

# Cecil Road Primary and Nursery School

Cecil Road, Gravesend, Kent DA11 7BT

<b>Inspection dates</b>	12–13 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The school has improved rapidly since the previous inspection. This is because the headteacher and senior staff have worked hard to bring about improvements in the quality of teaching and learning.
- Pupils are happy and feel safe. They behave well and enjoy their lessons. Parents are pleased with how well their children are doing.
- Teachers plan activities that interest and engage pupils. They enable pupils to make good progress from their starting points. By the end of Year 6, standards of attainment are average.
- Relationships between pupils and teachers are characteristically warm and friendly.
- Governors are skilled and very supportive. They know the schools' strengths and weaknesses.
- Children have a strong start to school life in the early years. They make good progress and develop confidence and a love of learning. They enter Year 1 with the skills they need to be successful learners.
- The school prepares pupils well for life in modern Britain. Spiritual, moral, social and cultural development is effectively promoted through the curriculum.

### It is not yet an outstanding school because

- Sometimes, pupils are not challenged sufficiently by the work that is set for them. This is particularly the case for the most able in Year 4.
- Leaders do not regularly monitor the attendance of some harder to reach groups of pupils.
- Those leaders responsible for English and mathematics do not focus sufficiently on the progress of pupils when they look at pupils' books.

## Full report

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

- Ensure that teachers help pupils make the rapid progress that they are capable of, by:
  - providing work that is suitably challenging, particularly for the most able in Year 4.
  
- Improve leadership and management by:
  - regularly monitoring the attendance of pupils from harder to reach groups
  - ensuring that those who have responsibilities for subjects focus more on pupils' progress when they are looking at books.

## Inspection judgements

### Effectiveness of leadership and management is good

- The new headteacher, ably supported by her senior team, has worked hard to address the issues identified at the previous inspection. The school is rapidly improving. Staff praise the headteacher and say she has created a positive culture where all feel valued. Teaching is effective and pupils make good progress.
- There is an efficient system to track pupils' progress. Staff have a clear understanding of how pupils are learning and which pupils need additional support. Leadership is not outstanding because subject leaders do not focus enough on progress when they look at pupils' books. As a result, some pupils do not make the best possible progress.
- Leaders have ensured that staff continually strive to improve. Many have undergone additional training or have attended courses to expand their skills. Teachers have clear performance management targets which are based on making sure that the pupils in their class make strong progress.
- The curriculum has been thoughtfully developed with topics designed to motivate and challenge pupils. Extra-curricular provision is plentiful. The school's philosophy is based on showing humanity towards others. For example, those in Year 6 have recently made paper planes to send to the Hiroshima Peace Park.
- Despite the school's urban environment, there is an emphasis on giving pupils an appreciation of the natural world. In many classes there are pots of growing vegetables or hatching insects. Pupils have a good awareness of the need to protect delicate ecosystems, such as the rainforest. The weather station in the school playground gives pupils an understanding of the features of British weather. Pupils were very enthusiastic when talking about their responsibilities for ensuring that the school operates in an environmentally friendly way.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils have a good understanding of British values, they learn about democracy and the rule of law. Parents praised how the school teaches about respect and tolerance.
- The school makes good use of the physical education and sports premium. Some of the money is spent on belonging to a local sports partnership. This has given many pupils the opportunity to take part in a large range of different sporting competitions. In the playground, pupil play leaders encourage all to improve their fitness, agility and stamina by playing active games during lunchtime. Every pupil swims on a regular basis in the school's on-site swimming pool. Last year, no pupil left Year 6 unable to swim.
- Pupil premium funding for disadvantaged pupils is used well. Pupils are given targeted support to ensure that they make good progress in reading, writing and mathematics. As a result, gaps are closing rapidly.
- Parents speak positively about the school and a very large majority of parents would recommend the school to another parent. Many were complimentary about the new headteacher. They like the newly introduced academic mentoring days. This is because it gives them an opportunity to talk to teachers with their child present so all can celebrate successes and talk about areas that still need to be improved.
- The local authority has provided effective support since the last inspection. They have regularly reviewed the impact of leaders on improving pupils' progress.
- Attendance rates have been improving in the last few months and are now closer to average. However, the persistent absence of some pupils from harder to reach groups is not monitored regularly enough. As a result, the attendance of these pupils is still inconsistent.
- **The governance of the school**
  - The governing body effectively challenges the school and holds it to account. Governors take time to carefully analyse the school's performance information and ask pertinent questions.
  - Governors have a clear understanding of the school's strengths and remaining areas of weakness.
  - Governors are diligent in ensuring that they fulfil their statutory responsibilities. Policies and procedures are regularly reviewed.
- The arrangements for safeguarding are effective. It is given high priority throughout the school and pupils say they feel safe. The school works well with parents and a range of outside agencies. Staff training is fully up to date and records are meticulous.

