



# Harrietsham Church of England Primary School

Inspection Report

**Unique Reference Number** 118622  
**LEA** Kent  
**Inspection number** 280358  
**Inspection dates** 22 May 2006 to 22 May 2006  
**Reporting inspector** Roger Sadler AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Ashford Road
<b>School category</b>	Voluntary controlled		Harrietsham
<b>Age range of pupils</b>	4 to 11		Maidstone, Kent ME17 1AJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01622 859261
<b>Number on roll</b>	136	<b>Fax number</b>	01622 859261
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Einir Roberts
<b>Date of previous inspection</b>	1 October 2002	<b>Headteacher</b>	Mrs Julie Silk

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 22 May 2006 - 22 May 2006	<b>Inspection number</b> 280358
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This popular small Church of England school, with a growing roll, serves the village of Harrietsham and the surrounding area. Almost all the pupils are of White British heritage and English is their first language. Children enter the school with a level of knowledge and skills that is broadly average. The proportion of pupils eligible for free school meals is low. The school has an above average proportion of pupils with learning difficulties but an average proportion of pupils with a statement of special educational needs. The school is expecting to start next school year in new, purpose-built premises.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Harrietsham Church of England Primary is a good, improving school where all pupils, including those in Reception are making good progress. Throughout the school, standards are rising as effective leadership and management and better use of assessment improve pupils' rates of progress. The current Year 6 pupils show average attainment but younger pupils are achieving at rates above expectations for their ages. Standards in science and information and communication technology (ICT) are not as good as in English and mathematics but the school is taking sensible steps to ensure improvements in these subjects, although the opportunities for pupils to practise their ICT skills are still restricted. Teaching is good and improving and enhanced by the good subject knowledge of teachers. However, opportunities are sometimes missed to help pupils learn through practical, investigative or independent work.

Pupils' personal development is good and they enjoy and feel safe in school. They make a good contribution to the school and wider community but the school is aware that chances to reflect on their own lives and those of other cultures are limited. Although most attend well, a few pupils' frequent absence means that overall attendance rates are average.

The school is led and managed well and has an accurate perception of its strengths and weaknesses which matches that of the inspection. They are fully aware of areas requiring further development. Past improvement planning has been good and provides the school with good capacity for further improvement as it moves to the new site in September. The school provides good value for money.

### What the school should do to improve further

- improve the use of ICT in all subjects and provide more opportunities for pupils to practise their ICT skills
- introduce more practical, independent and investigative work and enable pupils to reflect more on their own lives and those of other cultures
- continue to work with particular parents to improve their children's attendance.

## Achievement and standards

### Grade: 2

Standards are average and achievement is good and improving. In Reception, most children make good progress due to the good quality of education they receive. Pupils continue to make good progress in Year 1 and attain above average standards by the end of Year 2.

In 2005, Year 6 pupils' national test results indicated that, although pupils made satisfactory progress, particularly in English and mathematics, their standards of attainment were below the national average. For example, in science, limited investigative skills meant that in 2005 too few pupils reached or exceeded expected national standards. However, both the school's thorough analysis of pupils' progress

and inspection evidence indicates that pupils are now achieving better throughout the school and their progress is good. Challenging targets are set for all pupils and the vast majority are on track to either achieve or exceed these. The current pupils in Year 6 are attaining average standards in all subjects and many younger pupils are achieving above expected standards for their ages.

Pupils with learning difficulties and higher attaining pupils also make good progress due to careful assessment and effective teaching by teachers and teaching assistants. Although effective direct teaching ensures that standards in ICT are satisfactory, limited resources for pupils to practise their skills is slowing progress. The school has an effective plan to capitalise on the much improved resources available shortly in the new building to help raise standards in ICT.

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

### **Grade: 2**

Pupils' personal development is good. In Reception, children work and play together happily, feeling safe and secure. Pupils across the school enjoy coming to school and respond with interest to their work, particularly when they are given practical experiences. For example, in a Year 3–4 lesson, pupils enjoyed learning to describe characters vividly in their writing after interacting in an exciting drama introduction based on Roald Dahl's 'Matilda'. Pupils' attendance, which is close to the national average, is satisfactory.

Pupils behave well and are confident in speaking and expressing their opinions. They relate to each other well and demonstrate that their social and moral development is good. Spiritual and cultural development is satisfactory, although opportunities for them to consider their own customs and those of other cultures are limited. Pupils make a valuable contribution to the life of the school through involvement in the school council. Older pupils take responsibility for helping the school run smoothly and supporting younger pupils. Pupils support and organise fundraising themselves for a number of charities.

