

# Kempsey Primary School

Ellsdon, Kempsey, Worcester, WR5 3NT

**Inspection dates** 21–22 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has made a very positive impact on the quality of teaching, on pupils' learning and on their behaviour since her appointment following the previous inspection. All aspects of the school have improved, as a result.
- Leaders at all levels, including governors, are working effectively to continue to improve teaching and to raise pupils' standards.
- Pupils feel safe, behave well around school and work hard in lessons.
- The quality of teaching is good across the school. Teachers plan lively and interesting activities so that pupils enjoy learning and make good progress.
- Teachers have high expectations of pupils' learning and behaviour. Pupils respond well, and take a pride in their school and their good achievements.
- Children get off to a good start in the Reception Year, and they continue to make good progress as they move through the school.
- Pupils achieve well. Standards, particularly in reading and mathematics, are rising.

### It is not yet an outstanding school because

- Pupils' achievement in writing does not yet match the levels reached in reading and mathematics.
- Teachers do not routinely make sure that pupils act on the advice contained in marking of their written work.
- Pupils' standards in science are not as high as in English and mathematics.

### Information about this inspection

- Inspectors observed 17 lessons or part-lessons, one of which was jointly observed with the headteacher.
- Meetings were held with three groups of pupils, a group of governors, a representative from the local authority and staff, including senior leaders and teachers in charge of subjects.
- Inspectors looked at work in pupils’ books, including books from the previous school year, and listened to pupils read. They also spoke to pupils informally and observed them around the school at break and lunchtime.
- Inspectors took account of parental communications with them and 108 responses to the online questionnaire, Parent View. They spoke to a small number of parents at the start of the school day. They also considered 26 staff questionnaires.
- Inspectors looked at a range of documents including information about pupils’ achievement, records of their attendance and behaviour, documents related to safeguarding, and school plans for improvement.
- As part of a pilot study, science was inspected by a specialist inspector.

### Inspection team

Michael Phipps, Lead inspector

Additional Inspector

Diana Pearce

Additional Inspector

Brian Cartwright

Her Majesty’s Inspector

Helen Booth

Additional Inspector

## Full report

### Information about this school

- Kempsey Primary School is an average-sized primary school.
- The school provides full-time early years provision for Reception-aged children.
- The proportion of pupils who are eligible for the pupil premium, at 16.9%, is lower than average. The pupil premium is the additional funding provided by the government to support pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported at school action is 4.8%, which is around half the national average. The proportion who are supported at school action plus or have a statement of special educational needs is 10.1%, which is above average.
- Almost all pupils are of White British heritage, and speak English as their first language.
- There have been significant staff changes since the last inspection in February 2013. The headteacher was appointed in April 2013. The majority of teachers and other leaders have been appointed since that date. The Chair of the Governing Body was appointed in October 2014.
- Privately-run childcare operates on the school site both before and after school. It is inspected separately, so was not included in this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve achievement in writing by making sure that:
  - pupils have more opportunities to write in a variety of subjects and contexts
  - all teachers' marking helps pupils to improve their writing, and that pupils respond to this advice.
- Improve achievement and raise standards in science by:
  - checking rigorously the progress that pupils make in science, to make sure they reach the same standards as they do in English and mathematics
  - planning work in science carefully to ensure that all required topics are covered.

