



OFFICE FOR STANDARDS
IN EDUCATION

INSPECTION REPORT

GREAT CHART PRIMARY SCHOOL

Ashford

LEA area: Kent

Unique reference number: 118375

Headteacher: Mrs Isobel Duncalfe

Reporting inspector: Mr Selwyn Ward
9271

Dates of inspection: 6 – 7 May 2003

Inspection number: 247884

Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Hoxton Close Ashford Kent
Postcode:	TN23 5LB
Telephone number:	01233 620040
Fax number:	01233 661615
Email:	headteacher@great-chart.kent.sch.uk
Website:	www.great-chart.kent.sch.uk
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Judy Peirson-Webber
Date of previous inspection:	26 – 29 January 1998

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
9271	Selwyn Ward	Registered inspector
19653		Lay inspector
11982	Ray Morris	Team inspector
27654		Team inspector

The inspection contractor was:

e-Qualitas Ltd.
Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey RH8 0RE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Chart Primary is a large, popular and oversubscribed school for boys and girls aged 4 – 11 years. Of the 425 pupils, almost all are white and of United Kingdom heritage, with just a small number of children coming from Asian or mixed-race families. Fifteen children come from traveller families. Although there is a very small number of children whose mother tongue is not English, none are at an early stage of learning the language. The number of pupils with special educational needs, including statements of special educational need, is below average. Most special needs relate to moderate learning difficulties. Overall, pupils' attainment on entry to the school is average. The proportion of pupils known to be eligible for free school meals is broadly average and this represents the mixed social and economic backgrounds of the children.

HOW GOOD THE SCHOOL IS

Great Chart Primary is a very good school. It is very well led and managed. The staff team work together very effectively so that there is consistently high quality teaching throughout the school that enables pupils to do very well and attain high standards. There are very good arrangements for pupils' care and welfare, and the very good provision for children's personal development results in excellent behaviour and very good relationships and attitudes to learning. Great Chart provides very good value for money.

What the school does well

- Standards are high and pupils of all abilities achieve very well.
- The teaching is very good.
- There is very good provision for pupils' personal development and, as a result, pupils' behaviour is excellent, they get on very well with one another and have very positive attitudes to learning.
- Children are very well looked after.
- The school is very well led and managed.

What could be improved

- Better use could be made of pupils' individual learning targets.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Great Chart Primary was last inspected in January 1998. The many strengths and the above average standards reported in that inspection have been maintained and further improved upon, with pupils attaining high standards by the time they leave at the end of Year 6. The school has recently won a School Achievement Award for its improved results from 1999 to 2002. Although no key issues for improvement were identified in the last inspection, weaknesses were identified in the provision for teaching information and communication technology (ICT). This is much improved and ICT is used well throughout the school to support learning in all subjects, although the number of computers is below the recently established government target for primary schools. There has been very good improvement since the last inspection.

STANDARDS

The table shows the results attained at the end of Year 6 based on average point scores in national tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	A	A	A	well above average A above average B average C below average D well below average E
Mathematics	C	A	A	A	
Science	B	C	A	A	

Schools are categorised as similar according to the number of children known to be eligible for free school meals.

Pupils' attainment is broadly average when they join the school and they make very good progress during their time at Great Chart, so that pupils of all abilities achieve very well. Test results since the last inspection have improved in all three core subjects and to a greater extent than seen nationally. Standards seen during the inspection in the juniors were high, and pupils are on track to attain the ambitious targets set by the school for results in this year's tests. Boys and girls both do well. This compares favourably with the national picture, where boys do not generally do as well as girls in English.

Children make very good progress in their reception year, so that by the time they start in Year 1, almost all attain and many exceed the early learning goals expected of pupils of this age. Results from the national tests taken at the end of Year 2, show that in most years since the last inspection progress has been good. In last year's tests, pupils attained results that were well above average in mathematics, above average in writing, but average in reading. Standards seen in the infants during the inspection were above average.

