

# Inspection of Ash Cartwright and Kelsey Church of England Primary School

School Road, Ash, Canterbury, Kent CT3 2JD

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Inspection dates: 24–25 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils are positive about their school. They told us that this was because they get to do more subjects now and they know that teachers expect them to succeed. One pupil told us that 'the work is challenging, but rewarding. When you master a new skill, you feel so proud.'

Pupils describe the school as a place where everyone is welcome and cared for. They feel safe. Pupils told us that they could talk to staff and they trust them. Pupils behave well in and around the school. Poor behaviour is rare.

Pupils enjoy taking part in a range of clubs. There are lots of opportunities to get involved in school life by taking on a job. Pupils talked to us about becoming a prefect or being part of the sports squad.

Pupils are polite and respectful towards each other. They often have to work together and know that it is important to support one another. Pupils say that there is no bullying. They feel that if it did happen, it would be dealt with swiftly.

## **What does the school do well and what does it need to do better?**

The education on offer to pupils at this school has improved since the last inspection. The headteacher and her team have a strong vision, which is built on the school values of friendship, community, perseverance, joy, forgiveness and creation. They have established a nurturing and caring environment and set high expectations.

The headteacher and staff have developed a curriculum that meets the needs of pupils. It is clear what leaders expect pupils to learn in each subject, year on year. This has been carefully planned and teachers deliver the curriculum well. Some leaders are new to the school and at an early stage in their development. This means that their influence on pupils' learning is not as strong as that of others.

In reading, writing, mathematics and science, teachers keep a check on what pupils have learned and remembered effectively. They use this information well to plan what they teach next. They are not as skilled at doing this in other subjects. Leaders recognise this. They are making sure that they improve how teachers assess pupils' learning in other subjects, without increasing teachers' workload.

The headteacher is passionate about the development of reading. It is at the heart of the school. The teaching of early reading is strong. All staff in the early years and key stage 1 are well trained in the teaching of phonics (letters and the sounds they represent). They know exactly what should be taught in each year group. Teachers identify any gaps in learning quickly and the right support is put in place. The focus on reading continues into key stage 2. Pupils told me that they love reading and read both at home and in school. They also enjoy their teachers reading to them.

Leaders provide pupils with special educational needs and/or disabilities (SEND) with the right support. This is because they make thoughtful use of specialists to make sure that pupils' needs are fully met. Pupils with SEND are able to access the learning and enjoy the same broad curriculum as their classmates.

The school's behaviour policy sets clear expectations which all staff apply consistently. They rarely have to remind pupils to get on with their work.

Leaders provide a variety of opportunities to help pupils develop into responsible citizens. For example, the school has made links with schools overseas in Brazil and France. This helps pupils to understand similarities and differences between different cultures. Pupils also visit, for example, the chamber of commerce and engage in debates on a range of topics such as homelessness. This helps them develop an understanding of social issues.

Staff in Nursery and Reception have a good understanding of how young children learn and develop. They plan activities that interest children, encouraging them to explore and investigate. Children quickly get used to routines in the early years. They learn to play alongside each other and show respect for adults. Staff want children to have the best possible start to school life. They make sure that children experience all areas of learning, keep a careful check on how they are developing and provide support to catch up if needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is at the core of the school's work. Everyone takes their responsibilities seriously. Leaders make sure that all staff have the appropriate training. As a result, staff are confident to identify pupils who may be at risk and report their concerns promptly.

The designated safeguarding leads have developed strong working relationships with the relevant agencies. They support pupils and their families, so they get the help that they need.

Leaders are aware of the potential risks that pupils face in the community and online. They make sure that they teach pupils how to recognise dangers and report concerns.

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

### **(Information for the school and appropriate authority)**

- Teachers use assessment effectively in reading, writing and mathematics to inform teaching. They are not as adept at this in the foundation subjects. Leaders need to ensure that teachers develop their expertise to assess what pupils have

learned and remembered across the wider curriculum.

- Leaders are clear what pupils should learn each year in each subject. Some subject leaders are new to the school. Leaders need to make sure that they have the planned professional development so that all subject leaders have a positive impact on the learning of pupils.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	118745
<b>Local authority</b>	Kent
<b>Inspection number</b>	10111123
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	158
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nick Hassall
<b>Headteacher</b>	Fiona Crascall
<b>Website</b>	<a href="http://www.ashckschool.org">www.ashckschool.org</a>
<b>Date of previous inspection</b>	21–22 June 2017

## Information about this school

- Ash Cartwright and Kelsey Primary School is designated as a Church of England primary school and its last section 48 inspection took place in December 2016.
- The current headteacher took up post in September 2017.
- The school is smaller than the average-size primary school. Pupil numbers reduced significantly over the past two years.
- The very large majority of pupils are White British.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We evaluated the quality of education by looking in detail at the teaching of reading, including early reading, mathematics, science and music. We discussed the curriculum design and delivery with senior leaders, visited lessons, looked at pupils' work and spoke to pupils, teachers and teaching assistants about the subjects.
- I met with three members of the governing body, including the chair of governors, and a representative from the local authority.

- We talked to pupils both formally and informally to gain their views.
- We looked at a wide range of documentation, including the school's plans for improvement and self-evaluation, curriculum plans, a number of key policies, minutes from governing body minutes, and information available on the school's website. We also looked at information relating to child protection, safeguarding, behaviour and attendance.
- We considered the views of staff through formal and informal discussion and through the 13 responses to the staff survey.
- We took account of the views of parents through the 59 responses to Ofsted's online survey, Parent view, and the 31 free-text comments.

### **Inspection team**

Stephanie Scutter, lead inspector	Ofsted Inspector
Sean McKeown	Ofsted Inspector

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