



# Keston Church of England Primary School

Inspection Report

**Unique Reference Number** 101643  
**LEA** Bromley LEA  
**Inspection number** 276559  
**Inspection dates** 11 July 2006 to 12 July 2006  
**Reporting inspector** Ian Hartland HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Lakes Road
<b>School category</b>	Voluntary controlled		Keston
<b>Age range of pupils</b>	4 to 11		BR2 6BN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01689 858 399
<b>Number on roll</b>	218	<b>Fax number</b>	01689 858 502
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Laura Owen
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Julia Evison

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 11 July 2006 - 12 July 2006	<b>Inspection number</b> 276559
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report 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.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

## Description of the school

Keston Church of England voluntary controlled primary school is of average size. Standards on entry are broadly average. The proportion of pupils eligible for free school meals is well below the national average. The percentage with learning difficulties and disabilities is average. The number of pupils from minority ethnic communities is slightly below average. Few pupils have a first language other than English. The school has experienced unsettled times in recent years with a number of different headteachers.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Keston is a good and improving school and this is the way the school sees itself. It provides a good education for its pupils. After a period of unsettled leadership, the current headteacher and senior leadership team are providing stability and are steering the school in the right direction with the changes they have made and their plans for further improvement. The staff are becoming more reflective and accountable in seeking to make things better for the pupils. They take good care of them. Some aspects of middle management, for example the monitoring of standards, are underdeveloped.

The school is a happy community where pupils enjoy their time and their behaviour is good. They feel safe and valued as individuals. For many, their positive attitudes, strong desire to learn and good behaviour, coupled with the support they receive from home, are significant factors in enabling them to reach good standards and to achieve well. They make good progress in the Reception year.

Pupils' personal development is good as is the quality of teaching overall. However, the teaching is not always meeting pupils' different learning needs and marking does not always provides sufficient feedback to pupils so they know what they need to do to improve. The curriculum is good with an increasingly good provision for extra activities but there is too little time for, and too little challenge in, religious education (RE). The school has successfully tackled the areas for improvement in the last inspection report and provides good value for money. The school has a good capacity to improve.

### What the school should do to improve further

- Develop the role of middle managers so that all are better able to monitor their area of responsibility and bring about improvements.
- Improve the quality of written feedback to pupils so they know how well they are doing and what they need to do to improve.
- Ensure all teachers employ the most effective methods in lessons to meet pupils' different learning needs.
- Provide sufficient time for, and challenge in, RE.

## Achievement and standards

### Grade: 2

Provision for the Foundation Stage is good. Children enter the Reception year with average abilities and make good progress. Standards in the national tests at the end of Year 2 have been rising consistently in recent years and last year were significantly above average overall. They were exceptionally high in reading, where an above average number of the more able pupils reached the highest grades.

The pupils maintain these above average standards in the junior school. By the end of Year 6 the results in the 2005 national tests were significantly above average in

English, mathematics and science. An above average proportion of more able pupils gained the higher levels in mathematics and science. Although last year, the standards reached by higher attainers in English fell short of expectations, the results in the 2006 tests have risen considerably. The school is meeting most of its challenging targets. However, standards are better in the core subjects than in foundation subjects where they are more variable. Pupils, including those with learning difficulties and disabilities, make good progress throughout their time at the school, making the most progress in science.

## **Personal development and well-being**

### **Grade: 2**

Pupils' well-being and personal development, including their spiritual, moral, social and cultural development, are good. Behaviour in lessons is often very good. On the whole, pupils feel safe and secure. They enjoy school and attend regularly. The few from minority ethnic backgrounds settle well into the school. Pupils enjoy most lessons, especially numeracy, although some find RE less interesting. They have very well developed social skills. In lessons, pupils willingly support one another when working in groups or pairs. These abilities, together with the good development of literacy, numeracy and information and communication technology skills, prepare them well for their future lives.

Pupils are well on their way to developing healthy lifestyles. They participate in a wide range of physical activities and are keen to make sure they eat their daily five portions of fruit and vegetables. They contribute well to the school and wider community. As one pupil put it, the school council is there to 'help the school to get better'. Council members are making a good contribution to improving the school, for example having a 'buddy stop' in the playground for children who have no-one to play with. There is active involvement of pupils in raising funds for charities and the school band regularly entertains local residents.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. Teaching is best in literacy and numeracy where the school has focused particular attention. Pupils' well developed learning skills and positive attitudes enable them to make good progress. At the beginning of lessons, teachers clearly share learning objectives so that pupils are clear about what they need to do and what they are expected to learn. The pace in lessons is generally good and there is sufficient work completed across most subjects.