As this was a Short Inspection, inspectors did not have the opportunity to make a judgement about standards in every subject, but standards were high in all of the work seen.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic learners. They work with sustained concentration and are keen to use their initiative, for example in carrying out independent research at home.
Behaviour, in and out of classrooms	Behaviour, both in lessons and around the school, is exemplary and this contributes to the very good progress that pupils make. There have been no exclusions over the past year.
Personal development and relationships	Relationships throughout the school are very good, both among pupils and between pupils and adults. Children help each other and work very well together. They develop confidence and strong independent learning skills, and respond very well to the many opportunities they are given to take responsibility in the school. Boys and girls of different abilities and from different backgrounds get on very well together and are all included in the full range of school activities.
Attendance	Attendance is satisfactory overall. Most pupils come to school regularly and on time. The high rate of absence of a small number of pupils depresses the school's overall attendance figures, although attendance rates overall are nonetheless still average. The

	small number of pupils with poor attendance do less well than others, but pupils' generally good attendance contributes to the progress they make.
--	--

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3 - 6
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Lessons are very well planned and work is well matched to pupils' abilities so that there is good, challenging work for all, and all pupils learn very well. Teachers have consistently high expectations, both of work and of pupils' attitudes and behaviour, and children are encouraged to think for themselves. Most lessons are brisk, so that time is used very effectively and pupils get a lot of work done. In most cases, questioning is used well to recap what has been learnt previously and to check that pupils understand, but occasionally opportunities are missed for ensuring that all pupils are contributing answers. Classwork is supplemented well with homework. Relationships are very good, which results in children being eager to please. Teachers generally have very good knowledge of the subjects they are teaching. They make effective use of information and communication technology as an aid to learning, and literacy and numeracy are taught very well, both in English and mathematics as well as through other subjects. In the reception classes, teachers work as a team to teach both classes together. This has proven very effective. Marking is of a generally very high quality, giving practical guidance to pupils on what they need to do to do better. Teachers have begun to make use of personal learning targets for pupils which tell them what they need to focus on in order to make best progress. Although this is a potentially helpful initiative, it is not yet consistently or well applied across the school. Not all pupils are aware of or fully understand the targets that have been set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Statutory requirements are fully met and the curriculum for all pupils is enriched through visits, the use of a wide range of visitors to the school and a good range of extracurricular clubs, although the latter are mostly for pupils in the juniors. A particular strength of the curriculum is the encouragement of pupils to develop their independent learning skills so that they are not solely dependent on their teachers. Similarly, the emphasis on learning through investigation in science and mathematics has helped to raise standards.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported. They are able to participate in the full range of school activities and they make very good progress.
Provision for pupils learning English as an additional language	Although there are some children whose mother tongue is not English, none are at an early stage of learning the language and they do not need any special provision. They make similar progress to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good and this contributes to the excellent behaviour and very good relationships and attitudes of the children. There are numerous opportunities throughout the school for thoughtful work, for taking responsibility and for developing an understanding of the duties and obligations of citizenship. Children benefit from very good opportunities to learn about cultures from around the world.

How well the school cares for its pupils	There are very good arrangements for the care and welfare of pupils, and for keeping track of their academic and personal development.
--	--

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the very good leadership of the headteacher, who works in close and effective partnership with the other members of the management team to provide very clear direction in a school where there is a continuing drive for development and improvement. The school's ethos is one in which all are made to feel confident, and where pupils' social, cultural and personal development are valued alongside that of academic success. The school is very well managed. Staff work together very effectively as a team, and teachers with responsibility for managing subjects and other activities do a very effective job.
How well the governors fulfil their responsibilities	Governors are very supportive and committed to the school and do a very good job. They visit regularly and have a clear understanding of the many strengths of the school.
The school's evaluation of its performance	Analysis, evaluation, consultation and comparison over what the school does and how it might be improved, has made a strong contribution to the school's success in striving to continue to improve the quality of education for pupils. In this way, the school makes good use of the principles of <i>best value</i> .
The strategic use of resources	Spending is properly linked to a comprehensive long-term strategic plan. Because the plan is broken down into manageable sections, it forms a very useful tool in setting and managing school priorities. Grant funds are used effectively and for the proper purpose. Although the school has fewer computers than the number recommended for schools of this size, the computers it has are used particularly effectively to support learning across the full range of subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress. • The teaching is good. • The school expects children to work hard and achieve their best. • Children are given the right amount of homework. • The children are well behaved. • The school helps them to become mature and responsible. • The school is well led and managed. • The school is approachable. • Parents are kept well informed about how well their children are doing. 	<ul style="list-style-type: none"> • There are not enough extracurricular activities.

