



Chartham Primary School

Inspection Report

Unique Reference Number 118357
LEA Kent
Inspection number 280298
Inspection dates 10 January 2006 to 11 January 2006
Reporting inspector Janet Gill RISP

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

Type of school	Primary	School address	Shalmsford Street
School category	Community		Canterbury
Age range of pupils	5 to 11		Kent CT4 7QN
Gender of pupils	Mixed	Telephone number	01227 738225
Number on roll	265	Fax number	01227 732175
Appropriate authority	The governing body	Chair of governors	Mrs Valerie Elvidge
Date of previous inspection	13 March 2000	Headteacher	Mrs Judith Martyn

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most pupils come from the village of Chartham. Pupils are from predominantly White British backgrounds. Attainment on entry to the reception class is as expected for the children's age and reflects the diverse social mix in the area. The proportion of pupils with learning difficulties or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school that provides good value for money. The school includes all pupils in every aspect of school life extremely well. Given the school's good track record of improvement, particularly in standards, since the last inspection, it is well placed to make further progress.

The school has high expectations of the standards pupils are capable of reaching, both academically and in their personal development. As a result, all pupils achieve well, regardless of their ability. Teaching is good throughout the school, although better than this in the Foundation Stage. Children have an excellent start to their education in the reception class and many exceed the early learning goals by the end of the year. The children's positive start is built on well throughout the school. Pupils love coming to school, and thoroughly enjoy the challenges and opportunities offered to them. The attention to their personal development and well-being is good, and pupils are well cared for, guided and supported. This means that they behave well and have positive attitudes to school and all it has to offer. The extent to which pupils adopt healthy and safe lifestyles is very good.

The headteacher leads and manages the school well but more work is needed before her strong desire to create a highly effective team can be realised. As yet the subject leaders lack sufficient involvement in checking standards, teaching and learning. The headteacher with members of staff and governors are good at identifying priorities for improvement because they use self-evaluation and analysis of performance data well. The school has identified that to improve pupils' skills in information and communication technology, resources need to be improved. Strategies that have been implemented to bring about improvement are having positive outcomes. This means standards have risen in English, mathematics and science over the last few years to well above average by the time pupils leave school in Year 6. The inspection team are in agreement with the school about its effectiveness.

What the school should do to improve further

- Improve the resources for information and communication technology so that pupils' skills and knowledge can be extended and used consistently across the curriculum.
- Ensure co-ordinators play a greater role in the monitoring of standards, teaching and learning in their subjects.

Achievement and standards

Grade: 2

Well-above-average standards and pupils' good achievement result from good teaching and assessment. Significant improvement has been made since the previous inspection. By Year 6, standards are well above average, especially in English and mathematics, and better than those found in similar schools. The strong upward trend since 2002

is greater than that seen nationally. The pupils meet challenging targets set for English and mathematics.

Children have average skills for their age when they start school in the reception class. An exciting curriculum and outstanding teaching ensure children make very good progress. Many children exceed the expected goals. These skills are built on well in Year 1 and the effectiveness of the teaching is demonstrated well in the standards reached by Year 2 children, which are above the national average. In reading, boys perform less well than girls, but the school has introduced a range of strategies to overcome this, which are beginning to prove beneficial.

The range of pupils' needs, which includes those with learning difficulties and disabilities and higher attainers, is met very well. Virtually all pupils make more progress than pupils normally do in the Year 3 to 6 classes. Boys and girls achieve similarly in English and mathematics. Achievement in science has improved significantly because of action taken to improve pupils' skills; standards are now just above average. Information and communication technology standards are satisfactory, with successful word processing, but experience of more advanced areas such as multimedia presentations is limited.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. Their spiritual, moral, social and cultural development is good, with a major strength in the way pupils relate to each other. In particular, younger pupils report that they greatly enjoy the company of their 'buddies' from Year 6.

Pupils enjoy coming to school; consequently, their attendance is good. They are courteous and polite, and their behaviour is good. The school works hard to ensure that everyone feels safe in school, and pupils say that there is little bullying. They are confident in the support of staff should any problems arise.

The many varied activities offered to pupils enable them to be very well aware of the need to adopt healthy lifestyles. The pupils confidently explain the importance of a healthy diet, recognise the importance of physical activity and greatly value the range of sporting activities.

Pupils make a satisfactory contribution to the community. The school choir happily performs for residents in the local village. In school, pupils readily take on responsibilities, and the members of the school council are active in improving the school environment. Having improved toilet provision, they are now keen to improve playground facilities.