## Quality of teaching, learning and assessment is good

- Since the previous inspection, the quality of teaching has improved and is now good. Parents say that 'teachers are dedicated to both the child's welfare and education'.
- Teachers have good subject knowledge in phonics (the sounds that letters make). This is because they have undergone extensive training. As a result, pupils now make strong progress in this subject. From the earliest years, pupils carefully sound out simple words and rapidly develop their reading ability.
- Teachers ensure that pupils quickly master the basic skills of spelling, punctuation and grammar. They use these skills effectively when writing for different purposes. For example, in Year 6 pupils had written detailed accounts about the cause and impact of the Cockermouth flood in 2009.
- Pupils are taught how to quickly grasp concepts and solve a range of problems in mathematics. They are given many opportunities to use mathematics in everyday life. For example, pupils had taken part in a national survey of birds and then presented their findings in graphs.
- Teaching assistants make a strong contribution to pupils' learning. Careful support enables pupils who have special educational needs or disability to develop their confidence and skills.
- Homework is set regularly. Pupils learn spelling and mathematics skills that complement their learning in school.
- A scrutiny of pupils' workbooks across the year groups showed that most pupils in the different year groups make good progress. However, progress is less strong when expectations and challenge are not high enough. This is particularly the case for those pupils who are most able in Year 4.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- There are good relationships between staff and pupils. One example of this was when pupils were asked to write about inspirational people and some pupils chose their teacher.
- Parents are highly supportive of the school. Many said that it was a happy school where their children felt safe and secure.
- Pupils are very proud of their school. They say that their school is special because of the, 'super staff who are always there to help us'.
- In lessons, pupils are confident and understand what it means to be a successful learner. This is because they frequently talk to the teacher about their learning and how they can improve.
- Pupils have a good understanding of how to keep safe. For example, they are knowledgeable about how to stay safe when using the internet.
- Pupils have many opportunities to take responsibilities, such as through the school council or sports crew.

### Behaviour

- The behaviour of pupils is good.
- Records show that incidents of poor behaviour have decreased considerably over the last few years. The number of fixed-term exclusions has also dropped dramatically. In the last year, there has been only one fixed-term exclusion.
- Pupils say that behaviour is now good because of the easily understood behaviour policy. Around the school, pupils conduct themselves well. They are caring towards each other and play well together. For example, play leaders in the playground look after any pupil who is standing alone.
- Lessons proceed very smoothly because pupils have positive attitudes to their learning.
- Pupils are emphatic in saying that there is no bullying at the school. They have a good understanding of the different types of bullying. They are confident that if they had any worries they could talk to their teachers.
- Personal development, behaviour and welfare are not outstanding because the school has not fully addressed the issues of persistent absence for those pupils from harder to reach groups.

## Outcomes for pupils

are good

- Pupils' progress is good. Pupils effectively build on their previous knowledge, skills and understanding across the different subjects.
- In key stage 1, pupils make good progress from their starting points. In both 2014 and 2015, a higher proportion than the national average reached the expected levels in the phonics reading check.
- At the end of Year 2 in 2015, pupils attained higher than the expected standards in reading and writing, and similar to the national average in mathematics. Books and the school's information show that almost all current pupils in Year 2 are working within the expected levels for their age.
- In key stage 2 in 2015, pupils reached average standards in reading, writing and mathematics. Current pupils in Year 6 have made particularly strong progress from their starting points at the beginning of the year. Pupils' books show that most are working at or above the expected levels for their age. Pupils are therefore well prepared for their next stage of education.
- Pupils make good progress in science. They learn about concepts through practical activities. They demonstrate good scientific thinking, for example, when learning about pneumatics and electrical circuits in Year 6.
- Those who are most able do better in key stage 1 than in key stage 2. In Year 2 last year the proportions of pupils gaining the higher levels were better than the national average in reading and similar to the national average in mathematics and writing. However, in Year 6 last year the proportions of pupils gaining the higher levels were below national averages. This is because progress for the most-able pupils is not as rapid as it could be because pupils do not always have the most challenging work. This is particularly the case in Year 4. One pupil summed up the views of many when they said, 'Sometimes, the work is too easy and I feel that I could do better.'
- Those pupils who are disadvantaged make good progress from their starting points. Current school information and pupils' books show that disadvantaged pupils make better progress than their classmates in Years 1, 2 and 6. As a result of carefully targeted teaching, attainment gaps are quickly closing.
- Pupils with special educational needs or disability often make better progress than their peers because they are supported by a dedicated and well managed team who adapt work to meet pupils' needs.
- Pupils from an Indian heritage make good progress from their starting points. However, in the past those pupils who are White British have not done as well in key stage 2 as other ethnic groups. In 2015, the proportions of White British pupils gaining the expected level were lower than the national average. The school has worked hard to resolve this issue and current pupils' books show that White British pupils are now making similar progress as other ethnic groups.
- Those pupils who speak English as an additional language make good progress from their starting points because of the effective support they receive.