Around a third of parents returned their questionnaires. Parents' views were very favourable, and inspectors agree with all of the positive views expressed. More than a quarter of the parents said there were not enough out of school activities. Inspectors disagree. There is a much wider range of clubs and enrichment activities than is on offer in other schools. Although most of the clubs are only for pupils in the juniors, infants are fully included in the varied activities outside lessons such as visits.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and pupils of all abilities achieve very well

1. Throughout this report, references to *Key Stage 1* relate to the infant years (Years 1 and 2) when pupils are aged 5 to 7 years. The junior years (from Year 3 to Year 6) are referred to as *Key Stage 2*, when pupils are aged 7 to 11. Children in the reception year, who are aged 5 and under, are considered to be in the *Foundation Stage*. Schools' test results are compared with the national average, as well as against similar schools. Schools are grouped as similar according to the proportion of children attending who are known to be eligible for free school meals. In the case of Great Chart Primary, the school was able to provide evidence to show that the number of children eligible for free school meals was greater than the number actually claiming them, and this higher figure has been used by inspectors in making comparisons. In judging standards, inspectors analysed results attained in the national standard assessment tests (SATs) taken at the end of Years 2 and 6, both in 2002 and in previous years. Inspectors looked at and judged work currently being done in lessons and at work done throughout the past year. They listened to children read and discussed children's work with them as well as with their teachers. Whereas judgements on *attainment* relate to comparisons with nationally expected standards, *achievement* relates to the progress pupils make.
2. Although children join the school with a broad range of abilities, overall they are of average attainment. They get off to a very good start in the reception classes, so that, by the time they start in Year 1, almost all attain the *early learning goals* expected of children in the *Foundation Stage*, with many exceeding them. At the time of the inspection, children had completed two terms in reception and were already successfully tackling work more commonly found in Year 1 classes, for example in counting and number work. This is particularly due to the very effective team teaching, with the two reception teachers working together across the two classes. Standards, and the progress children make, are both much better than reported in the last inspection.
3. Results in the tests taken by pupils at the end of Year 2 have fluctuated from year to year, although they have generally improved and were above average last year. Results in writing and mathematics were well above average when compared with similar schools. In reading, test results were average, both when compared with those of similar schools and with those found nationally. The school has been particularly effective at analysing test results and putting in place measures for securing improvement where results overall have been disappointing. For example, when, in 2001, results in writing were below average, the school revised teaching plans to substantially increase the opportunities for pupils to develop their writing skills. This proved very effective, both for the pupils who took the tests in 2001, who have made considerable progress in writing since they were in Year 2, and for last year's Year 2, where results were above the national average and well above the average of similar schools.
4. In work seen in the infants, standards remain above average and show that pupils make good progress. Over the past year, there has been a focus on raising standards in reading, through more reading in school and greater encouragement of reading at home. This has contributed to improving standards, but the quality of pupils' writing and mathematics shows that the improvement in reading has not been achieved at the expense learning basic skills in these other areas, where standards have been maintained. Because this was a Short Inspection, it was not

possible for inspectors to make judgements about standards in every subject, but in all of the infant work seen, standards were at least above average and frequently well above.

5. Results in the tests taken at the end of Year 6 have shown steady improvement since the last inspection. This has recently been recognised through a government School Achievement Award which arrived during the week of the inspection. Test results indicate standards that are well above average in English, mathematics and science when compared both nationally and against similar schools. This means that the school's test results have been at least among the top 25 per cent of all schools in all three subjects. More able pupils do very well. Analysis of last year's results shows a particularly high proportion of pupils attaining the higher than nationally expected level. Given that pupils are of average ability, overall, when they start school, these results are evidence of very good progress through pupils' time in school. They do particularly well in science and mathematics as a result of the school's emphasis on learning and applying their knowledge through practical investigations.
6. In the work seen in the junior classes, across all subjects, standards were consistently high. Boys and girls do equally well. This compares favourably with the national picture, where boys do not generally do as well as girls in English. Standards and achievement in the juniors are both significantly higher than those reported in the last inspection.
7. In their questionnaire responses, almost all parents thought their children were making good progress. Inspectors agree. Pupils from all backgrounds and of all abilities all achieve very well. Pupils with special educational needs, for example, are well supported and, as a result, they make similar progress to other pupils. None of the children learning English other than as their mother tongue is at an early stage of learning the language. These pupils also make similar progress to the others in the school, as do those children from traveller families whose attendance is similar to that of other pupils. The only notable identifiable group of pupils who do less well than others is the small number who attend irregularly or have long periods of absence.

