

Keston Primary School

Keston Avenue, Old Coulsdon, Surrey, CR5 1HP

Inspection dates 6–7 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- By the time pupils leave school standards are typically above average and they make good progress in reading, writing and mathematics.
- The headteacher has developed the role of senior leaders effectively in improving the quality of teaching and pupils' achievement.
- Disabled pupils and those with special educational needs and those eligible for pupil premium funding achieve particularly well.
- Children in the Early Years Foundation Stage settle in well and go on to make good progress.
- Teaching is typically good and some is outstanding. Teachers have good subject knowledge and support staff are skilled in supporting pupils to make good progress.
- The provision for and teaching of reading is strong across the school. This enables the least able pupils to catch up quickly and make good and in many cases even better progress.
- Pupils enjoy coming to school. This is reflected in improved behaviour and rising attendance which is now above average. Pupils say they feel safe in school.
- The headteacher and governors are clear in their ambition to achieve the highest outcomes for all pupils. Senior leaders are constructively challenged and supported to do this by the experienced and well-informed governing body.

It is not yet an outstanding school because:

- Teachers do not always check and adjust tasks and questions to fully extend pupils' learning. This means that pupils are not fully challenged to make rapid progress throughout the lesson.
- Pupils do not have enough time to improve their work and demonstrate what they know and can do independently.
- The middle layer of leaders is not making sure that the school's strategies for accelerating pupils' progress through marking are consistent.

Information about this inspection

- Inspectors observed 25 lessons, five of them jointly with the headteacher.
- In addition, inspectors observed parts of lessons, listened to pupils read and observed the use of sounds and letters across Key Stage 1.
- Meetings were held with pupils, teachers, senior and middle leaders, governors and a representative from the local authority. There were also discussions with parents and carers.
- The school’s website, pupils’ work, policies, and safeguarding, monitoring and evaluation documents were scrutinised. Information relating to performance management and professional development was also looked at and discussed with staff.
- Inspectors took account of and explored in detail the 53 responses from parents and carers to the online questionnaire (Parent View) as well as the school’s own surveys.
- Thirty seven staff responses were also taken into account.

Inspection team

Narinder Dohel, Lead inspector

Additional Inspector

Heidi Boreham

Additional Inspector

Ken Bryan

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Children in the Nursery attend in the mornings although a third elect to stay full time into the afternoon.
- The proportion of pupils receiving support through the pupil premium funding, which is the extra government support for pupils who are known to be eligible for free school meals, looked after children and those from service families, is below average. Currently there are no children looked after or pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average, while the proportion supported at school action plus or with a statement of special educational need is above average.
- The majority of children are from a White British background. The proportion of pupils from minority ethnic backgrounds or who are learning English as an additional language is below average.
- The school provides a breakfast club.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure that teachers use of questioning, tasks and activities are varied to more closely match pupils' abilities throughout each part of the lesson
 - checking pupils' progress more regularly throughout the lesson so that tasks can be immediately modified to extend and deepen pupils' understanding
 - providing more opportunities for pupils to work independently and discuss their learning in lessons.
- Improve leadership and management and accelerate pupils' progress by:
 - developing the monitoring role of middle leaders to ensure challenge and consistency in feedback and marking to pupils.

Inspection judgements

The achievement of pupils is good

- By the time pupils leave the school in Year 6 attainment is usually above the national average. There was a slight dip in 2012 which has been addressed and current school data show pupils are on track to reach levels above those nationally last year. Attainment at the higher Levels 5 and 6 is rising in reading, writing and mathematics.
- Pupils start school in the Nursery working within capabilities expected for their age. They are helped to settle in quickly and well. The high-quality experiences and good teaching ensures that they make good progress.
- Rates of progress and levels of attainment are increasing through Key Stage 1 and a greater proportion of pupils are now working at the higher levels for reading, writing and mathematics.
- Adults place a great deal of emphasis on reading. As a result, pupils enjoy reading a range of books and are confident in tackling new and difficult words. They make good progress in their reading.
- Children in the Early Years Foundation Stage and pupils in Year 1 have a strong understanding and use of the sounds that letters make (phonics). A higher proportion of pupils in Year 1 reached the required standard in the phonics screening check than in schools nationally.
- Progress in mathematics is a strength across the school. Progress in writing is improving quickly. This is because there has been significant investment in the time, resources and strategies used to develop pupils' writing skills.
- The use of information about pupils' progress and attainment by teachers has also improved since the time of the last inspection and has helped to more quickly address any differences in rates of progress.
- Pupils who are eligible for the pupil premium across the school make good progress. They are approximately one term ahead of their peers in English and mathematics.
- Disabled pupils and those with special educational needs are well supported by teaching assistants within the classroom to access learning. Overall, these pupils make good progress from their starting points. The school is effective in ensuring equality of opportunity for pupils' learning.

The quality of teaching is good

- Teaching is good. Pupils typically engage well in their learning because teachers have a good knowledge of the subjects they are teaching and lessons are well structured and have clear 'success criteria', the steps pupils need to take to ensure they have met the learning objective.
- In lessons where pupils make the best progress teachers consistently check on and reinforce learning and skilfully introduce new learning. They use targeted questions that strengthen or check out pupils' skills and understanding. This was seen in a Year 5 literacy lesson where pupils were expertly helped to develop a range of ways to explore and articulate their emotional response to a short film.
- Lessons are planned so that work is varied to match pupils' abilities. There is timely support and, pupils making slower progress are helped to catch up. For example in some lessons a group of pupils were effectively supported by an adult in using visual resources to generate ideas that would help them in their descriptive writing.
- Disabled pupils and those who have special educational needs are taught well by adults in whole-class and in small-group sessions.
- Teaching assistants make a strong and skilful contribution to pupils' learning. Their well-developed skills are put to good use to guide, support and help pupils to join in and make good progress.
- Some lessons are too structured and not enough time or opportunity is given for pupils to discuss their work or demonstrate what they could achieve independently.

