

Egerton Church of England Primary School

Inspection report

Unique Reference Number	118702
Local Authority	Kent
Inspection number	339280
Inspection dates	22–23 March 2010
Reporting inspector	Mike Capper

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	205
Appropriate authority	The governing body
Chair	Graham Jones
Headteacher	Lee Selby
Date of previous school inspection	23 March 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 lessons and eight teachers were seen. Meetings were held with governors, staff and groups of pupils. The inspectors looked at teachers' planning, the school's assessment information and safeguarding policies and samples of pupils' work. They analysed questionnaires from staff and pupils, as well as 117 from parents and carers.

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

- the consistency of teaching and how well it provides the right level of challenge for all pupils, especially the more able
- how well the curriculum promotes basic skills
- the impact of leaders at all levels on driving school improvement
- pupils' enjoyment of school, how well they understand how to improve their work and their knowledge of different cultures.

Information about the school

This rural school takes pupils from Egerton as well as several other local villages. The proportion of pupils identified as having special educational needs and/or disabilities is below average. Most, but not all of these pupils, have moderate learning difficulties. Most pupils are of White British heritage. The headteacher has been in post for 14 months.

The school has a number of awards including Artsmark and a Primary Language Mark. 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

2

Main findings

This satisfactory school is moving forward quickly under the strong and purposeful leadership of the headteacher. There are effective self-evaluation systems and this means that leaders are clear about what to do next. Senior leaders and governors have taken decisive action to tackle the fall in attainment that started shortly after the last inspection. Pupils' progress is picking up and, while there is still some inconsistency across the school, it is now satisfactory. Leaders know that more work is needed to improve the overall attainment reached by pupils at the end of Year 6 and they have made a good start to this in the way that they are tackling weaknesses in writing. A more structured approach to the way that letter sounds are taught, as well as increased opportunities for pupils to write purposefully, is helping to close the gap between reading and writing and is improving pupils' overall progress in English. This, along with the good impact of developments in the Early Years Foundation Stage where attainment is rising, demonstrates the school's good capacity to improve further.

Leaders know that while there is much good teaching, especially in Key Stage 2, there is still too much that is satisfactory. Teachers' enthusiasm is greatly appreciated by pupils who really enjoy school. However, the pace of learning is sometimes too slow and work does not always provide the right level of challenge for all pupils, especially the more able. Pupils happily take responsibility for tasks around school but they have too few opportunities to show independence and to take the initiative in topic work and subjects such as science and information and communication technology (ICT).

Pupils are well cared for and supported, with good safeguarding systems ensuring their safety. They behave well most of the time and develop a good understanding of how to stay safe and healthy. Their good contribution to the school and the wider community can be seen in the way that the school council gives pupils a voice, and in the good efforts of the eco-council to improve the local environment. Pupils develop good spiritual awareness through links with the local church. However, their knowledge of cultures other than their own is not strong enough and they have only a limited understanding of what life is like in other parts of the United Kingdom.

The school is improving because leaders have created an ethos in which staff and pupils are valued and respected. Improvement has been supported by a good partnership with others, especially with a cluster of local schools. The school engages well with parents and carers. Although not all are happy, leaders are doing the right things to keep them informed and to consult with them. For example, regular parents' and carers' forums and curriculum meetings give them good opportunities to meet with staff and governors and to be involved in their children's education.

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What does the school need to do to improve further?

- Move teaching from satisfactory to good by sharing existing good practice, ensuring that the pace of learning is always quick enough and that there is good challenge for all, especially the more able.
- Give pupils more opportunities to learn about cultures other than their own.
- Strengthen pupils' independence and initiative by allowing them to take more responsibility for their learning in lessons, especially in topic work and subjects such as science and ICT.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory although their good enjoyment of school is reflected in good rates of attendance. Pupils' learning and progress in lessons are inconsistent. In an outstanding science lesson in Year 4, pupils learnt quickly because they were encouraged to think like scientists and to use their knowledge of bacteria in an experiment. In a good literacy lesson in Year 5, pupils rapidly improved their use of direct speech when writing a diary about Long John Silver, because they were motivated and engaged by the fun activity. Where progress in lessons is satisfactory, pupils try hard, but work is not always pitched at the right level for all. For example, pupils struggled when learning how to add small numbers because the activity was too hard for some and too easy for others and they lost interest in their work. Pupils with special educational needs and/or disabilities are given sound support and they make the same progress as others.

The school promotes pupils' spiritual, moral, social and personal development well. Pupils are kind and caring and get on well together. They develop good confidence and self-esteem but lack understanding of cultures other than their own. Enterprise projects such as a recent 'homemade fudge shop' give pupils a good understanding of how to manage money. Despite this, pupils' preparation for the next stage of their education and for later life is satisfactory; they have sound basic skills but lack independence and too rarely 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	2
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	2

How effective is the provision?

Adults do all they can to make school a happy and safe place to be. There is a good partnership with outside specialists to get additional support when it is needed, especially for pupils with special educational needs and/or disabilities. Support for vulnerable pupils is improving and is beginning to be monitored more closely to check that it is having the desired effect.

