



Briary Primary School

Inspection Report

Unique Reference Number 118520
LEA Kent
Inspection number 280335
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Peter Sudworth AI

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

Type of school	Primary	School address	Greenhill Road
School category	Community		Herne Bay
Age range of pupils	4 to 11		Kent CT6 7RS
Gender of pupils	Mixed	Telephone number	01227 373095
Number on roll	355	Fax number	01227 742946
Appropriate authority	The governing body	Chair of governors	Mr David Starley
Date of previous inspection	7 February 2000	Headteacher	Mr Martin Saffery

Age group 4 to 11	Inspection dates 28 June 2006 - 29 June 2006	Inspection number 280335
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: 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 three Additional Inspectors.

Description of the school

Almost all pupils in this two-form entry, 14 class school are of White British origin. Attainment on entry at age 4 is well below that typically seen. A higher than national average percentage of pupils has free school meals and learning difficulties. More pupils than usual join or leave the school other than at the end and beginning of the school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's view that it provides a good education for its pupils. However, the school has modestly underestimated its provision for care which is outstanding. This is a well led, forward thinking and improving school with the needs of its pupils constantly to the forefront. The school has received several national awards, such as the Eco-Schools' Award.

The staff and governors work well as a team with a shared vision for its future. A very large majority of the parents are most appreciative of what the school does for their children. A parent writes, 'We have been delighted with all aspects of teaching and pastoral care. There is always a strong sense of things moving forward.'

The Foundation Stage is a strength and children adjust very well to school life, making good progress from a very low starting point on entry. However, the children are sometimes slower in developing their communication, language and literacy skills despite the teachers' best efforts. Pupils consolidate their progress in Years 1 and 2 but their writing skills have remained a weaker element. Teachers are trialling new writing techniques to improve the pupils' progress. Test results at age 7 and 11 are below the national average overall in English and mathematics. Nevertheless, attainment has been improving in the past three years because of good teaching. Pupils have been achieving well by Year 6. A significant number of pupils have been reaching the higher level in national tests at age 11. Teachers track pupils' progress carefully but there is some inconsistency in teachers' use of records to plan work for different abilities.

Pupils' personal development is outstanding. Their personal maturity develops strongly as they move up through the school and they willingly undertake several responsibilities. The curriculum is planned thoughtfully with a good range of activities to interest pupils.

The school has made good progress since the last inspection, for example the much improved provision in religious education. It has a good capacity to improve further. It provides good value for money.

What the school should do to improve further

- Ensure that teachers use assessment consistently when planning lessons so that they meet the needs of all pupils.
- Improve standards of writing in Years 1 and 2.

Achievement and standards

Grade: 2

Pupils' achievements are good overall. Attainment is well below that typically seen at entry to school but imaginative activities in the Foundation Stage enable children to

make good progress and very good progress in their personal and social development. A minority reach all the expectations for the end of the Reception year.

Pupils make satisfactory progress overall in consolidating their basic skills by the end of Year 2. Assessments in the past three years have shown improving results at age 7 and an increased number of Year 2 pupils reached the higher level in reading in 2005. However, results are below the national average, and few reach the higher level in mathematics and writing. New teaching approaches to writing are being trialled but, as yet, current Years 1 and 2 pupils often struggle with their writing because a large number of them have learning difficulties.

Pupils achieve well in Years 3 to 6 and progress from Year 2 is better than most schools nationally, although standards are overall below average. Year 6 pupils exceeded the challenging targets set in 2005. Currently, a much larger percentage of Year 6 pupils have learning difficulties. Nevertheless, the pupils continue to achieve well and a significant number of the year group are expected to reach the higher level. Pupils with learning difficulties and looked after children make similar rates of progress to other pupils. Over time there is no significant difference in the attainment of boys and girls.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding as is their social and moral development. Their spiritual and cultural development is good. Pupils behave well and try their very best in lessons. They are very courteous and treat others with much respect. They talk openly with staff about school life and know that their views are taken seriously. For example, the school council's well considered views about playground equipment were approved. Pupils accept responsibilities very willingly, such as their duties to help lonely pupils or resolve minor problems. They regularly contribute to the community through their involvement in fundraising for charities and their links with the elderly.

Attendance has improved and is now satisfactory. Pupils greatly enjoy their time in school. They talk most enthusiastically about their involvement in the many activities. They are aware of keeping safe and feel safe. One pupil said, 'We know that the teachers look after us.' Pupils have a very good understanding of healthy living and exercise. They often join the school's sports clubs. Improving standards in basic skills, together with well established school routines, help to support pupils well in the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Teaching is very good in the Foundation Stage. Children quickly settle into school and enjoy the wide range of stimulating activities.