- Teachers take care to provide interesting challenges such as setting up a fair test to see how far a vehicle will travel on different surfaces. However, teachers do not always check that tasks and their questioning extend pupils' learning and deepen pupils' understanding of concepts, such as the forces required to move the vehicle.
- While work is planned to meet the range of abilities in the class, the challenge is not always maintained or modified for pupils throughout the lesson. This means that pupils do not always make as much progress as they could and move on more quickly in their learning.
- Teachers' marking of pupils' work has improved and is becoming more detailed and consistent. Their workbooks show that they understand the learning and helpful comments that tell pupils what they have done well and next steps in how to proceed. However, this is not yet consistent and pupils are not given enough time to read and respond to their teachers' comments.
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The behaviour and safety of pupils are good

- Pupils at Keston Primary are friendly and welcoming. They have a great deal of respect for their teachers and are very proud of their school.
- Behaviour in lessons is typically good. Pupils get on well together in and around the school. Behaviour for learning is developed through consistently reinforcing the school's values of respect, believe and achieve. Pupils work well collaboratively and support each other very well in their learning. However, not enough opportunities are provided for pupils to learn to manage or moderate their behaviour independently.
- Pupils' attitudes to learning are very positive. In one literacy lesson pupils were observed telling their teacher how much they had enjoyed their learning. Relationships between pupils and pupils and teachers are positive and make a good contribution to the progress pupils make. The school is effective in promoting positive relationships and ensuring that discrimination is not tolerated.
- Pupils report that they feel safe in school and through their lessons learn about how to keep themselves safe. The online questionnaire and discussions with pupils and parents and carers provides evidence that pupils are typically well behaved, are well cared for and enjoy coming to school.
- In discussions with pupils and from evidence in work around the school pupils demonstrate a good understanding of different forms of bullying. They know how to keep themselves safe on the internet and what to do if they need help.
- Leaders and managers have established good systems for gathering the views of pupils and parents and carers, such as the school council, surveys and having an open-door policy. Leaders act on recommendations, for example, establishing the 'privilege' garden to reward behaviour and achievement.
- Attendance has been steadily improving is now above the national average. This shows that pupils clearly enjoy coming to school.

The leadership and management are good

- The drive for the highest outcomes for pupils and in improving the quality of teaching demonstrated by the headteacher and the leadership team including governors. This means that after a dip in the last set of outcomes, there have been significant improvements in all aspects of the school's work and a strong capacity to make further improvements.
- Although senior leaders are effectively fully involved in ensuring that the school continues to improve further through setting standards for improving the quality of teaching, some middle leaders are not yet regularly engaged in monitoring the consistency and effectiveness of teaching strategies such as marking and feedback.
- Staff are well supported in developing their own skills and expertise through a system of teacher performance management, the monitoring of lessons and professional development

opportunities provided across a group of schools.

- Performance management of all staff including senior leaders is closely linked to raising achievement, improving the quality of teaching and other key school development priorities.
 - Systems for checking pupils' progress have improved and are robust. They are precise in helping to direct the right support and resources that pupils need to make gains in their learning. As a result progress and attainment in writing and at the higher levels in reading and mathematics across the school are rising.
 - The school's development plans and self-evaluation of its work are accurate, focused and appropriate. These are constructed, reviewed and evaluated by staff and governors.
 - The curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils spoke excitedly and enthusiastically about the wealth of opportunities for personal and academic development, for example, having a school swimming pool and music room, residential trips to an outdoors activities centre, winning sporting trophies and the range of after-school clubs.
 - The school is in receipt of light touch support from the local authority and commissions external reviews of its work. The school works as part of a group of schools and also draws on expertise from a local secondary school.
 - The school meets all statutory safeguarding requirements.
 - **The governance of the school:**
 - The governing body is well led by an extremely well informed and experienced Chair of the Govern Body. Governors have a wide and relevant set of skills that they apply to the work of the school and in managing the performance of their headteacher. They visit the school regularly and some governors run clubs and assist with residential visits for pupils. Regular and detailed discussion about the performance data of all pupils and the quality of teaching takes place and is supported by the headteacher's report to governors. Governors are aware of the proportion of pupils who are eligible for pupil premium funding and that any additional funding is spent on building teaching resources, staff skills and enrichment that have resulted in the improving outcomes for these and all pupils. They understand about the management of teachers' performance and how it must be used to improve the quality of teaching and to reward good teachers and tackle underperformance. They have a close working relationship with staff, a good understanding of the work of the school, of pupils' performance and of the school's finances. Governors also undertake training opportunities, for example working strategically as governors and asking questions of data, and seek external advice and support where needed.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 134254 |
| Local authority | Croydon |
| Inspection number | 413212 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 463 |
| Appropriate authority | The governing body |
| Chair | Miriam Massey |
| Headteacher | Claire Murphy |
| Date of previous school inspection | 1–2 November 2006 |
| Telephone number | 01737 555103 |
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