The teaching is very good

8. Inspectors saw every class teacher teach at least once, and, in judging teaching, inspectors sought evidence that pupils were learning and making progress. Of the twenty lessons seen, none were less than satisfactory. Teaching was good or better in four out five lessons. It was very good or excellent in half the lessons seen. This represents a very high proportion of very good teaching, as a result of which pupils learn very well in lessons and attain high standards across a very broad range of subjects. There is a much higher proportion of very good teaching than was seen in the last inspection. The very good teaching seen in the inspection, and from looking at pupils' work, confirms the positive view of teaching expressed by parents. In their questionnaire responses, 96 per cent were pleased with the quality of teaching.
9. Lessons are very well planned and work is well matched to pupils' abilities so that there is good, challenging work for all and this results in all making very good progress in their learning. This is the case in both the mixed ability classes, in which most subjects are taught, and in the ability sets that some classes are organised into for English and mathematics, where additional work is generally planned for the most able and for those who are quick to complete the tasks they are set. Lessons generally follow the model outlined in the *National Literacy and Numeracy Strategies*, with a whole class introduction from the teacher, individual or group work and a whole class plenary session at the end to draw together the main learning points. This is effective, although in some lessons teachers' *learning objectives*, shared with the pupils at the start, outline the task to be carried out rather than what it is that pupils are expected to learn.
10. Teachers throughout the school have consistently high expectations, both of pupils' work, and of their behaviour. This, again, confirms the very positive view expressed by almost all parents. Because pupils know exactly what is expected of them, no time is wasted, pupils work without

fuss and they get a lot done. Teachers get on very well with the children and, as a result, pupils are eager to please and are keen to rise to the challenges set by their teachers. In a very effective English lesson in Year 6 on developing pupils' writing skills, the teacher managed to incorporate a thorough revision of points of grammar and punctuation, in anticipation of the following week's national tests, within a lesson that helped hone pupils' story-writing skills. Pupils worked with concentration and enthusiasm and each completed a good amount of written work in the lesson that showed how much they had learnt through comparing different story-writing techniques.

11. In most cases, teachers make effective use of questioning to recap with pupils what they have previously learnt and to check their understanding. In some lessons, however, opportunities are missed for ensuring that all pupils are contributing answers. Some teachers only select answers from the most enthusiastic volunteers who put up their hands, rather than ensuring that all are fully included by directing questions at those who do not naturally volunteer answers.
12. Homework is used well throughout the school to help pupils build on what they have learnt in class. It enables parents to help support their children's learning, and a high proportion of parents (nine out of ten) indicate that they are satisfied with the amount of homework. This is a much more positive parental view of homework than is commonly seen. Homework helps to develop pupils' independent learning skills, for example, when they undertake their own research.
13. Teachers generally have very good knowledge of the subjects they are teaching, and this strong expertise contributes to the high standards seen. In science, for example, teachers' confidence in the subject has led to a strategy of learning through investigation. Much of pupils' learning is through experiments rather than through noting down facts, so that the school is turning out pupils who understand, appreciate and use scientific method rather than just knowing factoids about science. Older pupils, in particular, are encouraged to record work in their own way rather than relying on worksheets. This also contributes to the development of pupils' independent learning skills.
14. Literacy and numeracy are taught very well, both through English and mathematics as well as through other subjects. The school's focus on developing writing skills, for example, has impacted positively on learning across a range of subjects, including history and geography. Similarly, effective use is made throughout the school, including the reception classes, of information and communication technology to support learning in almost all of the subjects of the curriculum. The provision for learning information and communication technology was identified as a weakness in the last inspection. It is now amongst the strengths of the school, despite the fact that the number of computers is low in comparison with current government targets. The school's computer suite, and its bays of computers in shared teaching areas outside groups of classrooms, are particularly well used and this efficient use of resources effectively compensates for any shortcomings in provision.
15. Marking is very good. It gives pupils clear guidance on what they need to do to improve. The school has begun to introduce personal learning targets for pupils, identifying for them as individuals and small groups, what specific skills they need to concentrate on to further improve. Although this initiative is laudable, it is not yet making an effective contribution to further raising standards.