## Inspection judgements

### The leadership and management are good

- Pupils, staff, parents, governors and the local authority all recognise how well the headteacher has improved key areas of the school since her appointment. With good support from the newly-restructured leadership team she has substantially improved the quality of teaching and learning, pupils' behaviour and achievement and the school environment since the last inspection. Pupils told inspectors: 'We learn more since the new headteacher has been here.'
- The headteacher manages teachers' performance well. Teachers are set targets which are based on how well their pupils achieve. Any under-performance by teachers is tackled robustly. School leaders have taken difficult decisions about staffing in order to improve the quality of teaching.
- Senior leaders make regular and effective checks on the quality of teaching and this is why it is improving. Newly qualified teachers are supported well by experienced mentors.
- Staff in charge of subjects are enthusiastic and committed, and are making a positive impact on teaching and learning.
- Leaders check pupils' progress carefully and provide support quickly for those who fall behind, so they can catch up. Teachers are held to account regularly for the progress their pupils make.
- Leaders have an accurate idea of the school's strengths and weaknesses. Plans for improvement focus on the right areas and provide a good basis for future action.
- Parents are supportive of the school and its leaders. The very large majority say they feel the school is led and managed well, and that it responds well to any concerns raised. Records support this view.
- Leaders and governors make sure all safeguarding requirements are met, and policies and practices to keep pupils safe are effective. Staff are suitably trained in child protection. The school does not tolerate discrimination, and ensures that pupils of all backgrounds and abilities have an equal opportunity to succeed.
- Pupils explore what it means to be British, as well as the diversity of faiths and cultures in modern Britain. A valuable link has been made with a school in Tanzania. This gives pupils the chance to see the world from another viewpoint, and provides some interesting and engaging opportunities for learning and writing. Pupils' spiritual, moral, social and cultural development is promoted well.
- The national primary school sports funding is used well to increase opportunities for pupils to take part in local sports events, on sports coaches to provide high quality teaching and training for school staff, and on increasing the range of after-school sports clubs. As a result the provision of physical education has improved, and more pupils now participate regularly in a wider range of sports. This helps to promote their healthy lifestyles.
- The local authority has provided valuable support during the school's recent period of staffing and leadership changes. The level of support will now be reduced since the authority has rightly judged that the new leadership team has the capacity to improve the school.
- The school provides an exciting and broad range of subjects, and a variety of additional activities and trips. The subjects and topics offered are currently being reviewed in light of the new national primary curriculum. The impact of these changes has not yet been evaluated. Leaders recognise that pupils currently have too few opportunities to practise their writing across different subjects, and that planning of science topics is not fully complete.

### ■ The governance of the school:

- Governors have a clear idea of the school's performance. The Chair of the Governing Body has a strong background in the use of pupil performance data, and has provided valuable training for other governors. Governors with appropriate skills have been recruited and trained. They effectively both support and challenge school leaders to improve the school further.
- The governing body works closely with the headteacher to review the work of the school and to produce plans for improvement. Governors are regular visitors to the school and carry out first-hand checks for themselves to see how well it is doing. This gives them a clear view on the quality of teaching. They know how good teaching is rewarded, and how any underperformance is tackled.
- Governors make sure the school's finances are well managed. They have a good understanding of how additional funding such as the pupil premium is spent, and its impact on the achievement of eligible pupils.

## **The behaviour and safety of pupils are good**

### **Behaviour**

- The behaviour of pupils is good. Pupils enjoy school and work hard. They are punctual to lessons, settle to work quickly, listen attentively to teachers, respond quickly to instructions and enjoy contributing to lessons. They told inspectors that lessons are very rarely disrupted by poor behaviour. Attendance has been well above average for several years.
- Pupils behave well around school, at break and lunchtimes. They told inspectors they enjoy Friday celebration assemblies because they are proud of the school, and of their achievements. They are polite and courteous towards teachers, visitors and each other. One pupil told inspectors that they like their school because, 'It's fun, there's a great playing space and we feel safe.'
- Pupils enjoy the rewards they get for working hard and behaving well, and are proud to belong to their houses. Checks of school records show that sanctions for managing pupils' behaviour are rarely needed. Pupils understand why it is important to behave well and work hard in school.
- Older pupils act as 'book buddies' for younger pupils and help them to read, a responsibility which they both enjoy and take seriously. Other pupils enjoy responsibilities such as membership of the school council or acting as milk monitors.
- Pupils show respect for their school environment. They are proud of the recently built and refurbished areas of the school. There is no litter around the school site.
- Parents have very few concerns about pupils' behaviour. The very large majority feel the school makes sure its pupils are well behaved and that it deals effectively with bullying.
- On rare occasions when teaching is less engaging, a small minority of pupils sometimes lose focus. On these occasions, pupils make slower progress. This is why pupils' behaviour is not outstanding.

### **Safety**

- The school's work to keep pupils safe and secure is good. The school site is safe and secure. Pupils told inspectors they feel safe in school. They have a good understanding of how to stay safe and know about, for example, potential dangers posed by the internet.
- Pupils know about different types of bullying, such as name-calling or cyber-bullying. They told inspectors that bullying is very rare, racism is almost unknown, and friendly adults help them to sort out any minor disagreements.
- The very large majority of parents who responded to Parent View say their children are happy in school and feel safe. Parents who spoke to inspectors were complimentary about how well the school responded to their child's particular needs.