In the best lessons, teachers' expectations are high, the questioning of pupils is good and they are actively involved in their learning. Where teaching is less successful, the work is not sufficiently well matched to individual needs. The pupils are not always given enough written feedback about how well they are doing and how to improve

which slows their rate of progress. Worksheets are overused. Teaching assistants provide good support particularly to those with learning difficulties or disabilities and higher attainers. Their support, to some extent, makes up for the times when there is a weaker match of work to differing needs and ensures that pupils make good progress overall.

## **Curriculum and other activities**

### **Grade: 2**

Curricular provision is good. The school is well on the way to embedding literacy and numeracy within other subjects. For example, historical accounts about the discovery of the tomb of Tutankhamen in Year 5 contribute to pupils' literacy skills as much as to their knowledge of the past. French is taught which broadens the statutory curriculum. However, too little time is spent on RE and the work done is not always sufficiently challenging.

A wide range of extra-curricular activities, trips, visits and visitors enrich the curriculum well. These activities make a good contribution to pupils' personal as well as academic development. The wide variety of sporting activities support pupils' fitness levels and encourage them to live more healthy lives. The provision for pupils with learning difficulties and disabilities, and for those who are more able or gifted in a particular area, is good and effectively supports these pupils' progress.

## **Care, guidance and support**

### **Grade: 3**

Overall, support, care and guidance are satisfactory. The school looks after pupils well and pays good attention to health and safety. Risk assessments are routinely carried out for visits and arrangements for child protection are robust. Support for pupils with learning difficulties or disabilities is generally good and well developed external links ensure that additional expertise is secured when required. Personal and social development is well supported through a new programme which enables pupils to discuss their feelings and emotions.

The picture is more mixed with respect to support for academic development. Various programmes for the higher and lower attainers help to address their needs. The impact of these programmes is monitored and action taken to address shortcomings. However, as the school knows, marking is a weakness as, too often, it provides pupils with little guidance on how well they are doing against their targets and on how to improve their work. Pupils themselves are not very clear about what their targets are. Marking is better in literacy but still not as good as it should be. Assessment systems in literacy and numeracy are in place but have only recently been developed for other subjects.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership with a clear view of the direction the school should take. She has renewed a whole-school drive for improvement and is enabling staff to work together to achieve common goals. She is well supported by a capable senior management team. The school evaluates its work accurately and has a good capacity to improve.

The subject leadership of literacy and numeracy is strong with effective systems in place for monitoring the quality of provision. The leadership of other curriculum areas and aspects of the school's work is less strong and monitoring is underdeveloped. The school recognises this fact and well planned training and clearer expectations are beginning to improve the capacity of middle managers to monitor and improve provision in the area for which they are responsible. Good links with local authority advisers and other schools provide further support for the improvements taking place. Governors are playing an active and effective role in improving the work of the school and holding it to account.

Parental responses to a recent questionnaire are in the main very positive about what the school provides and the genuine care shown to their children. Almost all parents indicated that their children enjoy school. The school has a good relationship with the local community.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

I am writing to you following our recent visit to let you know what we think about the school. Thank you for your help in talking to us about your work and what you think about the school.

We think your school is a good school which is getting better all the time. It provides you with a good education. We saw, and your parents told us, that everyone in your school takes very good care of you and you get on very well with each other. We know how much you enjoy coming to school, because you told us and that the teachers try to make lessons interesting so that you can learn more easily. You told us that you feel safe and that there is always someone to talk to if you have a problem. Your school council makes things happen. The school prepares you well for the next stage of your education.

You show enthusiasm, behave very well and work hard in lessons and as a result do well, especially in the tests you take in Year 2 and Year 6. Your parents are very happy with the school and all that it provides for you. Your headteacher is a good leader. She and all the teachers are working hard to make the school even better for you. The headteacher knows that to make the school better she needs to: \* Help some teachers to make better checks on the areas for which they have added responsibilities. \* Ensure all teachers provide you with clear written feedback on your work so you know how well you are doing and what you need to do to improve.\* Show all teachers the best methods to use in lessons to meet your different learning needs. \* Provide more time for religious education and more challenging RE lessons. May I wish you all the very best for the future.

Yours faithfully

Ian Hartland

Her Majesty's Inspector