There is very good provision for pupils' personal development and, as a result, pupils' behaviour is excellent, they get on very well with one another and have very positive attitudes to learning

16. Provision for pupils' spiritual, moral, social and cultural development, identified as a strength in the last inspection, continues to be a strength of the school. This is also a view endorsed by nine out of ten of the parents, who indicated in their questionnaires that the school helps children to become mature and responsible. Almost all parents expressed a positive view of behaviour. The very good provision for pupils' personal development contributes to pupils' excellent behaviour and their very positive attitudes to learning.
17. Spiritual development is promoted through the many opportunities that pupils of all ages have to write reflectively and from the perspective of others. Pupils in Year 6, for example, wrote thoughtfully of how the Israelites would have felt when fleeing across the parted Red Sea with the Pharaoh's army in hot pursuit. Reflection is also evident in school assemblies, which meet legal requirements for collective worship, and in the artwork and displays seen in classrooms and shared areas. As a result, pupils develop a thoughtful and caring attitude to others that is seen in the very good relationships throughout the school.
18. The excellent behaviour seen in lessons, in the playground and around the school, is the result of school's very effective provision for pupils' moral development. Although there are rewards and sanctions that are understood by pupils, and pupils are keen to earn rewards, their behaviour shows notable self-discipline and appreciation of the needs and sensitivities of others. The school council is drawn only from among the older juniors but the pupils on the council recognise they have a responsibility for younger children in the school. Pupils readily acknowledge the good role-models that staff provide, describing their teachers as very fair. The school's well-developed programme for learning about the rights and responsibilities of citizenship makes a very effective contribution to pupils' moral development.
19. Provision for pupils' social development also contributes to the excellent behaviour and pupils' enthusiasm for learning. Pupils have numerous opportunities to take responsibility. In addition to the school council, some older pupils have whole school responsibilities as head boys and girls. Some pupils in Years 5 and 6 act as mentors to younger pupils and, in the playground, a *buddy* scheme encourages friendships. Pupils in Year 2 are appointed as *Key Stage 1 Leaders* – which gives elevated status to class monitor jobs.
20. Pupils benefit from an extensive range of visits and visitors to the school that reflect both Western and other cultures and help to broaden children's view of the world. Because Great Chart Primary is oversubscribed and has no vacancies in any year groups, there are no refugee children in the school, although Ashford houses a number of refugee families. Arising from a religious education lesson on Mary and Joseph's sojourn in Egypt, the school has held a workshop on refugees and asylum seekers which has helped to raise children's awareness of others as well as combat potential local prejudices.
21. Children have a very positive attitude to learning as a result of the emphasis placed by the school on developing independence. Pupils are given many opportunities to carry out their own research, both at home and at school, to apply the skills they have learnt through practical activities such as investigations in mathematics and science, and to develop and use their own judgement in finding the best way of recording their work. In their questionnaire responses, 96 per cent of parents said their children enjoyed school. Inspectors agree, because children told them so.

Children are very well looked after

22. Although, being a Short Inspection, inspectors only had the opportunity to look at limited aspects of the school's care arrangements, the care and support seen were very good, and have improved since the last inspection. A notable feature is the extent to which pupils are encouraged to take responsibility for helping each other, with, for example, older pupils acting as mentors to younger ones. This contributes to the caring ethos of the school and to the personal development of all of the children.

