

# INSPECTION REPORT

## **EGERTON CE PRIMARY SCHOOL**

Ashford

LEA area: Kent

Unique reference number: 118702

Headteacher: Mrs K Batterbee

Reporting inspector: Andrew Clark  
21596

Dates of inspection: 2<sup>nd</sup> – 3<sup>rd</sup> July 2001

Inspection number: 196738  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Stisted Way Egerton Ashford Kent
Postcode:	TN27 9DR
Telephone number:	01233 756274
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Steve Kirk
Date of previous inspection:	28 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Egerton CE Primary School is situated in the village of Egerton, near Ashford. The school is smaller than average with 68 boys and 82 girls on roll, aged between four and eleven. There are six classes. Six per cent of pupils are eligible for a free school meal, which is below the average. The majority of pupils are white and have English as a first language. The percentage of pupils on the school's register of special educational needs, 19 per cent, is about average. There are no pupils with a statement of special educational needs. The children's achievement on entry to the school is above average. The number of pupils on roll is increasing.

### HOW GOOD THE SCHOOL IS

Egerton CE Primary is a very good school. Pupils attain very good standards by the time they leave school and they make good progress. This is a result of the good quality of teaching and learning. The school is very well led and managed. The headteacher, staff and governors work very well together to give good value for money. There are no significant weaknesses in the quality of education and learning. Relationships are very good.

#### What the school does well

1. By the age of eleven standards in English and mathematics are well above average.
2. Good teaching and effective relationships encourage good learning, which leads to high standards.
3. The headteacher, staff and governors work together very well and all of the staff support the school's drive to raise standards.
4. The school works well in partnership with parents to ensure children make good progress.

#### What could be improved

1. There are no significant weaknesses in the schools provision, but the pupils are not always sufficiently encouraged to think for themselves.

*The areas for improvement will form the basis of the governors' action plan.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been good overall since the last inspection in April 1997. Standards in English and mathematics have risen quickly and are now very good. The overall quality of teaching has improved. The planning for all subjects is now good and ensures that pupils build on their earlier learning. Pupils' skills in investigating and experimenting in science are better than they were. The provision for pupils' spiritual and cultural development has improved and older pupils are very knowledgeable about other religions and cultures.

### STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	A
Mathematics	B	A	A	A

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D

Science	C	A	B	C	well below average	E
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Standards are very good by the time pupils leave school and they achieve well. Pupils of all abilities, including those with special educational needs, make good progress. There is a good trend of improvement for English and mathematics. The pupils' attainment in English and mathematics, in the results of the tests for eleven year olds in 2000, is well above the national average and well above the standards found in schools with a similar percentage of free school meals. In science the standards are above the average. In English the improvement in standards from the age of seven to eleven is in the top five per cent of the country. Standards by the age of seven are well above average. All pupils achieve well and there is no significant difference between the attainment of boys and girls.

In the work seen, pupils' skills in speaking and listening are very good and they benefit from the strong emphasis placed on drama. Pupils read well in their lessons and write for a wide range of interesting purposes, such as imaginative letters in the role of wartime evacuees. Spelling and punctuation are accurate and handwriting is neat. Pupils are very quick to work out sums mentally because of their good facility with numbers and the fast pace of teaching. They use different strategies to find solutions to written problems and are given good opportunities to discuss their ideas. In science, pupils make good progress in developing their knowledge and understanding, particularly for physical science and life and living processes. Occasionally, because the teachers over-direct lessons, the pupils do not have sufficient opportunity to use their initiative. Standards in history and music are often high. Pupils make good use of word processing in several subjects.

By the age of six most children exceed the early learning goals expected for their age. They make good progress in communication, language and literacy because of imaginative role-play situations and a thorough start to early reading. Parents give good support. Personal, social, physical, and creative development are good as the reception classroom is stimulating and well organised. Mathematical development and their knowledge and understanding of the world are good.

The school has set challenging targets for the pupils' achievement in National Curriculum tests. Raising standards forms the priority for school development. The school is well placed to meet its current targets. Overall standards are high enough and the pupils' achievement is good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils are conscientious and hard working. They take a pride in their work and generally present it well. A small minority of pupils with special educational needs have difficulty settling to their work and do not concentrate if the pace of teaching is too slow.
Behaviour, in and out of classrooms	Very good. Pupils play and work well together. They are very well mannered.
Personal development and relationships	Relationships between pupils and pupils and teachers are very good and contribute to the quality of learning. Pupils' personal development is good. Pupils do not have enough opportunities to take the initiative and think for themselves.
Attendance	Very good. It is well above the national average and there are no unauthorised absences. Pupils are eager to come to school.

