make progress, particularly in Key Stage 2, by:
 - making sure the work set for the pupils is pitched at the right level to build on what they already know and are able to do
 - making it clear to pupils what they are expected to learn and what they need to do to succeed
 - questioning pupils during the course of lessons to make sure they fully understand what they are learning
 - marking all pupils' work in a manner that sets out clearly how they can improve
 - making sure pupils are interested and motivated so that they do not become unsettled and lose concentration.
- Improve the leadership and management of the school by:
 - analysing information about pupils' progress with greater clarity so that teachers can be more robustly held to account for the progress of the pupils in their classes
 - using information about pupils' progress more effectively to provide additional support to those pupils who need extra help to catch up
 - making more effective use of appraisal arrangements to improve the performance of all adults who work in the school.
 - developing the roles of those teachers who lead subjects so that they rigorously monitor the quality of teaching and evaluate its impact on pupils' work.
- Improve communication with parents by:
 - providing them with a clear explanation about how behaviour is managed
 - ensuring the school website contains access to all the information it should.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils are making the progress expected of them, but too few are making faster progress in English and mathematics so that they reach the standards they should. The school is focusing on increasing the rate of progress, but the steps that have been taken over the last year are yet to result in pupils making consistently good progress.
- Most of the children start school being able to do what is expected of children of this age. Some children's communication skills are not as secure as their other skills. They make the progress expected of them but, by the end of the Reception Year, their speech and language skills remain a little weaker than other areas of learning.
- Pupils gain a secure knowledge of the sounds that letters make. This was confirmed in the recent phonics check at the end of Year 1 when pupils' understanding was similar to that in most schools. Younger pupils acquire reading skills and apply these to gain confidence to read without help. Pupils have a genuine enthusiasm for reading.
- Progress in Key Stage 1 has got faster. As a result, pupils' attainment rose to be above average in reading and writing in last year's national tests at the end of Year 2. This was a marked improvement on the average attainment in the two previous years. Attainment in mathematics has also improved but not as much.
- Progress in Key Stage 2 has not improved enough and as a result pupils' attainment in English and mathematics remained broadly average at the end of Year 6 in 2012. This is because pupils were not being challenged sufficiently to make faster progress. This year, better teaching has resulted in improving progress in every year group.
- Last year girls in Year 6 did not do as well as boys. They made slower progress and reached lower standards, notably in mathematics. At the end of Year 2 boys also did better than girls in mathematics. However, in their books and in lessons there is no discernible difference in the performance of girls and boys.
- Last year the pupils supported by the pupil premium left the school almost six months behind their classmates in English and mathematics. This year funding has provided additional teaching assistant support for the small number of pupils who are eligible. As a result they are now making similar progress to their peers in most year groups.
- The progress of disabled pupils and those who have special educational needs is similar to that made by other pupils. However, there are some weaknesses in the way the school keeps track on these pupils' progress so that the right support is not always given to them to help them to make good progress.

The quality of teaching

requires improvement

- The teaching is good in some lessons, but in others it requires improvement. Improvements in the teaching of reading and writing in Key Stage 1 have raised attainment. The teaching in Key Stage 2 is not good enough to help the pupils to make faster than expected progress. Some lessons do not sufficiently fire pupils' interests and enthusiasm.

- Teaching has begun to improve in Key Stage 2 but weaknesses remain. Too often the work the teachers set for the pupils is not building on what the pupils already know and are able to do. In some cases the checks they make, during lessons, about how well pupils understand the tasks they are set, are not rigorous enough.
- Teachers' subject knowledge is secure but they do not always use information about how well pupils are progressing to plan lessons that are at just the right levels for all pupils in the class. Sometimes all pupils are asked to do the same work, which is too easy for some and too hard for others.
- Some lessons are well taught. For example, pupils in a Year1/2 class made good gains in their knowledge of the effect of forces during a science lesson. The teaching was good because it was very clear what the pupils were expected to learn, explanations were clear and, as a result, pupils successfully built on what they already knew.
- The teaching of early reading is well-organised and methodical. This is the main reason for improved attainment in reading in Key Stage 1. The teaching of the sounds that letters make is regular and conducted at a good pace to maintain the pupils' interests. Teachers often draw pupils' attention to letter sounds, in different contexts, throughout the day.
- The marking of the pupils' writing and the feedback that the teachers give the pupils is not good enough. Although better in pupils' literacy books than in their other work marking is not helping them to make good progress. The pupils' writing is not marked or commented on in enough detail, and in some cases basic errors are not rectified.
- The teaching in the Early Years Foundation Stage successfully settles the children into the routines of school life. Children gain confidence because they receive a suitable level of individual help and guidance. The adults work together well as a team but some opportunities to help the children to make faster progress are missed.
- Teaching assistants make sure that disabled pupils and those who have special educational needs gain the confidence and skills they need to make secure progress. They do this by making sure the pupils understand the work they are set and then allowing sufficient time for them to work on their own.