The range of responsibilities provided for pupils, together with the good progress they make in English and mathematics, is preparing pupils well for their next stage of education, as well as for later life. For example, pupils are encouraged to make regular savings to purchase books at the school's book fairs.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall. In the Foundation Stage the quality is very high, contributing strongly to the very good start children make. All lessons are well planned and pupils clearly enjoy them. They respond well and are keen to get things right. Pupils co-operate well with each other and have very positive relationships with adults. This means teachers have fun with the children, for example when they all use The Three Bears voices in Year 1. Teachers have high expectations and are encouraging, which gives pupils confidence to ask and answer questions and learn effectively. Work is matched well for pupils of varying abilities, which means they make good gains in their learning. There are occasions when teachers do too much for the children in lessons; this inhibits pupils' independence and ability to think for themselves. Teachers use their good subject knowledge and resources well, to motivate pupils to work hard. For example, in a Year 5 mathematics lesson, the interactive whiteboard was used particularly well for ordering negative and positive numbers. Teaching assistants play an important and effective part in ensuring very good support for pupils, especially those with learning difficulties and disabilities.

Assessment is now more sharply focused to track pupils' progress. Use of targets for learning helps pupils to understand how well they are doing and what they need to do next to improve.

Curriculum and other activities

Grade: 2

Improvements since the previous inspection have ensured that the curriculum is good. Changes to curricular planning have helped make learning enjoyable and teachers provide the right level of challenge for all pupils. The links between different subjects make learning more relevant to pupils. The information and communication technology curriculum is satisfactory, but pupils' experiences of more advanced areas, such as data collection and creating multimedia presentations, are limited owing to inadequate resources. An exciting and extremely well planned curriculum for Reception children contributes to their outstanding progress.

Many pupils in Years 3 to 6 take part in a good range of clubs, including sport, music, drama and the environment. Pupils' experiences are enriched by visits and visitors, which enhance knowledge and extend cultural experiences. Good attention is given to physical and health education to encourage pupils to be healthy and keep fit.

Care, guidance and support

Grade: 2

The school's care for its pupils is good. In the Reception class it is excellent, which helps children settle happily into school routines. The welfare of the pupils is at the

heart of the school's work and children report that they are well looked after. Supervision at break-times is organised well, and staff are vigilant. Guidance and support in class are good, and pupils are taught the skills that make them successful learners. The school is well supported by the parents and listens and acts on their views.

Pupils with learning difficulties and disabilities are provided with carefully structured help and support that meets their particular needs so they achieve success. Arrangements for child protection are exemplary, and members of staff are alert to signs that any pupil might be distressed or anxious. The use of 'bubble boxes', which give pupils an opportunity to record their concerns, contributes well to this awareness.

The arrangements for safeguarding pupils are good. Pupils work in a safe environment. Safety checks and risk assessments are carried out regularly, and the school site is secure. Pupils are routinely reminded of the need for taking care, for example, when undertaking lessons in physical education.

Leadership and management

Grade: 2

The leadership and management of the school are good and have improved significantly. This has chiefly been due to the very clear direction set by the headteacher and her determination to improve provision and standards. However, co-ordinators do not yet have sufficient involvement in the monitoring of standards, teaching and learning. Relationships are very good and pupils are well cared for in a supportive, friendly environment. The ways that equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can are outstanding strengths of the school. The school's self-evaluation is good. It includes information from the annual parent questionnaires and views raised by pupils in the school council. Now everyone has a clear knowledge of the school's strengths and its priorities for development, which has led to effective action.

The governors are supportive and now have a greater understanding of the strengths and weaknesses of the school. They have rapidly developed effective ways to support and challenge developments. Careful planning of resources and their effective use contribute well in bringing about improvements. Teaching assistants are deployed effectively to support and extend pupils' learning, which has a major impact on their progress.

The school evaluated the quality of its leadership and management as satisfactory, but this is too modest given the rate that standards have improved. This demonstrates that the headteacher, members of staff and governors have a strong capacity to develop the school further.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	1	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	1	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Chartham Primary School Shalmsford Street Chartham Canterbury Kent CT4 7QN

12 January 2006

Dear Pupils

I am writing to thank you for your friendliness and the help you gave us when we visited your school. We enjoyed talking to you and looking at your work. You were very polite and well behaved and whenever we had questions to ask, you were kind enough to answer them carefully and patiently. We are very pleased that you enjoy coming to school and taking part in lots of exciting activities. We think you are getting on very well. You are right to be proud of your school.

These are some of the things that we liked most:

- You have good attitudes to all you do at school and work hard, which means that you are learning really well and making good progress.
- You get on well with adults and each other. Older children are very good at helping younger ones.
- The headteacher and all the staff run the school well. They try very hard to make school interesting and find lots of ways to involve you all.
- You really enjoy and appreciate all the extra opportunities that the school gives you, including clubs and visits.
- Adults look after you well and make sure you are safe and healthy.
- You also get lots of chances for responsibilities like the school council. Thank you for inviting one of us to attend your meeting.

These are the things that we have asked your school to do:

- We would like you to have better resources for ICT to help you learn lots more skills in using computers.
- We have suggested that the adults in charge do more checking of standards teaching and learning. This will make sure that you continue to make good progress.

Thank you once again for making our visit a special one.

Best wishes

Mrs J Gill, Dr M Bradshaw and Mr M James Ofsted Additional Inspectors