

Ospringe Church of England Primary School

Inspection report

Unique Reference Number	118646
Local Authority	Kent
Inspection number	339264
Inspection dates	9–10 November 2009
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Alan Norley
Headteacher	Amanda Ralph
Date of previous school inspection	1 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. They scrutinised questionnaires from 112 pupils and looked at 45 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- provision and progress in personal development, writing and number work in the Early Years Foundation Stage
- how well all groups of pupils learn in mathematics in Years 1 to 6
- the progress made by boys, especially the more-able boys in writing
- the effectiveness of leaders' and managers' initiatives on improving pupils' progress, especially in mathematics, and the quality of teaching
- how well members of staff support pupils in dealing with their concerns.

Information about the school

Pupils come to this average sized school from Ospringe and the surrounding area of Faversham. The proportion of pupils entitled to free school meals is above average. The school has a well-above average proportion of pupils with special educational needs and/or disabilities. Most of these pupils have behavioural, emotional and social difficulties or moderate learning difficulties. This term there have been several new members of teaching staff, including senior managers.

The school has received several awards including the Active Mark, Healthy School Award and Bronze Eco Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Pupils at this satisfactory school are friendly and polite and deserve their Active Mark and Healthy School awards. They are very energetic at playtime and are good at pointing out unhealthy aspects of meals.

Children make a sound start to their education in the Early Years Foundation Stage, although they have too few opportunities to develop their writing and number skills when they are working on activities they have chosen for themselves. Progress is satisfactory in Years 1 to 6, including for those with special educational needs and/or disabilities, leading to broadly average standards by the end of Year 6. However, progress is not even between subjects and year groups. In mathematics, some pupils of all abilities, including those with special educational needs and/or disabilities, make too little progress because teachers do not ensure that work matches their needs accurately or that they keep working when not directly supervised. Pupils' knowledge of number facts is a particular weakness and they do not all form their numerals correctly to aid speedy computation.

While there are good elements to teaching in all lessons, it is not consistently good enough to ensure that pupils always learn quickly. Pupils arrive punctually at the start of each lesson, enabling teachers to start promptly. The purpose of the lesson is explained clearly and questioning and praise are used well to get the pupils thinking. However, some discussions, particularly for pupils up to Year 2, are too lengthy, and when this happens pupils lose concentration. In addition, across the school, work is not always planned to match pupils' differing needs well, particularly in mathematics. As a result, some pupils find the work too easy and others struggle. Pupils say, and inspectors agree, that they are not always told how well they are doing and how they should improve their work. Teachers include positive comments on pupils' work, but do not always make it clear how they could do better. The curriculum has some good additional activities, but there are too few opportunities for pupils to practise and use the skills they have learnt in numeracy lessons when working in other subjects.

Pupils enjoy taking responsibility in school and support others by raising funds for charity and through activities such as providing strawberry teas for the elderly. Older pupils enjoy helping to evaluate each other's work and applaud each other's successes without prompting. Pupils are confident that adults will help them when necessary; as one pupil said, 'There's always an adult to listen to you.'

The school has a sound capacity to improve further. Satisfactory procedures for monitoring and self-evaluation support leaders in identifying what needs to be done next to improve provision and pupils' progress. Work on increasing the pupils' range of

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vocabulary is starting to have a positive influence, especially in boys' writing. Newly organised governors and the senior management team are eager to increase their impact by using information on how well pupils are doing with greater rigour so that any dips in progress are identified and tackled as soon as they arise.

What does the school need to do to improve further?

- Improve progress in mathematics by:
 - ensuring that pupils are consistently given work that matches their needs accurately
 - checking that pupils complete their work quickly and correctly when working independently or in groups
 - improving pupils' knowledge of number facts and the correct formation of numerals
 - planning frequent opportunities for pupils to develop mathematics when working in other subjects.
- Increase progress in writing and number work in the Early Years Foundation Stage by providing children with interesting opportunities to develop these skills when they are choosing activities for themselves.
- Improve teaching and learning so that by July 2010, 50% of lessons are good or better, by:
 - ensuring that pupils are given specific guidance on what they should learn throughout the lesson
 - making sure that pupils maintain concentration
 - keeping a good balance between discussion, group and independent activities.
- Improve the impact of leaders, including governors, on school improvement by making better use of information on pupils' progress to identify and rectify dips in progress swiftly.