Pupils demonstrate their good knowledge of leading healthy lives and understand the importance of exercise and a healthy diet. Their improving skills in English and mathematics and their ability to relate well to one another is preparing them well for the next stage of education and the world of work beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good. Careful monitoring and evaluation of teaching and learning ensures that the school has a clear view of where teaching is already strong and where improvements are needed. Additionally, effective assessment arrangements enable the headteacher and the staff to keep a close eye on the progress of each child. All teachers use the information gained from assessments well to plan

lessons to make sure that all pupils make good progress in their learning. Pupils have targets that help them focus their efforts to learn and are given continual feedback on their work in lessons. Teachers consistently mark work effectively and this also helps pupils see where they can improve. Pupils with learning difficulties are given good support by both teachers and teaching assistants, who help them join in with their peers in whole-class sessions.

Teaching in Reception is effective because it gives the children the opportunity to learn through investigative and structured play. There are lots of practical activities as well as good effective direct instruction. In the rest of the school, direct instruction, based on teachers having good subject knowledge, is consistently good and in Years 3 to 6 is supported by the confident use of interactive whiteboards to help present information and ideas clearly. Effective management of relationships helps pupils enjoy lessons, but the overall impact of teaching on learning is reduced by limited opportunities for independent, practical and investigative work.

## **Curriculum and other activities**

### **Grade: 3**

The school has a satisfactory and improving curriculum that meets statutory requirements. Literacy and numeracy are taught effectively in line with the national strategies and account for the rising standards in these subjects. Other subjects are currently under review to ensure that coherent links are made between subjects and also to provide more practical activities to further engage pupils' interests and help them learn. Opportunities to use ICT in lessons are often missed because the school currently lacks ICT resources. There is an effective plan to introduce the necessary changes and provide necessary resources in the new building. The school is successful in ensuring that the curriculum is tailored to meet the learning needs of all pupils, including those with learning difficulties and higher attaining pupils, and this helps all make good progress. Action such as booster work or catch-up programmes helps to eradicate any potential underachievement.

Pupils' enjoyment of learning and their appreciation of the wider world are well fostered through a range of visits, school club and other experiences. There are good links with the community and pupils take part in a variety of local events.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school knows its pupils very well and supports their learning by taking account of the needs of all pupils. Parents and carers are kept well informed of their children's progress and have regular opportunities to meet teachers. Attendance is also carefully monitored and appropriate action is taken to ensure improvements.

Effective health and safety procedures are regularly reviewed, and there are good arrangements for child protection, and for ensuring that all staff are fully familiar with these. Very effective measures have been taken to deal with any incidents of aggressive

behaviour and, because staff act consistently as a team to implement the behaviour policy, behaviour is now good throughout the school. Pupils are helped and enabled to lead healthy lives.

Very effective assessment arrangements ensure that support and guidance for pupils in their academic work is good, and well constructed plans are carefully used to ensure that pupils with learning difficulties make good progress. The school also works well with relevant external agencies to provide appropriate help for pupils with specific problems.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good at all levels and mean that the school has improved since its last inspection and has the capacity to improve even further. The staff welcome the clear and ambitious direction provided by the headteacher. She has established secure methods of ascertaining where the school is already performing well and where further improvements are possible. Parents' views are canvassed systematically as part of this process. Subject leaders know their subjects well and are helping bring about improvements. Comprehensive and accurate monitoring information is carefully analysed and used appropriately to direct the school improvement plan and staff development and training activities.

Governors also know the school well. They have introduced much improved and systematic ways of both supporting the senior management team and of holding it to account for the school's standards and the quality of education. Much work has been done to maximise the increased learning opportunities presented by the move to the new building, but this work has not diverted attention from ensuring continual improvements in the quality of education that pupils receive on the current site.

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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>	<b>School Overall</b>	<b>16-19</b>
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### 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	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

<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	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	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>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	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	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	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**

We enjoyed visiting your school and meeting you. Thank you for being so friendly and helpful. We agree with you that yours is a good school and liked many of the things we saw. Here are some of them:

- you are making good progress with your work.
- you behave well and show good attitudes to school and your work.
- you are doing good work to keep fit and healthy.
- your teachers help you do your best in your work and help you grow into mature and responsible people.
- adults look after you well and your headteacher and staff lead the school well.

There are some things that teachers need to do to make your school even better:

- use information and communication technology more in all subjects and provide more practice in using computers to help you learn.
- introduce more practical work and opportunities for you to carry out investigations.
- enable you to reflect more on your own lives and those of people of other cultures.
- continue to work with parents to ensure everybody's attendance is good.

We wish you all every success in the future as the school moves to the new site.