

Cartwright and Kelsey Church of England Primary School

School Road, Ash, Kent, CT3 2JD

Inspection dates 13–14 May 2015

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

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

- The progress pupils make across the school is too variable. Although most pupils are now making expected progress, too few make good gains in their learning, particularly during Key Stage 2 and in writing.
- The quality of teaching requires improvement. Teachers do not always provide work that is suitable for pupils' needs. As a result, too few achieve the highest levels by the end of Year 6.
- Disadvantaged pupils do not always make the progress of which they are capable. In 2013 and 2014, there were wide gaps in the attainment and progress of disadvantaged pupils and other pupils.
- The targets that leaders set for teachers are not always challenging enough. This sometimes has an adverse impact on the progress pupils make.
- While governors are committed to the school, and some visit regularly, they do not always hold senior leaders fully to account for pupils' achievement and the quality of teaching.
- Although school leaders have successfully reduced persistent absence over the last three years, it still remains above the national average.
- The quality of marking and feedback is inconsistent in some subjects, particularly mathematics. As a result, pupils are sometimes unsure how to improve their work or make it even better.
- Some leaders do not contribute as much as they could to improving the school. This is because they are insufficiently involved in checking the progress pupils make and the quality of teaching.

The school has the following strengths

- Achievement is now rising, particularly for the younger children and older pupils. Pupils' progress in writing is accelerating this year as a result of new initiatives.
- Pupils' behaviour is good throughout the school. Pupils are polite and courteous to each other, adults and visitors. They have positive attitudes to learning.
- Children make good progress in the early years, where teaching, learning, and behaviour are good.
- Pupils say they feel safe in school. They have a good understanding of the risks when using computers, and of the different types of bullying. They look out for each other.
- The school promotes pupils' spiritual, moral, social and cultural development well. The school's ethos and work in this area means that pupils have a good understanding of, and demonstrate, British values in their behaviour, work and attitudes.

Information about this inspection

- The inspection team observed 13 lessons or part-lessons in all classes and year groups. Two lessons were observed with the headteacher jointly. Inspectors also observed sessions with small groups of pupils, two assemblies and break times. In addition, inspectors scrutinised work in pupils’ books in a range of subjects. Inspectors also listened to pupils read.
- Inspectors held meetings and discussions with pupils, school leaders, teachers, four members of the governing body and a representative from the local authority.
- Inspectors took account of the 47 responses from parents to Ofsted’s online questionnaire, Parent View, as well as the outcomes from parent surveys that the school recently conducted. They also spoke to parents informally in the playground. Inspectors also considered additional information that was submitted by a parent.
- Inspectors considered the 17 questionnaire responses received from staff.
- The inspection team examined a range of documentation, including those related to safeguarding, the school’s self-evaluation and development plan, the minutes of governing body meetings, information about pupils’ progress and attainment, notes of visits from the local authority, records of behaviour and attendance and records relating to the management of staff performance. The school’s website was also scrutinised.
- Inspectors also visited the breakfast club.

Inspection team

David Thomas Hatchett, Lead inspector

Additional Inspector

Roger Easthope OBE, Team inspector

Additional Inspector

Full report

Information about this school

- The school is located in the village of Ash, close to the town of Sandwich, in the Thanet district of Kent. The school is smaller than most primary schools but has experienced a growing roll since the previous inspection. Children in the early years Nursery class attend school part time, and full time in the Reception class.
- The vast majority of pupils are of White British heritage. Nearly all pupils speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium is similar to the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there have been a number of changes to the staffing of the school, and a change in the Chair of the Governing Body. Nearly half of the teaching staff have changed.
- The school runs its own breakfast club, and also offers an after-school club.

What does the school need to do to improve further?

- Raise pupils' achievement by:
 - ensuring that activities always match pupils' different abilities
 - improving the consistency and quality of marking and feedback, particularly in mathematics
 - ensuring that disadvantaged pupils make faster progress and catch up with their peers through more effective use of the pupil premium.
- Improve leadership and management by:
 - ensuring that governors hold leaders to account more rigorously in relation to the quality of teaching and pupils' achievement
 - increasing the impact of subject leaders' work, ensuring that they regularly check the quality of teaching
 - raising the expectations in teachers' targets in the management of their performance.
- Continue the work with families whose children are regularly absent from school, so that persistent absence reduces.