Very thorough record keeping ensures that the teachers are aware of these children's individual needs and they adjust their teaching accordingly. Teaching is overall stronger in Years 3 to 6 than in Years 1 and 2. Throughout the school relationships are very good between staff and pupils. Teachers manage pupils very well enabling them to focus on their work. Lesson planning is good and teaching assistants are deployed effectively benefiting pupils who have learning difficulties. Teachers monitor pupils' progress well and keep careful records of their attainment. However, the use of records in planning work for different levels of ability is inconsistent across the school. Marking is often good and helpful to pupils in making improvements. Teachers use information and communication technology (ICT) well in different subjects. Year 6 pupils worked effectively in producing scattergrams in mathematics looking at real life situations, for example the relationship between drinking and road accidents.

Curriculum and other activities

Grade: 2

The school correctly judges its curriculum as good. It is very good in the Foundation Stage where the stimulating classroom environment promotes children's interests very well.

Good use is made of visits, for example to Herne Bay to study its geography, and also of visitors, such as the local police. The school makes good provision for pupils with learning and emotional difficulties. Pupils gain a good understanding of other cultures through religious education, the school's exchange links with a French school and the teaching of French. Pupils' health and safety are considered well. Music and sport are strengths. Pupils enjoy singing and learning to play instruments. They have obtained much success in sports competitions and their achievements and the school's provision are recognised in its Activemark Gold Award. There is a good range of extra-curricular activities, including the Eco Club, attended by a large number of pupils. There is a developing programme to cater more for pupils who show particular talent and ability. This is beginning to meet the needs of pupils who show particular abilities, for example in sport.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. Pupils are very well looked after and encouraged. The school places a very high priority on supporting all pupils. Staff are well trained in procedures to identify particular individual needs. Very good links with external agencies ensure that professional help is quickly obtained for pupils and families who are experiencing specific problems. Tracking of pupils' progress is regular and extremely effective, enabling staff to identify quickly any pupils who may be falling behind. The special room to nurture pupils with particular emotional and behavioural problems makes a substantial contribution to their stability and self-esteem. All pupils with problems have effective plans prepared in order to help them meet targets for improvement. Health and safety procedures are reviewed regularly and are very effective. Risk assessments are thorough. Child protection and health and safety

procedures are up to date and understood by staff. The very good induction procedures and transfer arrangements mean that the pupils are confident about their ability to cope with new situations.

Leadership and management

Grade: 2

Leadership and management are good overall. The forward looking and inspirational headteacher has an effective working partnership with senior staff, resulting in a very clear vision for the school, for example its recently achieved Extended School status. Despite recent improvements in results, the school is not complacent. Newly planned organisational arrangements are designed to raise pupils' attainment further. The school acts on areas of weakness and uses professional support and advice effectively, as in the current focus on literacy in Years 1 and 2.

Subject leaders manage their responsibilities well. They give good advice to colleagues, based on monitoring lessons and pupils' work. However, there has not been sufficient rigour in ensuring that records are used consistently across the school to plan new learning for pupils of different abilities. The school is well organised and runs smoothly. Parents are generally very pleased with the school and its provision for their children.

The governing body is outstanding and led by an excellent and well informed chairperson. It plays a crucial role in the school's development and aspirations. The school's self-evaluation is clear and thoughtful and takes good account of governors', parents' and pupils' views. Performance management is purposeful and individual targets are appropriately linked to the school's agreed priorities and attainment. Since the last inspection, the school has improved its provision and has addressed the issues raised. It has a good capacity to improve further. Finances are very well managed. The school provides good value for money.

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.

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
--	-----------------------	--------------

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	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	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	1	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?	1	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	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	1	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

Thank you for your warm welcome when we visited the school. We appreciated the help that you gave us and for talking to us about your work. We enjoyed our visit very much. We think that the school provides a good education for you. You behave well and you are kind to one another. We noticed how very polite you are.

Your teachers take excellent care of you and you have confidence in the adults in school so that if you have a problem you know who to turn to. You obviously enjoy school and like your lessons. You certainly have a good range of work to do including French. It was good to see how so many of you take part in things after school, such as in sport and music. You enjoy your responsibilities and undertake them efficiently. Your school council has had some good ideas to improve the playground.

We feel that the school is well led and managed and the teaching is good. Your teachers make very careful records of your progress in school but they could sometimes make better use of these to challenge some of you more in lessons. You make good progress in school by the end of Year 6 and several of you reach standards above those expected. You try hard with your writing but some of the Years 1 and 2 pupils need more practice so that they can develop better writing skills.

The progress since the last inspection has been good. The school has improved during that time and seeks to improve even further because the staff are very keen to do their best for each one of you. We hope you will continue to do well. We wish you every success in the future.