Teachers make good use of resources such as interactive whiteboards to make learning exciting. Many teachers assess learning carefully and, where teaching is good, they use this information to plan what to teach next and to ensure that there is a good pace to learning. Such good practice is not yet evident in all lessons, and this is the main reason why the quality of teaching is not yet consistently good. A recent concerted effort to improve marking and target setting is having a positive effect and most pupils have a clear understanding about how to improve their work.

The curriculum soundly promotes basic skills. Creativity is fostered well and art displays show that the Artsmark award was richly deserved. Clubs and visits are used well to support learning and they contribute enormously to pupils' enjoyment of school. The school's good provision for teaching French and Spanish is reflected in its Primary Language Mark. Leaders are working hard to improve the curriculum and links between subjects are already being strengthened. This is having a positive effect on pupils' writing skills. Investigative work in subjects such as science and mathematics is less well established and leaders have rightly identified that pupils do not get enough opportunities to show independence and to take the initiative in lessons.

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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	2

How effective are leadership and management?

The calm and reflective leadership of the headteacher is having a positive impact on the work of the school. He is well supported by other senior leaders and governors who all provide good challenge. Together, they are passionate about improving provision and their good determination and drive for improvement is firmly embedded across the school. There is a good understanding of priorities and they are doing the right things to iron out inconsistencies in teaching. They have rightly identified that that they now need to do more to share good practice and to ensure that their guidance and support are helping to improve teaching even more quickly.

The school promotes equality and tackles discrimination satisfactorily. Leaders are rigorous in dealing with discrimination and are working hard to ensure that progress is more even across the school. The school makes a satisfactory contribution to community cohesion. The school is at the hub of the local village and pupils have some opportunities to learn about life in other parts of the world, such as France, but their understanding of life in multicultural Britain is less strong.

The school has good safeguarding procedures. Pupils' safety is given a high priority and this is reflected in every aspect of school life.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	2
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	2

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	
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

Good leadership has ensured that provision in the Early Years Foundation Stage has improved significantly in the last 14 months. Weaknesses have been tackled rigorously and children’s learning has improved.

When they join the school, most children are working at the levels typically expected for their age. They are now making good progress and attainment is above average by the end of the Reception Year. Children are benefiting from a curriculum that takes good account of how young children learn. They show good independence in lessons and sensibly select for themselves where they are going to work. Teachers plan many interesting activities and their skilled use of questioning to extend children’s learning ensures good progress. However, there are still some missed opportunities to move learning on, especially for the more able, when children are working independently.

The outdoor area has been greatly improved and it is now being used much more effectively to support learning, although some activities still lack a clear focus. Leaders continue to monitor provision carefully and are beginning to make sharper use of data to look at trends over time.

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

There was a high return of questionnaires. Those received were mainly positive with many parents and carers feeling their children are kept safe and enjoy coming to school. Positive comments included, ‘The headteacher is always available to speak to parents’ and ‘Staff are kind and caring.’ About a quarter of parents and carers raised concerns about different aspects of the school’s work. They are worried about how the school tackles unacceptable behaviour. Inspectors found that there is occasionally some silly behaviour but this is usually dealt with effectively. Parents and carers of pupils in Year 2 are concerned about the impact of changes of teachers on that year group. Inspectors found that this has been beyond the school’s control and that leaders have done all that

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could reasonably be expected to minimise the impact on learning. Other concerns about leadership and management, pupils' progress, how successfully differing needs are met and how well the school takes account of parents' and carers' views are reported on elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Egerton 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 117 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	44	62	53	2	2	1	1
The school keeps my child safe	52	44	28	50	4	3	1	1
The school informs me about my child's progress	35	30	65	56	14	12	1	1
My child is making enough progress at this school	37	32	64	55	11	9	2	2
The teaching is good at this school	37	32	66	56	7	6	2	2
The school helps me to support my child's learning	32	27	67	57	11	9	4	3
The school helps my child to have a healthy lifestyle	37	32	64	55	13	11	2	2
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)	29	25	56	48	8	7	3	3
The school meets my child's particular needs	33	28	63	54	14	12	1	1
The school deals effectively with unacceptable behaviour	32	27	55	47	14	12	6	5
The school takes account of my suggestions and concerns	37	32	55	47	19	16	3	3
The school is led and managed effectively	40	34	57	49	8	7	7	6
Overall, I am happy with my child's experience at this school	44	38	60	51	9	8	1	1

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.



24 March 2010

Dear Children

Inspection of Egerton CE Primary School, Egerton TN27 9DR

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

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

- You do well in the Reception Year. You are happy, make good progress and nearly always have smiling faces when you come to school!
- You behave well most of the time and enjoy school, especially visits and visitors.
- You make a good contribution to the life of the school and are clear about how to stay safe and healthy.
- All adults in school are kind and caring and they give suitable help when you have problems with your work.
- The headteacher, teachers and governors are leading the school well. They know what needs improving and are taking the right steps to move things forward even more quickly.

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

- It should make sure that teachers always expect enough of you and help you to learn more quickly.
- It should make sure that you get more opportunities to learn about different cultures.
- It should develop your independence by giving you more opportunities to take responsibility for your own learning in subjects such as science and ICT.

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

Yours sincerely

Mike Capper

Lead inspector

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