Outcomes for individuals and groups of pupils**3**

Most pupils enjoy school because they like their teachers and their friends. They make positive comments such as 'This school rocks', 'Teachers have fun with us' and 'My friends care about me.'

Pupils' standards are broadly average by the end of Year 6 in English, mathematics and science. The rate of learning is satisfactory, although progress in mathematics lessons is not always fast enough in some year groups. Pupils do not develop their knowledge of number facts quickly enough because they are not always given suitable work or expected to work quickly. For example, in one lesson, more-able pupils finished a task shading in fractions of shapes very quickly and went on to make elaborate patterns rather than becoming engaged in more challenging work. In another lesson, pupils struggled to play a counting game because they could not read all the numbers on the game board.

More-able boys have made too little progress in writing in the past, but are now learning more quickly. Boys in Year 6 say they particularly appreciate the boy-friendly topics,

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support in expanding their vocabularies and the chance to plan out their work before they start.

Pupils with special educational needs and/or disabilities make satisfactory progress. Some specific programmes are used well to focus on their individual targets, but their needs are not always met well enough in class. The school has some good systems for supporting pupils with emotional and behavioural difficulties and physical impairment, including withdrawal rooms for focused activities.

Pupils show respect for the views of others during whole-class discussions and are enthusiastic about participating in and helping to lead collective worship. They understand why there need to be rules and laws and are happy to take responsibilities in school and the local community. For example, older pupils act as play buddies for the new children. Most pupils behave well, but a few can become silly when not closely supervised. A small minority of pupils and parents mention concerns about the bullying behaviour of these pupils. Whilst most pupils say they feel safe at school and trust members of staff to deal with instances of bullying, they are concerned that it might reoccur. Pupils cooperate with each other sensibly when working in pairs or in small groups. For example, they work collaboratively when playing parachute games at playtime.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

There are good features to teaching in all year groups. Most lessons get off to a good start, with teachers using interesting resources, including information and communication technology (ICT) to capture the pupils' interest. For example, in a science lesson in Year 2, pupils enjoyed looking at water and images of ice shown on the interactive whiteboard. Teachers share the purpose of the work with the pupils, but do not consistently make clear enough what they expect groups of differing ability to achieve in the lesson. During discussion the teachers ask some good questions to help pupils think carefully, but occasionally these discussions go on for too long, limiting time available for independent work. When pupils are asked to work individually or in small groups the work is not always well matched to their differing needs and when this happens some pupils lose concentration and do not work quickly enough. Members of staff use praise well to help pupils to become confident, but marking does not always show pupils the next steps in their learning.

The curriculum prepares pupils satisfactorily for the next stage of their education and later life, and is being improved to include interesting locally based topics such as Dover and The Fire of London. The curriculum has too few opportunities for pupils to develop and practise their numeracy skills. Additional activities such as clubs and educational visits contribute well to the pupils' enjoyment of school and their personal development.

The school works closely with parents, carers and external agencies to support pupils socially and care for those in challenging circumstances. Systems for supporting and guiding pupils academically are satisfactory. Pupils who have fallen behind in their learning, including those with special educational needs and/or disabilities, are now being identified earlier and specific support programmes have a positive impact. However, teachers do not always use assessment information well enough to provide pupils with suitable work in all lessons.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher, other members of staff and governors understand the school's strengths and areas needing development. The roles of the senior leadership team have altered this term, and more rigorous systems for checking up on how well pupils are doing are being put into place. Monitoring of teaching and learning is accurate and some

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well-focused support is being provided for teachers so that they can improve. Governors fulfil their legal obligations and are kept well informed by members of staff. The governing body has been restructured so that governors can offer greater challenge in holding the school to account for its actions. New subject leaders are starting to have an impact on provision and standards, although this is too soon to show sustained improvement. The school sets challenging targets, although these are not always achieved, especially in mathematics. Recent improvements in teaching demonstrate that the school has a sound capacity to go on improving.