The behaviour and safety of pupils

requires improvement

- Most pupils have positive attitudes to learning but there are times when pupils are not clear enough about what they are expected to learn and a few become unsettled and lose concentration. In lessons where the teaching does not excite the pupils their behaviour tends to be compliant rather than enthusiastic.
 - Pupils feel safe at school and parents and carers support this view. However, they are not as confident about how the school tackles poor behaviour and bullying. The school website is being developed to improve communications with parents and carers but does not yet provide policies and information about behaviour.
 - Pupils have a good understanding of how to stay safe. They know about the different types of bullying. For example both younger and older children talked about 'cyber-bullying'. While pupils
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are aware of some name calling they feel that adults deal with such issues quickly and effectively.

- Pupils benefit from a range of activities that promote their spiritual, moral, social and cultural development. In school their contributions are celebrated in assembly and they learn about world faiths in religious education. They visit places of interest such as a site with Roman remains to spark their curiosity, and also enhance their learning in history.
- Pupils say they enjoy school. This is evident in the above average levels of attendance that have been maintained in recent years. The school encourages full attendance. Well established monitoring procedures keep track of all absences. Pupils are punctual to their lessons, for example leaving the playground safely and quickly to begin lessons.

The leadership and management requires improvement

- There have been considerable changes to the leadership and management of the school over the last year. The interim headteacher has laid secure foundations for improvements in a relatively short time. However, leaders and managers at all levels are not sufficiently involved in bringing rapid improvements.
- School leaders broadly recognise the school's strengths and weaknesses. The interim executive headteacher, together with the governing body, local authority and newly appointed headteacher has written and implemented rigorous plans which are beginning to result in improvements in pupils' progress.
- Teachers are now being held to account for the standards that pupils achieve. However, the way in which the school checks the progress of individual pupils is not precise enough to quickly and accurately identify those who are falling behind, especially in Key Stage 2, or to assess the impact of the quality of teaching.
- Appraisal arrangements are in place but these have not yet resulted in good teaching throughout the school. The checks carried out by senior leaders on the quality of teaching are becoming more thorough. However, they do not use them well enough to improve the performance of all adults who work in the school.
- Teachers who lead subjects do not monitor the quality of teaching and evaluate its impact on pupils' work effectively enough. Teaching and learning are not scrutinised in a way that identifies what needs to be done to ensure pupils make good progress in all subjects. Consequently, subject leaders are not in a position to drive rapid improvement in their subjects.
- The extent to which the pupils' interests are met varies considerably. In some lessons they are engaged and interested but in others they are not excited by the content. However, there are missed opportunities across a range of subjects, for example, for refining questions to encourage deeper thinking.
- The local authority knows the school well. It currently provides an appropriately high level of support to the leaders and governing body. Recent support has helped the executive headteacher, the governing body and the newly appointed headteacher to set out rigorous improvement plans.

■ **The governance of the school:**

- The governing body now has an organisational structure which enables members to challenge school leaders about the effectiveness of the teaching. Governors support the school adequately, and are developing an accurate grasp of its strengths and weaknesses. Governors are beginning to work closely with senior leaders to ensure teachers are rewarded only if they successfully help pupils to make good progress. They monitor safeguarding arrangements well and make sure training requirements are met. The governors understand how funds, including the pupil premium, are spent but does not check thoroughly enough that pupil premium funding has the desired impact on pupils' achievement. It now has a working understanding of the progress pupils are making.
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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	116690
Local authority	Worcestershire
Inspection number	405659

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Jonathan Sutton
Headteacher	Sue Parker (interim executive headteacher)
Date of previous school inspection	7 July 2011
Telephone number	01905 820262
Fax number	01905 820262
Email address	office@kempsey.worcs.sch.uk

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