An external review of governance and the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement at all levels because not all aspects of the school's work have remained as effective as they were at the time of the previous inspection. Leaders, managers and governors have not been able to ensure that all pupils and groups of pupils achieve as well as they could.
- While leaders have a broadly accurate understanding of the school's main strengths and weaknesses, the school's evaluation of its performance is too generous in some areas.
- The headteacher regularly checks the quality of teaching in lessons, and his feedback to teachers is precise and constructive. Checks by other leaders are infrequent, and subject leaders are insufficiently involved in regularly checking the quality of teaching and pupil achievement in their areas of responsibility.
- Targets set for teachers are not always challenging enough. For example, the school does not always expect the most from the highest paid members of staff.
- Pupil premium funding has not always been used to the greatest effect in the past, although this year inspection evidence, alongside the school's own data, indicates that gaps in attainment between disadvantaged pupils and their classmates are closing in some year groups.
- Leaders have been successful in creating a culture in which pupils' behaviour is good, good relations are fostered and pupils feel safe. Differences in the achievement of disadvantaged pupils, however, mean that the school is not fully ensuring equality of opportunity for all.
- The school's curriculum is well planned, is broad and balanced and covers statutory requirements. It is enhanced by a good range of extra-curricular activities, including many after-school clubs, which are over-subscribed.
- Leaders have successfully tackled some areas of improvement from the previous inspection. For example, the early years now has attractive and extensive outdoor facilities that are well used. This has had a positive impact on children's communication skills.
- The primary physical education and sport premium has been used well by school leaders. As a result, an increasing proportion of pupils now participate in extra-curricular sports provision, including in competitive games. This includes a sizeable proportion of girls and disadvantaged pupils. The school has employed coaches with the funding to deliver specialist games lessons with all classes, which teachers also attend for training and development purposes. The use of this funding has had a positive impact on pupils adopting a healthy lifestyle.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. It does this within its ethos, as well as throughout the curriculum and through the school's effective personal, social and health education programme. Assemblies provide stimulating opportunities for pupils to reflect upon the school's values. They also reinforce pupils' understanding of British values, for example when discussing the importance of tolerance and respect. The school council also discusses the school's work on British values in its meetings. As a result of all these activities, pupils are well prepared for life in modern Britain.
- The school's breakfast club is well organised and provides a stimulating start to the day for a number of pupils. At both the breakfast and after school clubs, there are healthy food and drink options, and plenty of activities that capture pupils' interest.
- The school's safeguarding procedures meet minimum statutory requirements and are effective in keeping pupils safe.
- The school appreciates the work and support of the local authority. A dedicated school improvement adviser visits the school once every half term, and supports and challenges the school through analysis of data, joint lesson observations, and discussions and work with leaders and governors. However, some of the judgements made in records of visits are overgenerous and do not fully reflect the achievement of pupils and groups of pupils at the school over time.
- **The governance of the school:**
 - Governance requires improvement. Governors have not ensured that systems for managing staff performance and target setting are rigorous or challenging enough.
 - Although governors are aware of how the additional pupil premium funding is spent, they have not ensured that it has been used to best effect because of the gaps in performance between disadvantaged pupils and others in the school.
 - The minutes of governing body meetings show that governors do not hold leaders to account rigorously

and regularly enough in relation to pupils' achievement and the quality of teaching. Governors are often reliant on information provided by senior leaders or in the headteacher's report, but do not check, seek out or ask questions about the detail, for example why some groups of pupils have not performed as well as they should.

- Governors, many long-serving, are nonetheless committed to the school and a number of them visit regularly to check how the school is working and to observe pupils in lessons. Governors are aware of the school's main strengths and weaknesses, and have made contributions to the school's evaluation of itself. Governors ensure the school's finances are managed appropriately, and that pay progression is linked to teachers' performance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Parents, staff and pupils also agree.
- Pupils are proud of their school; they behave well in lessons, and around the school. They are polite, conscientious and helpful to each other, staff and visitors. They respond well to their teachers and other adults.
- Pupils' attitudes to learning are good. Pupils work well together, and on their own, and diligently work through what is required of them. This is even the case in the minority of lessons which are not challenging or inspiring enough.
- Relationships between adults and children are positive and respectful. The school's effective work in promoting spiritual, moral, social and cultural development has a positive impact here. This was evident, for example, in an assembly led by the headteacher on the importance of earning trust.
- The school and classrooms are tidy, organised and promote learning well. For example, the quality of display in and around classrooms is high. Pupils' work in books is generally well presented, although occasionally teachers do not follow up with pupils when they fail to apply the school's agreed policy, for example not using a ruler when drawing shapes or underlining titles.
- Attendance had been above the national average for some years, but dipped to just below it this year as a result of a localised sickness bug. While the school has made some inroads in reducing persistent absence since the previous inspection, there is still too much of it.

Safety

- The school's work to keep pupils safe and secure is good. Parents, pupils and staff also agree.
- Pupils say they feel safe in school, and inspection evidence concurs. The site is safe, and vetting procedures on entry to the building are robust.
- Pupils are aware of the main types of bullying, and say that it is exceptionally rare in school. Nevertheless, pupils say they would know who to go to if they felt in an unsafe situation or had any concerns. Pupils have a good knowledge and awareness of the risks associated with using computers and the internet.
- Relationships are positive. The school has been successful at tackling discrimination and there have been no instances of prejudicial-based bullying.
- Risk assessments, including when using outdoor apparatus, are in place and checked periodically by leaders and governors.

