

Kingsnorth Church of England Primary School

Inspection report

Unique Reference Number	118667
Local Authority	Kent
Inspection number	339272
Inspection dates	15–16 June 2010
Reporting inspector	Susan Orpin

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	418
Appropriate authority	The governing body
Chair	Mr Neil Shorter
Headteacher	Sarah Lacon
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 19 lessons and 14 teachers were seen. Meetings were held with the Chair of the Governing Body, staff and groups of pupils. The inspectors looked at teachers' planning, the school's assessment information, safeguarding policies, monitoring and pupils' work. They analysed questionnaires from staff and pupils, as well as 201 from parents and carers.

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

- the provision in the Early Years Foundation Stage and how well it has improved in the last year
- the rate of pupils' progress in Years 1 to 6 and the extent to which it has improved in the last year
- the consistency of teaching and how well it provides the right level of challenge, especially for more able pupils
- how well senior leaders and governors are addressing weaknesses and how far the school's capacity to improve has developed, particularly since the appointment of the new headteacher.

Information about the school

In recent years, the school has grown rapidly from being a small rural school to now being a large semi-urban school. The school is heavily oversubscribed. The proportion of pupils with special educational needs and/or disabilities is average and their difficulties are varied. Most pupils are of White British heritage. The headteacher has been in post for five months.

The school has a number of awards including Healthy Schools and Eco-Schools awards. The after-school club, which is not managed by the governing body, was inspected separately.

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

This is a satisfactory school that has begun to improve over the last year. There are effective self-evaluation systems, so leaders are clear about what needs to be done. Senior leaders and governors have taken successful and rigorous action to tackle the fall in attainment that started after the last inspection. Pupils' progress is improving, so it is now satisfactory, although there is still some inconsistency across the school. Leaders know that there is more work to do to improve the attainment of pupils at the end of Year 6 and they have made a good start to this by improving provision in mathematics and science. Pupils' attainment and progress in information and communication technology (ICT) is less well developed. Improvements have been achieved by better assessment of pupils and increased opportunities for them to be actively involved in lessons. These areas continue to need development because they are not consistently employed in all classes. Attainment in the Early Years Foundation Stage is rising and children now get a good start to their education. Although these are significant improvements, they are very recent and more time is needed to embed and sustain their success. The school's capacity to improve is satisfactory.

Leaders know that while there is much good teaching, there is still too much that is no better than satisfactory. Teachers' rapport with pupils and their good relationships mean that pupils enjoy school and behave well. However, the level of challenge in lessons is not always well matched to the pupils, especially the more able, and sometimes the pace of lessons is too slow. Pupils readily undertake tasks around the school, but they have too few opportunities to think for themselves. While the curriculum provides a strong focus on English, mathematics and science, it lacks enough exciting and interesting opportunities for pupils to see the links between subjects. There are also missed opportunities for the development of pupils' skills in ICT.

Pupils are well cared for and supported, although safeguarding systems are satisfactory rather than good because monitoring is slightly less rigorous than other aspects of the school's work. Pupils have a good understanding of how to stay healthy and safe, and parents and carers are overwhelmingly confident in the school's ability to keep their child safe. Pupils' contribution to the school and wider community is satisfactory. The school council is beginning to give pupils a voice, but they do not yet have a say in aspects of the school organisation and environment. They have strong links with the local church, contributing to their good spiritual awareness, but their understanding of cultures other than their own is less well developed.

The school is improving because leaders have helped staff begin to raise their expectations of pupils and themselves. Improvement has been securely supported by partnerships with a cluster of local schools. There is satisfactory engagement with

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parents and carers, most of whom are very happy, but there is not always enough information passed on about how well pupils are progressing and how parents and carers can help their children.

What does the school need to do to improve further?

- Raise attainment, especially for the more able and particularly in mathematics and ICT, by using assessment information to make sure all pupils are suitably challenged.
- Improve teaching, so most is good or better, by accelerating the pace of learning and providing opportunities for pupils to take more initiative in all lessons.
- Develop the curriculum to make it more interesting and lively by planning themed links between subjects, making sure that ICT is used more effectively.

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

Pupils' achievement is satisfactory, although their good enjoyment is reflected in good rates of attendance. Pupils' learning and progress in lessons are not consistent. In a good science lesson in Year 3, pupils learned quickly because they were encouraged to think like scientists. They considered fair testing and applied their newly acquired knowledge of forces to a practical situation where they were predicting the performance of paper aeroplanes and testing them. Where progress in lessons is satisfactory rather than good, pupils are keen to learn, but the work is not always at the right level. For example, in a mathematics lesson, some pupils were confused when learning about equivalent fractions because they did not understand the meaning of 'equivalent'. Pupils with special educational needs and/or disabilities are given sound support and they make the same progress as other pupils.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are very caring and considerate to each other, playing and working together well. They are confident and self-assured but lack understanding of cultures other than their own. Their preparation for the next stage of their education is satisfactory; they have sound basic skills, other than in ICT, which is less well developed. However, they lack independence and have too few opportunities to take responsibility for their own learning in lessons.

These are the grades for pupils' outcomes

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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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	2
Pupils' behaviour	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The school is a happy and caring place to be, where pupils and adults feel valued. The pastoral care for pupils is good and their well-being is a high priority. There is good provision for pupils with medical needs and vulnerable pupils are supported and monitored well.