## Early years provision

is good

- Children start the early years with skills and knowledge that are typically below those expected for their age. High-quality adult support ensures that they make good progress in both the Nursery and Reception classes.
- Those responsible for leadership in the early years carefully analyse assessment information to check how well children are doing. Children are well prepared for their learning in Year 1 because the proportions of children reaching a good level of development are higher than the national average.
- Classrooms are bright and attractive. Imaginative role play areas enable children to effectively develop their skills. For example, the 'insect cafeteria' provided children with the chance to develop their understanding of money and improve their writing skills.
- The outdoor environment is well used. It is an exciting environment with numerous areas for children to discover. Children gain a good understanding of how plants grow through tending vegetables.
- The safety of children is good. Staff are appropriately trained in all aspects of safeguarding. Children behave well and take turns. This was shown when they were watching butterflies hatch. Although fascinated and keen to find out more, they patiently waited for their turn with the magnifying glasses.

- Teaching is good. Children are provided with exciting learning opportunities. For example, children were enthusiastically discovering numbers hidden around the grounds. With guidance from teachers and teaching assistants, they were able to correctly identify numbers up to twenty and then put them in the right place on a number line.
- Parents are pleased with the quality of information they receive from teachers about their child's progress. They say their children are happy to come to school.

## School details

<b>Unique reference number</b>	118258
<b>Local authority</b>	Kent
<b>Inspection number</b>	10002347

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	468
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anna Jordan and Michael Northern
<b>Headteacher</b>	Yvonne Quigley
<b>Telephone number</b>	01474 534544
<b>Website</b>	<a href="http://cecilroad.co.uk">cecilroad.co.uk</a>
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<b>Date of previous inspection</b>	12–13 December 2014

## Information about this school

- Cecil Road Primary and Nursery School is much larger than the average-sized primary school.
- There are 90 part-time children on roll in the Nursery provision. Children in the early years are taught in two Reception classes.
- The majority of the pupils are either White British or from an Indian heritage. The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils supported by the pupil premium is lower than that found in most schools. Pupil premium is additional funding provided by the government for those pupils eligible for free school meals in the last six years, pupils who have been looked after continuously for one day or more and those pupils who have been adopted from care.
- The proportion of pupils who have special educational needs or disability is similar to the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- After the last inspection, the headteacher of Dartford Bridge Community Primary School was appointed to the role of executive headteacher at this school. Dartford Bridge Community Primary School provided support with staff training and moderation. In July 2015, the current headteacher was appointed and the executive headteacher reduced her role to one day a week. The executive headteacher stopped supporting the school in December 2015.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. There were 14 lessons and part lessons visited, some of which were observed jointly with senior leaders.
- Meetings were held with two groups of pupils and inspectors looked at work in books and listened to some pupils reading. There were also informal discussions with pupils at breaktime regarding what it was like to be a pupil at this school.
- Inspectors took account of 40 responses to the online Ofsted Parent View questionnaire and also spoke to parents at the end of the school day.
- The views expressed by members of staff in 42 online questionnaires were considered.
- Inspectors looked at a range of documentation and policies including the school improvement plan. Information about the performance of the school in comparison with other schools nationally was considered along with documents about pupils' current attainment and progress. Documents checking the quality of teaching and learning and records relating to behaviour, attendance, child protection and safeguarding were also examined.

## Inspection team

Liz Bowes, lead inspector	Ofsted Inspector
Marcia Goodwin	Ofsted Inspector
Anne Allen	Ofsted Inspector



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