The quality of teaching requires improvement

- The impact of teaching on pupils' progress varies across subjects and classes.
- The teaching of writing is not always as effective as it could be. Sometimes, pupils' spelling, punctuation and grammar errors are not always picked up and corrected by teachers straight away.
- In mathematics, teaching does not always ensure that pupils make good gains in their learning because on occasions the feedback and marking pupils receive do not help them improve their work. Sometimes, pupils of different abilities are given the same work to complete. This slows the progress of pupils, particularly those who are least or most able.
- The quality of marking overall is inconsistent. In English it is usually detailed and the school's marking code followed, but in other subjects it is less consistent.
- Teaching assistants generally provide good support in lessons, particularly when they are jointly involved

with planning. Sometimes they are not used well enough in the introductions of lessons.

- Teaching is strongest in the early years and at the end of Key Stage 2. This is where pupils make faster progress.
- Reading and phonics (the sounds linked to letters) are now well taught in the early years, Key Stage 1 and towards the end of Key Stage 2. As a result, pupils' attainment is rising in these areas. In guided reading sessions, pupils make the best progress when they work with the teacher and teaching assistants. Pupils make good use of the school's library facilities.
- There are positive relationships between teachers and pupils, which underpin each lesson. Pupils' behaviour in lessons is managed well by teachers and teaching assistants.
- There was good promotion of pupils' spiritual, moral, social and cultural development and their awareness of British values during a Year 6 personal, social and health education lesson. The teacher skilfully managed a debate, through a series of statements that each group of pupils had to look at, in relation to promoting high self-esteem and to recognise 'put-downs'.

The achievement of pupils

requires improvement

- From starting parts that are broadly typical for their age on entry to the early years, pupils go on to make progress that is nationally expected throughout the school, so that by the time they leave Year 6, their attainment is broadly average in reading, writing and mathematics. However, too few pupils make good progress over time.
- Attainment at the end of Key Stage 1 has risen each year over the last three years, and is now above average. By the end of Key Stage 2, pupils' attainment has been broadly average for some years. The school's data and tracking, alongside inspectors' scrutiny of pupils' work and books, show that attainment is likely to be similar this year.
- Within this picture lies some inconsistent progress as pupils move through different year groups. Pupils make good progress over time in the early years' classes, and towards the end of Key Stage 2. In between, the progress of pupils and groups of pupils fluctuates in response to the changing quality of teaching.
- Pupils' achievement in writing requires improvement. Too few pupils make better than expected progress from their starting points. The school is aware of this, and has introduced some new initiatives aimed at accelerating pupils' progress in writing, which are now having an impact.
- Pupils achieve well in reading in Years 1 and 2 because of good phonics teaching, but during Key Stage 2 their progress becomes more uneven as the quality of teaching varies. Not enough pupils made good progress in reading at the end of Key Stage 2 in 2014.
- Disadvantaged pupils do not achieve as well as they should. This is because the way the pupil premium funding has been spent has not always had the intended impact. In 2014, there were not enough disadvantaged pupils in the cohort to compare with others in the school or nationally without potentially identifying individuals, but in 2013, there were significant gaps between how well disadvantaged pupils achieved and others. Inspection evidence and school data show that although disadvantaged pupils are now making faster progress, gaps in attainment remain between them and others in some year groups.
- The most able pupils in the school generally make the same varied progress as their classmates, although few make good progress. Last year, no pupil achieved the highest level (Level 6) in reading, or writing, or the grammar, punctuation and spelling test. In lessons, the most able pupils do not always achieve as well as they could because tasks are not always challenging enough for them.
- The achievement of disabled pupils and those who have special educational needs requires improvement and their attainment is below average. In classes where their progress is more rapid, these pupils benefit from good support from teaching assistants and work that takes fully into consideration their individual needs.

The early years provision

is good

- Children in the early years make good progress from their different starting points. As a result, by the time that they leave the early years, their attainment is above the national average and they are well prepared for Year 1.
- Children receive good provision in the early years, a wide range stimulating activities, both indoors and outside, and work that is at the right level for each child. Coupled with adults who provide effective support, and at the right time, children make quick progress.

- Staff foster good relationships with parents and communicate well with home. They share and display planning, so that all know what is being taught.
- Behaviour and safety are good in the Nursery and Reception classes. Adults know the children very well. Children have positive attitudes to learning, which was evident, for example, in Reception when a group of children sat in the book corner and chose and read books independently.
- Teaching in the early years is good. Following the previous inspection, leaders invested in new outdoor learning equipment that has enhanced the quality of provision. Both the indoor and outdoor areas are used well to support learning. Adults have high expectations of what the children can achieve, and set challenging activities which enable them to make good progress.
- The early years leader provides good leadership. There is good record-keeping, and staff track closely information about children's progress against each area of learning. Teachers and adults use this information when they set up activities and ask probing questions, so that children make good progress.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 118745 |
| Local authority | Kent County Council |
| Inspection number | 461940 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 2–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 187 |
| Appropriate authority | The governing body |
| Chair | Nicky Loveless |
| Headteacher | Matthew Crick |
| Date of previous school inspection | 16–17 November 2011 |
| Telephone number | 01304 812539 |
| Fax number | 01304 813853 |
| Email address | office@ashckschool.org |

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