**The quality of teaching is good**

- Teachers show that they have high expectations of pupils' learning and behaviour. Pupils told inspectors that teachers make learning fun. This engages the interest of pupils and means they make good progress in literacy, reading and mathematics.
- Different groups of pupils learn well because teachers have a secure knowledge of what their pupils understand and can do. Teachers assess pupils' progress regularly and accurately. As a result teaching is well matched to pupils' different abilities.
- Relationships between adults and pupils are warm and respectful, and support pupils' good learning. There is a calm, purposeful atmosphere across the school. Teachers praise pupils for their effort and for their contributions to discussions.
- Teachers regularly check pupils' understanding in lessons by asking questions that make them think hard. They direct teaching assistants well, and they in turn give good extra support to pupils who need it. All adults give pupils precise explanations so they are clear what they have to do.
- Pupils and parents agree the standard of teaching is consistently good. This was confirmed by inspectors' observations, reviews of work and discussions with pupils.
- Pupils develop their speaking and listening skills well when teachers ask searching questions. Pupils are articulate and contribute well to lively classroom discussions.
- Teachers' marking is detailed and frequent, and usually gives pupils useful advice on how to improve their work. However, pupils are not consistently encouraged to respond to this marking so they can improve their work, especially in writing.
- Although pupils' learning in science is sometimes outstanding, the quality of teaching is variable, and teachers' planning does not always ensure adequate coverage of all required topics in science.

**The achievement of pupils is good**

- Pupils' standards in reading, writing and mathematics at the end of Key Stage 1 in 2013 were broadly average, and in 2012 and 2014 they were above average.
- Pupils' progress is good because learning activities are set at the right level of difficulty. Pupils' progress in writing in Key Stage 2 is slower than in reading and mathematics. This is because they do not have enough chances to practise their writing skills across different subjects. Leaders are aware of this, and are taking effective action which is beginning to improve pupils' writing skills.
- Pupils' standards in reading, writing and mathematics by the end of Key Stage 2 are usually broadly average, and sometimes above average. Standards in writing dipped in relation to national averages in 2013, and pupils did not make the progress they should have done. Effective action by the school's new leaders meant that achievement in writing in 2014 improved considerably. Progress is now good and standards are rising, but are still below average.
- The work in pupils' books confirms that pupils are now making good progress in all subjects. This supports the school's predictions that standards will continue to rise in 2015.
- Standards of reading are high. Pupils make good use of their knowledge of phonics (the sounds that letters make) when reading. Results in the national Year 1 phonics check are above average each year, and they continue to rise. Pupils read widely. They read to inspectors with confidence and spoke enthusiastically about their favourite books and authors.

- Standards in mathematics are above average. Basic skills are taught well, and pupils are increasingly able to choose which strategies to use in order to solve mathematical problems.
- The school's most able pupils achieve well. The proportions achieving the highest levels in the 2014 statutory tests compare well with national figures, especially in reading.
- The school checks the progress of disabled pupils and those who have special educational needs regularly and gives them appropriate support. This enables them to make the same good progress as other pupils.
- Pupils supported by the pupil premium make the same good progress as other pupils in school. Additional funds are spent on extra staff to support disadvantaged pupils, and on subsidising the participation of these pupils in sports activities, school trips and residential visits. As a result, gaps between the attainment of disadvantaged pupils and others in school are smaller than those found nationally, and are closing. In 2013 disadvantaged pupils were two terms behind other pupils in mathematics, one term behind in writing and at broadly the same level in writing. In 2014 there were too few disadvantaged pupils to be able to comment on their attainment without identifying them.
- The quality of teaching and planning in science has been variable, so the standards they reach in science are not as high as those in English and mathematics. Checks on the progress that pupils make in science have not been rigorous enough to allow extra help to be given to pupils who fall behind.

### The early years provision

is good

- Children enter the Reception Year with skills and knowledge in line with those typical for their age. As a result of good teaching they make good progress and are well prepared for Year 1. The proportion of children who reach a good level of development is higher than average, although boys' literacy is less strong than that of girls.
- Teachers plan a variety of well-resourced and engaging activities for children. They know the children's individual abilities very well, so they can plan activities at just the right level of difficulty. The learning environment is colourful and stimulating. Good use is made of a well-resourced outdoor area to support learning.
- Teachers understand children's stages of development well. They talk to children and ask them questions as they play. They assess children's progress frequently and accurately, and record these assessments electronically. This builds into a detailed picture of each child's achievements.
- Children are well cared for. Staff make sure that children are safe and know how to stay safe. Relationships between adults and children are warm and harmonious, so children behave well. Parents are actively and successfully encouraged to become involved in their children's learning.
- Leadership and management are strong. Safeguarding and welfare requirements are met. Effective liaison with nursery providers means children's transition into the Reception Year is smooth, so they get off to a good start in the school.

## 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

<b>Unique reference number</b>	116690
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	449007

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

<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>	254
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steven Price
<b>Headteacher</b>	Bryony Baynes
<b>Date of previous school inspection</b>	27 February 2013
<b>Telephone number</b>	01905 820262
<b>Email address</b>	head@kempsey.worcs.sch.uk

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