There are very good relationships throughout the school and pupils respect the teachers.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching and learning is good. In 75 per cent of lessons seen teaching was good or better, including 17 per cent that was very good. The remaining 25 per cent was satisfactory. There was no unsatisfactory teaching. The skills of literacy and numeracy are well taught through all subjects and the early stages of reading and writing are systematically and thoroughly developed. Pupils with special educational needs are supported well by classroom assistants and work matches their needs well. Teachers set work at an appropriate level for the more able pupils but do not always ask probing questions to make them think deeply. There are very good relationships built upon calm and friendly teaching. As a result pupils are eager to work and to discuss ideas and concerns with the teachers. In most lessons the pace of working is good with clear instructions and pupils are quick to settle to work. In a few lessons, however, too much time is spent on organisational activities or waiting for all pupils to listen. As a result some pupils lose concentration. Marking is good and homework makes a good contribution to pupils' learning.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The quality of planning has improved significantly since the last inspection. The teachers use the National Literacy and Numeracy Strategies effectively. There is a very good range of academic and sporting activities for pupils out of school hours.
Provision for pupils with special educational needs	This is good. Clear and appropriate targets are set for pupils and their progress is regularly reviewed. The special educational needs governor provides good support.
Provision for pupils' personal, spiritual, moral, social and cultural, development	The provision is good. Daily acts of collective worship offer good opportunities for reflection and prayer. The pupils' moral and social development is built upon the very good relationships. Provision for cultural development is now good. Pupils learn about the faiths of many different cultures and there are good displays of artefacts through school.
How well the school cares for its pupils	It is a caring school. There are efficient procedures for measuring pupils' progress and to make sure they are safe and well looked after. There are very good relationships with parents who are well informed.

## **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	This is very good. The headteacher gives calm and effective leadership. She is supported well by key staff who are analytical and thorough in promoting their subjects.
How well the governors fulfil their responsibilities	Very good. The governors are efficiently organised and very well informed. They work extremely well with staff and parents.
The school's evaluation of its performance	There are good procedures for monitoring the quality of teaching and learning. Successful analysis of National Curriculum test results is supported by regular reviews of pupils' work by all staff and the governing body.
The strategic use of resources	Financial management is good. The governors ensure the school is supported by a good ratio of teachers and well-qualified support staff. They match resources very carefully to prioritise in the school improvement plan and this ensures that the school gives good value for money.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school.</li><li>• The school expects pupils to work hard.</li><li>• The quality of teaching is good.</li><li>• They are comfortable to approach the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• The information for parents and support for their children.</li><li>• The behaviour of some pupils.</li><li>• The activities provided for pupils outside lessons.</li></ul>

The inspection team fully endorses the positive views of the parents. However, they strongly disagree with their concerns. The school provides good information for parents which starts from the detailed prospectus and is followed by regular meeting with parents to discuss their child's progress and regular and detailed written reports. There is a small proportion of pupils with identified behaviour problems. However, they are given good support and are not disruptive to other pupils. There are many out-of-school activities for pupils of all ages including French, netball, football, country dance, cookery, piano and drama as well as opportunities for pupils to learn instruments during school time.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **By the age of eleven standards in English and mathematics are well above average.**