23. Child protection issues are given a very high priority. There is a comprehensive child protection policy in place, and it has been regularly revised and kept up to date. All staff, both full and part-time, teaching and non-teaching, have had training on child protection as part of their induction when they start work at the school. Annual updates are included in a programme of in-service training and this helps maintain a vigilant approach. Governors also maintain an overview of the school's policy and procedures, with a named governor taking the lead and also involved in child protection training. There are policies and effective procedures in place to help protect children from inappropriate material when using the internet.
24. Prominence is similarly given to ensuring the general welfare of pupils. Staff and governors undertake termly health and safety checks of the premises, with a report going to the governing body at each of its meetings. Thorough risk assessments are made for every school trip. There are several trained first aiders among the staff and appropriate training is given to midday supervisors in handling medical emergencies. Medical alert sheets are kept in registers so that even temporary relief teachers are aware of any child's medical problems and prompt appropriate action can be taken in the event of an emergency, such as in the case of children with serious allergies or who need to use inhalers for their asthma.
25. A comprehensive personal, social and health education programme incorporates drugs awareness as well as sex education. Parents are appropriately involved in this. Most sex education is taught in Year 6. With the early onset of puberty an increasingly common phenomenon, this may be a little late for some pupils to be introduced to the changes of adolescence. The school is alert to this, however, and keeps its policies under review. *Circle Time*, where children have the opportunity to discuss any worries or concerns, is used throughout the school both for teaching personal, social and health education, as well as for dealing with issues such as bullying. Parents and pupils confirm that bullying is dealt with very well.
26. There are rigorous systems in place for ensuring good attendance, and these are effective for the overwhelming majority of pupils. Attendance remains a problem for a small number of pupils, whose regular or sustained periods of absence depresses the school's overall attendance figures. The school liaises closely with the local education authority's Education Welfare Officer in respect of these pupils, and parents have been prosecuted for not sending their children to school. Pupils with poor attendance make less progress than others in the school.
27. Great Chart has developed very effective systems for monitoring and promoting best behaviour, and these have contributed to the pupils' excellent behaviour. Rewards and sanctions are understood and appreciated by pupils. Rewards are viewed by pupils as being given out fairly by teachers and by the other adults in the school. Good manners and helpful behaviour during lunch, for example, is commended by midday supervisors in a *Dinner Book*. The school's weekly celebration assembly is an uplifting occasion which celebrates achievement in all aspects of school life, including academic, sporting, musical, social and behavioural.

The school is very well led and managed

28. The leadership and management of the school were strengths identified in the last inspection and these strengths have been maintained. Both leadership and management are very good. This confirms the very positive view of the management of the school expressed by parents.
29. The headteacher has succeeded in building a very effective senior management team. Together they provide very clear educational direction in a school where there is a continuing drive for development and improvement. Their success is evident in the very good improvement over the years since the last inspection. The headteacher and management team have established an ethos throughout the school which encourages pupils to grow in confidence and to take increasing responsibility. This is in terms both of jobs within the school and in becoming well-

motivated independent learners. Because the school nurtures and celebrates pupils' social, cultural and personal development as well as their academic achievement, all pupils are made to feel valued and, as a result, they want to do their best.

30. Staff with responsibility for managing subjects and other activities do a very effective job. All have involvement in monitoring learning and standards, in most cases by checking through a sample of pupils' books. Several of the subject co-ordinators have specialist qualifications and expertise which they are able to call on in supporting colleagues. Teaching and learning is monitored effectively by the headteacher and other members of the senior management team who observe lessons, both to ensure consistency in teaching and as part of the school's on-going arrangements for performance management. A particularly effective feature of the management of the school is the success of the responses made to tackling weaknesses where these have been identified. Sharp improvements in writing, for example, have resulted from the focus on writing following disappointing scores in the tests taken in Year 2 in 2001. Parents' views are sought through surveys and pupils are consulted on some issues through the termly school council meetings. Good use is made of the principles of *best value* in checking that the school is doing as well as it can.
31. Governors are very supportive and committed to the school and do a very good job. They visit regularly, almost always with a specific purpose, such as looking at a particular subject or aspect of the school, and they report on their findings. When in school they follow an etiquette agreed with staff, and this helps ensure the good relationship between governors and staff. Through their purposeful visits and reports, governors have a much fuller picture of the school than they would have if they were solely dependent on the headteacher's reports. Governors have an effective committee structure that enables them to carry out their responsibilities and they additionally get involved in other school activities, for example in attending the meetings of the school council.
32. Spending is properly linked to a comprehensive strategic plan that projects ahead for the next three years. Despite its breadth of scope, the plan is a usable management tool because it is broken down into sections that can be used by staff with management responsibilities for setting priorities and measuring success. Grant funds are used effectively and for the proper purpose, and particularly effective use is made of resources. For example, although there are fewer computers than the recommended number for the size of school, the computers are grouped together and used very well, so that there is no adverse effect on pupils' learning caused by any shortfall in the amount of equipment. The grounds and buildings are very good, with pupils benefiting from a range of adventure playground equipment available for their use. There is a very good match of teaching and support staff to the demands of the curriculum.
33. The school is very effective in involving parents in their children's education. Parents of children with special educational needs are fully involved in reviews of their children's progress, and all parents are given good information about how well their children are doing. Parents appreciate the reports they receive about progress, with nine out of ten expressing a positive view of reporting in their questionnaire responses. In turn, parents are very supportive of the school, raising considerable sums, including £10,000 to equip Great Chart Primary's Millennium Library.

