



Cartwright and Kelsey Church of England Primary School

Inspection Report

Unique Reference Number 118745
LEA Kent
Inspection number 280385
Inspection dates 10 July 2006 to 11 July 2006
Reporting inspector Helen Hutchings AI

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

Type of school	Primary	School address	School Road
School category	Voluntary aided		Ash
Age range of pupils	3 to 11		Canterbury, Kent CT3 2JD
Gender of pupils	Mixed	Telephone number	01304 812539
Number on roll	158	Fax number	01304 813853
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	20 September 1999	Headteacher	Mrs Sue Knight-Fotheringham

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is smaller than most primary schools and has an attached Nursery, funded by the local authority to serve a locality with a significant level of social disadvantage. The school also provides out-of-school care. The proportion of pupils with learning difficulties or disabilities is higher than average. Most children are from White British backgrounds. A few children are bilingual and occasionally the school admits children at an early stage of speaking English. A high proportion of children join the school at times other than the normal time of entry.

The school moved into a new building at the beginning of the academic year. At the time of the inspection, the school was being led by an acting headteacher, who had been in post for most of the term. The local authority has given the school an award for its teaching of modern languages.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a sound education and it has considerable strengths in provision for pupils' personal development. Parents have confidence in the school, indicated in the high level of positive responses to the pre-inspection questionnaire. Pupils enjoy what the school has to offer and feel safe and secure. The school provides satisfactory value for money.

The quality of education in the Foundation Stage is good. Most children reach the levels expected at the start of Year 1 and are prepared well for later learning. In other years, pupils make satisfactory progress because teaching is consistently sound across the school and pupils have good attitudes to learning. Standards are broadly in line with national averages.

The school has successfully maintained standards since the last inspection. The leadership of the school has focused effectively on providing a very good quality learning environment. The work of the school is monitored regularly but it is too optimistic about the quality of some aspects of its provision and effectiveness. Senior leaders recognise that some improvements will be necessary before pupils' achievements become good. For example, marking and individual targets do not provide enough guidance for pupils on how to improve their work. The curriculum is sound but better links between subjects are needed to make work more relevant for pupils and to help them to use and develop their literacy and numeracy skills. The work given to lower-attaining pupils is sometimes too hard for them. Progress in Years 3 to 6 has been improving so that now all pupils are achieving at least as well as they should. The school is now meeting the targets set for its performance and has the capacity to improve further.

What the school should do to improve further

- Ensure that marking identifies what pupils have to do to improve their work further and help them to understand their personal targets.
- Improve cross-curricular links so that literacy and numeracy are developed more in other subjects.
- Match the work for lower-attaining pupils more closely to their stage of learning.

Achievement and standards

Grade: 3

Pupils' achievement and standards are satisfactory. When children join the Nursery or Reception class, a significant proportion have limited skills, with particular weaknesses in aspects of communication. They make good progress through the Foundation Stage, particularly in their social and emotional development but also in developing their communication skills. As a result, almost all reach the expected standards and a few exceed these at the start of Year 1.

In other year groups, achievement is satisfactory for all groups of pupils. Standards in the tests at the end of Years 2 and 6 have been broadly in line with national averages for a number of years, apart from a dip in the Year 6 tests in 2003. Pupils' progress in Years 3 to 6 has been erratic but overall is broadly satisfactory and has improved in the last two years. The results of the Year 6 tests this year are still unvalidated but show an improvement over last year. The group has exceeded the targets set for their performance and this represents good achievement for them, particularly over the last year. The standards reached by Year 2 pupils in the tests are lower than in the last two years but this still represents satisfactory achievement, given that about a fifth joined the school shortly before the tests and a higher-than-usual proportion have complex additional needs.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They behave well, enjoy lessons and have sensible attitudes to their work. Pupils are courteous and relationships are good. They feel safe in school, and say that bullying is not a problem. Pupils are confident that they will have the support of staff should any problems arise. Attendance is good.

Pupils make a good contribution to the school community. They readily carry out a variety of responsibilities and the school council has helped with organising initiatives such as the 'Friendship Stop' on the playground. The school is very involved in the local community and, for instance, the choir regularly participates in local events.

Pupils have a good understanding of how to live healthy lives, and they benefit from the good opportunities provided by the school for exercise and sport. Pupils' spiritual, moral and social development is good. Their awareness of a range of cultures and faiths is satisfactory and is successfully developed through representatives from many cultures visiting the school to share celebrations such as Chinese New Year.