1. By the time pupils leave school they achieve standards in English and mathematics, which are well above the national average. They are also good in science. The standards have been high for the last three years but have continued to improve at least as well as they have nationally.
2. Almost all the pupils reach the standard expected for their age and a very significant proportion exceed this. In 2000 over 50 per cent of the eleven year old pupils achieved the higher level 5 in English and 42 per cent did so in mathematics. This is well above the national average. The school also has pupils attaining level 6 in mathematics, which is the level expected for 14 year olds.
3. The school has set challenging targets for the current older pupils and is very likely to achieve them as the work seen in the school is of a high standard.
4. Standards are also very high when compared with schools with similar proportions of pupils eligible for free school meals. In the year 2000 the results were in the top five per cent of the country when compared with the pupils' early attainment at the age of seven.
5. The pupils enter the school with attainment above typical levels for their age and they make good and often very good progress through the school. The school uses a range of nationally recommended tests for pupils aged seven, eight, nine and ten. Analysis of the results indicates that pupils of all abilities make good gains year on year.
6. By the age of eleven pupils' speaking and listening skills are very good. They discuss their ideas with each other and present them to the class. They are very attentive listeners and use a rich vocabulary. They are given opportunities to talk about their work in most subjects. Standards in writing are high. Handwriting is neat and the most able pupils are very fluent. Spelling is very accurate for the majority of pupils including many of the less able. They use commas, apostrophes, exclamation and question marks to good effect. The language many pupils use is rich and interesting, and from an early age they are familiar with alliteration. For example, they describe characters in stories well: 'She's organised and orders things well.' or 'She is ambitious and always planning ahead.' In their poetry, pupils express their ideas well and use metaphors and similes effectively. They organise their work into paragraphs and there is a good structure to their stories. Pupils read accurately and expressively. The standards pupils attain in English are a result of the development of basic skills through all subjects and good teaching in literacy. Pupils use information and communication technology well to develop their skills in English. For example, they vary the fonts and layout of the page to improve the presentation and catch the attention of the reader.
7. In mathematics, pupils' ability to calculate mentally is good. For example, pupils can add and subtract three-digit numbers using several different methods. They have a good understanding of data handling, calculating the mean and mode averages using decimal points. The more able develop a good understanding of algebra. Pupils make improvements because the teachers make helpful suggestions to them when they make errors in calculations.
8. Overall, the standard of pupils' work is very good by time they leave school.

**Good teaching and effective relationships encourage good learning, which leads to high standards.**

9. The quality of teaching is good and encourages positive attitudes to learning
10. A significant strength of the teaching is the very good relationships. Pupils and staff are at ease with each other and discipline is good. Pupils are eager to listen to their teachers and follow instructions well. For example, in the reception class, children very quickly settle to their work and concentrate for a long time because they feel safe and secure and know exactly what to do.
11. Pupils are clear about the purpose of the lesson. Teachers explain in detail what the pupils are expected to learn and discuss with them what they have achieved at the end of the lesson. As a result pupils have a good understanding of their own achievement.
12. Teachers ask the pupils good questions to help them clarify their ideas. They encourage the use of a rich vocabulary. For example, the eleven year olds explain the difference between a 'homophone' and a 'homonym'. By asking the pupils to explain their strategies for solving problems and using questions to enable them to think of other options, the teachers ensure that the pupils make good progress.
13. Pupils are expected to work hard and at length. They are motivated by the quick pace with which questions are asked and the efficient way in which the lesson moves from one part to another.
14. The teachers' subject knowledge is often very good. In particular, teachers have a good understanding of English and mathematics and they constantly reinforce basic skills. In mathematics, for example, the teacher interests and challenges the pupils by adding three three-digit numbers very quickly. This stimulates the pupils to try to catch up with her. The school makes good use of specialist skills in subjects such as music and science. In music, the seven year olds are become increasingly accurate in singing tunefully because of the very good example set by the teacher.
15. There is very good support from classroom assistants for all pupils, particularly those with special educational needs. The classroom assistants work from detailed lesson plans and are clearly directed by the teachers. They keep full records of pupils' progress and attainment and this helps teachers to set work accurately for the pupils' needs.

**The headteacher, staff and governors work together very well and all of the staff support the school's drive to raise standards.**

16. The school is very well led and managed. As a result there has been good improvement since the last inspection and standards are high. A strength of the leadership is the commitment to improvement from the headteacher and all staff, and the support from the governing body.
17. The headteacher and key staff monitor the quality of teaching and learning effectively and use the information to set targets for improvement which are clearly shared through the school improvement plan. The staff draw on many different sources to review and promote the work of the school. For example, the headteacher regularly observes teachers in lessons. She provides them with written feedback and positive suggestions for further development. This fits closely with the monitoring that subject leaders undertake to focus on particular strengths and weaknesses in their subjects. Alongside this the governing body make planned visits to the school to observe the progress pupils are making and the ethos of the school. The outcomes are shared at staff and governors meetings and enable the school to accurately measure school improvement. Staff and governors also analyse the

results of national and other test data together to strengthen their knowledge and understanding of the school's performance.