Teachers manage their pupils' behaviour well and they make good use of teaching assistants, particularly to support less able pupils. Teachers are assessing pupils regularly and they are beginning to use the information to help them plan tasks that will provide suitable challenge to their pupils. However, such good practice is not yet evident in all lessons, and this is why the quality of teaching is not yet consistently good. Similarly, the quality of marking and the use of targets are variable. In better lessons, they help pupils to have a clearer understanding of how to improve their work.

The curriculum securely promotes literacy, numeracy and science, although ICT is less well represented. Pupils' personal development and well-being are fostered well through a good programme of personal, social and health education, reflected in the well-deserved acquisition of the Healthy Schools award. There is a satisfactory range of after-school clubs, trips and extra activities. Leaders are beginning to help teachers develop links between subjects, especially in literacy and sometimes ICT, but overall there is not enough use of themed topics to help make learning more relevant, real and interesting.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The recently appointed headteacher's high expectations and encouraging approach are having a positive impact on the work of the school. As one pupil said, she 'is very jolly and bright and she has brightened up everyone in the school'. She is well supported by other senior leaders and governors who understand the challenges ahead. Together, they are determined to embed improvements throughout the school. They have an accurate picture of the school and the action needed to improve teaching and the curriculum. Leadership and management at all levels is resolute, although there is still some way to go in sharing good practice, not just in teaching, but also in leadership and management.

The school promotes equality and tackles discrimination satisfactorily. Leaders are working hard to ensure that progress is more even throughout the school. The school makes a satisfactory contribution to community cohesion, with some good connections with the local community, but with fewer links at a national and global scale.

The school's safeguarding procedures are satisfactory. Pupils' safety is very high priority in every aspect of school life, but there are some minor gaps in monitoring procedures making them slightly less rigorous than they might be.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	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	3
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

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

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The effectiveness with which the school deploys resources to achieve value for money

3

Early Years Foundation Stage

The Early Years Foundation Stage is well led and this has ensured that provision has improved significantly in the last year. Weaker areas have been tackled rigorously and children's progress and learning have improved in almost all areas.

When they join the school, most children are working at the levels typically expected for their age. They now make good progress and their attainment is above average by the end of the Reception Year. The curriculum has been planned to meet the needs of young children, helping them to demonstrate independence. They contribute their ideas and make some choices about what they will learn. Activities are interesting and all adults model spoken language to help children develop their communication skills.

Detailed assessment is used well to plan for children's differing needs. Children make full use of both indoor and outdoor environments, although their learning is unnecessarily interrupted by playtime breaks.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The questionnaires received were mostly positive with all saying that their children are kept safe, and many saying that their children enjoy coming to school, that school helps their children have healthy lifestyles and that they are happy with the overall experience at school. Positive comments included 'Our new headteacher is a breath of fresh air. She is willing to listen to your concerns.' and 'My child loves school and the reception team have made this a very easy transitional year for him.' About 10% of parents and carers raised concerns about different aspects of the school's work but mainly about how well they are informed about their child's progress. Inspectors found that while there is satisfactory information to parents and carers, this is an area where there are missed opportunities for working with parents and carers so they are more able to support their children. There were a few other concerns about behaviour and insufficient challenge that are dealt with elsewhere in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsnorth CE 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 201 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	119	59	74	37	6	3	0	0
The school keeps my child safe	131	65	69	34	0	0	0	0
The school informs me about my child's progress	69	34	109	54	19	9	0	0
My child is making enough progress at this school	79	39	107	53	10	5	0	0
The teaching is good at this school	81	40	111	55	7	3	0	0
The school helps me to support my child's learning	62	31	120	60	13	6	0	0
The school helps my child to have a healthy lifestyle	81	40	116	58	2	1	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)	77	38	92	46	14	7	1	0
The school meets my child's particular needs	80	40	107	53	8	4	1	0
The school deals effectively with unacceptable behaviour	81	40	93	46	17	8	0	0
The school takes account of my suggestions and concerns	53	26	123	61	10	5	3	1
The school is led and managed effectively	81	40	99	49	5	2	0	0
Overall, I am happy with my child's experience at this school	108	54	84	42	6	3	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



17 June 2010

Dear Children

Inspection of Kingsnorth CE Primary School, Kingsnorth TN23 3EF

Thank you for welcoming us to your school. You were very polite, friendly and a pleasure to meet. At the moment, your school is providing a satisfactory education. This means that we found there are some good things in your school, but also some things need improving.

Here are some of the good things we found out about your school.

- You do well in the Reception Year. You have fun, especially when your dads come to school to work with you on 'Father's Day'.
- You all enjoy school, attend school regularly and behave well.
- You know how to stay healthy and safe.
- All adults in the school are kind and caring, helping you with any problems in school.

This is what we have asked your school leaders to do now.

- They should make sure that the work for everyone is not too easy or too difficult, so that you can learn more quickly.
- They should make sure that all teachers give you more opportunities to think for yourselves and work as well as you can.
- They should plan topics that are more relevant and interesting to help you see the links between subjects and use your skills, including ICT, in different ways.

We wish you all well for the future. You can help your teachers by continuing to work hard.

Yours sincerely

Susan Orpin

Lead inspector

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