The school successfully develops in its pupils a range of personal skills, such as confidence and independence, and pupils make satisfactory progress in literacy and numeracy. This is preparing them adequately for their next stage of education, as well as later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and some good lessons were seen during the inspection. Teaching engages pupils so that they work well and have positive attitudes to their learning. This is shown in the good quality presentation of their work. Well-established routines help pupils to settle quickly to their tasks. Learning objectives are usually shared at the beginning of the lesson, but some are too general for pupils to evaluate their achievements against them easily at the end of the lesson.

Teachers plan activities to ensure that learning is structured and generally builds well on pupils' earlier learning. Work is set to meet the needs of different groups and this generally ensures that all pupils make satisfactory progress. However, sometimes work is not well matched to the needs of lower-attaining pupils and the work is too hard for them. In these situations, teaching assistants give too much help by recording pupils' ideas and pupils do not do enough for themselves.

Teachers mark work regularly, and sometimes add words of advice and praise. However, pupils are not always clear enough about what they need to do to make their work better.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. It is enriched well through provision for an introduction to a range of languages, including French, German and Italian. This gives even the youngest pupils an awareness of different languages and acknowledges well the skills of pupils who speak English as an additional language. Learning is further enriched by visits and a number of visitors to the school, such as the Link Scientist Scheme run by a local industry. The school's well-planned programme for personal, social and health education makes a good contribution to pupils' personal development.

The school has begun to make links between subjects to make learning more relevant but this work is largely focused on Years 1 and 2. However, throughout the school, opportunities are missed to develop pupils' literacy and numeracy skills through work in other subjects. For example, pupils do not use their literacy skills enough in history or geography and are often only required to make short one- or two-word responses to questions on worksheets.

Pupils benefit from a wide range of extra-curricular clubs. These engage pupils' interests very well and many participate in them either at lunchtime or after school.

Care, guidance and support

Grade: 3

The school's care for its pupils is satisfactory. Adults ensure that there is effective pastoral care. Pupils with complex learning or emotional difficulties are given good support. Pupils joining the school during the school year are given good support with their work and are made to feel welcome. Child protection procedures are good, and staff are alert to signs that any pupil might be distressed or anxious. Many pupils benefit from the care provided in the breakfast and after-school clubs.

Staff ensure that pupils work in a safe, secure and clean environment. Safety checks and risk assessments are routinely carried out. Pupils are taught about the importance of healthy living, and they are regularly reminded of the need to take care, for instance, about wearing hats and using protective cream when outside in the sun.

Pupils are given a series of targets to help them understand which skills they have to get to grips with next. However, these are not personalised to each pupil and pupils are uncertain of them and of what they have to do to improve their work further.

Leadership and management

Grade: 3

Leadership and management are satisfactory and have effectively maintained standards since the last inspection. The commitment to providing good quality care and support for pupils within a Christian context permeates the school. During the inspection, the interim leadership of the acting headteacher was providing stability and a strong lead for staff and pupils. Governors hold the school to account well and make an important strategic contribution, particularly in planning for on-going financial viability.

The headteacher and subject co-ordinators monitor the effectiveness of teaching and pupils' progress. This has been used to identify accurately broad areas for improvement but the school has not detailed precisely enough how it intends to address these or identified which actions should have the greatest impact. Much of the school's energies have been taken up recently in planning for the development of Nursery provision and the new school building, limiting the capacity of senior managers to monitor the impact of initiatives. However, work recently undertaken has already proved successful in improving standards. With a renewed emphasis on raising attainment, the school has the capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the help you gave Mr James and myself when we inspected your school recently. We want to let you know what we thought. We are glad that you enjoy being at the school and we found that you make satisfactory progress in your work.

We think that there are many good things happening in the school:

- Your attendance is good and you told us that you like school and feel safe.
- You behave well and work hard in lessons.
- Many of you undertake duties well to help the whole school run smoothly.
- You are lucky to have opportunities to begin to learn a lot of languages.
- You know that there is someone to talk to if you have a problem.
- You understand how to take responsibility for your own safety, for example, by wearing sun hats, and to take exercise and eat healthily.
- There are many interesting clubs and we are pleased that so many of you attend these.
- The school council is a good way for teachers to understand what you think about the school.

We have asked your teachers to do some things which we think will help you to do even better in the future:

- When teachers mark your work, they need to set more personal targets and let you know exactly what you have to do to make your work better.
- You could improve your literacy and numeracy more when you study other subjects, so that you can practise writing in subjects like history and geography.
- We noticed that a few of you found the work too hard and need work which you can do yourself without so much help from the adults in the class.

We wish you well for the future.