WHAT COULD BE IMPROVED

Better use could be made of pupils' individual learning targets

34. The school has recognised that to further improve standards it needs to ensure that pupils have the clearest idea of what they need to focus on in order to improve their own work. Marking is a very good feature of the teaching because it does not just give ticks, crosses and *well done* words of encouragement but also includes practical guidance to pupils on how to do better.
35. Less well established, however, are the targets which pupils are given as things they need to concentrate on in the work they do. Although targets are set for some groups of pupils in literacy and numeracy, this is one of the few areas there is a lack of consistency across the school. In some classes, pupils have little or no knowledge of what their targets are. In some classes, targets are in pupils' books, in others they are on cards on the table or elsewhere. In some cases, even where pupils know what their targets are, they do not always understand what they mean. In an infant class, for example, a pupil was able to point to his target reminding him to *use connectives* to improve his writing but he had no idea what the word *connective* meant.
36. Pupils with special education needs have personal targets in their individual education plans. Those sampled in the inspection were well chosen and the emphasis placed on these targets makes a significant contribution to the progress that these pupils make. The school acknowledges that other pupils would also benefit from well focused, properly understood personal targets, but accepts that these are not yet in place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. Inspectors have identified the following key issue for action, which matches priorities already identified by the school. In order to further improve the standard of education provided for pupils, the headteacher, staff and governors should:

Make more effective use of personal learning targets for pupils by

- (i) selecting a small number of targets that are challenging, but attainable in a reasonable timescale, and that these are regularly reviewed and updated
- (ii) using them more consistently
- (iii) ensuring that pupils understand the targets set for them
- (iv) referring to pupils' targets in comments made when marking work
- (v) enabling older pupils to relate their targets to the National Curriculum levels of attainment

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	6	4	0	0	0
Percentage	5	45	30	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	425
Number of full-time pupils known to be eligible for free school meals	44

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	49

English as an additional language

	No of pupils
Number of pupils learning English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year (2001-02).

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	31	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	29	29
	Girls	29	30	30
	Total	55	59	59
Percentage of pupils at NC level 2 or above	School	90 (90)	97 (90)	97 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	28
	Girls	29	30	30
	Total	56	57	58
Percentage of pupils at NC level 2 or above	School	92 (87)	93 (82)	95 (88)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	34	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	24
	Girls	31	29	33
	Total	51	50	57
Percentage of pupils at NC level 4 or above	School	84 (89)	82 (87)	93 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	24
	Girls	31	29	33
	Total	51	50	57
Percentage of pupils at NC level 4 or above	School	79 (82)	84 (84)	89 (87)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last year

No of pupils on roll	Number of fixed period exclusions	No. of permanent exclusions
377	0	0
0	0	0
9	0	0
2	0	0
0	0	0
7	0	0
4	0	0
0	0	0
2	0	0
2	0	0
0	0	0
0	0	0
0	0	0
2	0	0
15	0	0
5	0	0

The table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23.5
Number of pupils per qualified teacher	18
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	273

Financial information

Financial year	2002-03
	£
Total income	839,707
Total expenditure	899,093
Expenditure per pupil	2,106
Balance brought forward from previous year	95,469
Balance carried forward to next year	36,083

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
--	-----

Number of teachers appointed to the school during the last two years	4.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	425
Number of questionnaires returned	148

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	0	1
My child is making good progress in school.	55	42	1	0	2
Behaviour in the school is good.	45	52	1	0	2
My child gets the right amount of work to do at home.	35	55	8	1	1
The teaching is good.	59	37	2	0	1
I am kept well informed about how my child is getting on.	46	44	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	31	5	2	0
The school expects my child to work hard and achieve his or her best.	59	39	1	0	1
The school works closely with parents.	34	51	9	3	1
The school is well led and managed.	53	41	2	2	3
The school is helping my child become mature and responsible.	44	46	6	1	3
The school provides an interesting range of activities outside lessons.	28	33	20	9	10

(Numbers may not sum to 100 due to rounding)