The school promotes community cohesion satisfactorily. It ensures that pupils do not suffer from discrimination. The school has good links with other schools and is right to be seeking ways of extending the pupils' experience of people from beyond the immediate community.

At the time of the inspection the school's safeguarding procedures were satisfactory. The school works closely with external agencies, the church and parents to support pupils as necessary, but governors do not always check that risk assessments have been carried out.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The large majority of children join the school working within the expected levels for this age group. They make satisfactory progress and attainment is broadly average when children start in Year 1. Reading develops well because there is a good emphasis on learning sounds and letters. Children are taught how to write and improve their dexterity

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by taking part in lively hand and wrist strengthening activities. For example, children enjoy controlling coloured streamers and using tweezers to remove objects hidden in jelly. However, there are too few interesting opportunities for them to practise their writing and number skills when working on activities they have chosen for themselves. The outdoor area is used well to support learning, particularly in knowledge and understanding of the world and physical development. During the inspection children especially enjoyed using the 'car wash' and the 'light and dark exploration cave'. Children make sound progress in personal development. They learn school routines quickly, such as how to complete the date and weather board, and are confident about making plans for their choices of work. They do not always concentrate well enough when they are working independently on tasks chosen for them by the teachers. Leaders have suitable plans to improve provision further by providing training and emphasising writing and number during independent activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents are positive about the work of the school and believe that their children feel happy and are kept safe. A few parents are not happy with the way the school deals with their concerns, but other parents and the inspection team found members of staff to be friendly and helpful; as one parent said, 'The teachers are very approachable and easy to talk to.' A few parents expressed concerns over bullying and unacceptable behaviour. The inspection team found that the school has worked with the school council to provide more interesting activities and a play leader scheme and these are helping to reduce instances of oppressive and inappropriate behaviour. During the inspection, members of staff managed behaviour suitably well and most pupils were sensible in lessons and in the playground.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ospringe Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	56	16	36	3	7	0	0
The school keeps my child safe	19	42	23	51	3	7	0	0
The school informs me about my child's progress	15	33	26	58	2	4	1	2
My child is making enough progress at this school	11	24	26	58	6	13	1	2
The teaching is good at this school	13	29	26	58	5	11	1	2
The school helps me to support my child's learning	13	29	26	58	5	1	0	0
The school helps my child to have a healthy lifestyle	14	31	27	60	4	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	16	29	64	3	7	1	2
The school meets my child's particular needs	11	24	27	60	6	13	0	0
The school deals effectively with unacceptable behaviour	11	24	24	53	5	11	3	7
The school takes account of my suggestions and concerns	9	20	26	58	7	16	1	2
The school is led and managed effectively	9	20	27	60	4	9	3	7
Overall, I am happy with my child's experience at this school	17	38	21	47	4	9	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 November 2009

Dear Children

Inspection of Ospringe Church of England Primary School, Faversham ME13 8TX

Thank you for welcoming us and for being so helpful during our visit. We are pleased that you enjoy coming to this school. Your school provides you with a satisfactory education. This means that we found some good things but also some things that need improving.

These are the best things about your school.

- You are good at learning about letters and sounds in the Reception Year and you enjoy taking part in activities you have chosen for yourselves.
- You are right when you told us that your teachers are kind and caring.
- You understand what you need to do to stay healthy. It is good that you helped choose activities for playtimes.
- Your headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next.

- Give those of you in the Reception Year more chance to learn about writing and number when you are choosing activities for yourselves.
- Help those of you in Years 1 to 6 to learn more quickly in mathematics by giving you the chance to use your number skills in other subjects.
- Help teachers to always give you interesting and challenging work that is right for you so that you can all learn quickly.
- Make sure that teachers do not talk for too long at the start of lessons so that you can get on with your work.
- Help all teachers who look after subjects to make sure that you make enough progress and get help quickly if you fall behind.

Thank you again for talking with us about your school and showing us your work. You could help your teachers by always trying to work quickly.

Yours sincerely

Alison Cartlidge

Lead inspector

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