18. The headteacher has a significant teaching role in the school which gives her a first-hand knowledge of standards and progress and also contributes to the very comfortable relationships. Members of the governing body work as volunteers within the school. The chair of governors, for example, puts very good scientific knowledge to use through well-organised natural history trails for all pupils. The governors attend termly meetings with staff to look at samples of pupils' work to decide how high standards are.
19. The governors' close involvement in the school and the openness of staff means that decisions for improvement are soundly based on first-hand knowledge. For example, the number and deployment of learning support assistants has improved to target support more effectively on pupils with special educational needs. The headteacher effectively pulls the results of all the monitoring together in a school improvement plan with clear priorities and criteria to measure the success of the school's achievement. All these features combine to ensure the school has a very clear sense of purpose and direction.

### **The school works well in partnership with parents to help pupils make good progress.**

20. Parents have very positive views of the school and work well in partnership to promote good learning. The partnership is built upon openness within the school and encouragement for parents to discuss concerns. There is very good information in the school prospectus to explain daily routines and educational issues such as the curriculum. The governing body holds regular 'surgeries' for parents to air their views and the governing body's annual general meeting is very well attended. The school holds meetings for parents on curriculum developments such as literacy and numeracy which are well attended. All these measures allow parents to work effectively with the school. Both parents and their children reflect the view that one pupil gave: 'It doesn't matter who you talk to because they are all very caring'. A small minority of parents feel that there is not enough information for them on how well pupils are doing, but the inspection team found that this was an area of strength.
21. The parents of the younger pupils hear them read regularly and communicate with the teacher through home/school diaries. These often contain suggestions from teachers as to what the pupils need to do next and how to broaden their reading. Parents welcome the work that pupils do at home, particularly projects for older pupils such as those based on local history. Most parents feel that teachers are quick to recognise any problems their child may have with learning and are eager to work with the teachers to address this. The parents support the school in ensuring the nightly homework given to the oldest pupils is completed and feel this makes a good contribution to preparing them for secondary school.
22. Parents give good support through the 'Friends' association. They raise significant sums through social events. A large proportion of parents contribute to the organisation and overall success of these events.

### **WHAT COULD BE IMPROVED**

#### **Pupils are not always encouraged to think for themselves.**

23. This is a relative weakness amongst many strengths. A small proportion of the work the pupil do limits the opportunity for them to think for themselves and so improve their understanding still further. In a mathematics lesson, for example, the infant pupils did not have a suitable range of resources such as numberlines and number squares readily available to allow them to work out their own calculations. As a result, pupils needed more help from the teacher than they would have otherwise required. In science pupils sometimes copy information or work on simple diagrams and pictures rather than extend their ideas

through research or more complex investigations. Occasionally the teachers do not ask questions which allow pupils to think for themselves. They either expect simple yes or no answers, or do not give pupils time to answer.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

24. In order to build on the good standards and quality of education the school should:

ensure that teachers identify opportunities for pupils to use their initiative and think for themselves in their lessons.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

12

Number of discussions with staff, governors, other adults and pupils

8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	58	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	147
Number of full-time pupils eligible for free school meals	8
<b>Special educational needs</b>	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	27
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	9	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	91(83)	95 (83)	95 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	91 (83)	91 (100)	95 (89)
	National	84 (82)]	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	16	19
Percentage of pupils at NC level 4 or above	School	89(100)	84(92)	100(92)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	88(100)	88(100)	94(100)
	National	70(68)	72(69)	79(75)

Percentages in brackets refer to the year before the latest reporting year.

\* The numbers of boys and girls at each level is omitted because there are fewer than ten pupils.

## ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	119
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

## ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

## ***Teachers and classes***

### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.98
Number of pupils per qualified teacher	21.4
Average class size	25

### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	84

## ***Financial information***

Financial year	1999- 2000
	£
Total income	229978
Total expenditure	232812
Expenditure per pupil	1909
Balance brought forward from previous year	10690
Balance carried forward to next year	7856



## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	147
Number of questionnaires returned	63

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	5	0	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	46	40	13	2	0
My child gets the right amount of work to do at home.	46	44	6	3	0
The teaching is good.	60	30	6	0	3
I am kept well informed about how my child is getting on.	32	48	21	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	6	0	0
The school expects my child to work hard and achieve his or her best.	56	40	5	0	0
The school works closely with parents.	41	43	16	0	0
The school is well led and managed.	52	40	8	0	0
The school is helping my child become mature and responsible.	46	44	8	2	0
The school provides an interesting range of activities outside lessons.	51	33	11	2	3