



Keston Primary School

Inspection Report

Unique Reference Number 134254
Local Authority Croydon
Inspection number 282510
Inspection dates 1–2 November 2006
Reporting inspector Brian Evans

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

Type of school	Primary	School address	Keston Avenue
School category	Community		Old Coulsdon
Age range of pupils	3–11		Coulsdon CR5 1HP
Gender of pupils	Mixed	Telephone number	01737 555103
Number on roll (school)	478	Fax number	01737 550851
Appropriate authority	The governing body	Chair	Mrs Miriam Massey
		Headteacher	Mrs Linda Hall
Date of previous school inspection	Not previously inspected		

Age group 3–11	Inspection dates 1–2 November 2006	Inspection number 282510
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Keston is a large primary school situated in a residential area in the south of Croydon. It was formed in September 2003 following the amalgamation of the Infant and Junior schools. There are a funded nursery and an extended care facility on site. Over four fifths of pupils are of British White origin. The proportion of pupils with English as an additional language is below average, the most common languages being Tamil, Spanish and Cantonese. A below average proportion of pupils is entitled to free school meals. The number of pupils with learning difficulties and disabilities and the number with statements of special educational need are below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school judges itself to be a good school. However, inspectors judge it to be a very effective school that provides excellent value for money. This is because it has built successfully on the strengths of the two schools from which it was formed and valued the expertise of staff, governance and outside agencies. Good, though cautious, self-evaluation has underpinned a succession of carefully designed school improvement plans and pupils continue to achieve very highly after the amalgamation period. The headteacher, supported by her senior staff, provides very strong leadership and management. She has relished the challenge triggered by change and shows great skill in communicating her vision for the school to staff and pupils. Everyone is happy to subscribe to the school's mission statement which begins with the aim 'to create a happy, secure environment in which each child discovers the joy of learning'. As a result, a large number of pupils achieve their highest potential by the end of Year 6. Well motivated staff have agreed common ways of working to raise standards further. The school has an excellent capacity to move forward.

Attainment on entry to the school covers a wide range but is broadly average. Standards are exceptionally high by the end of Year 6 and consequently pupils' achievement is outstanding. Quality and standards in the Foundation Stage are good. Children reach similar standards to others of their age by the time they start Year 1, although a small but significant number do not attain the standard expected in language and mathematical development. Pupils continue to achieve well in Key Stage 1 where they reach above average standards. The school's national test results at the end of Key Stage 2 in 2006 were very high. Overall, a high proportion of pupils consistently make much better than expected progress through the school.

Teaching and learning are good and pupils enjoy their lessons. There is much good practice on how to move pupils on by setting work which is well matched to their needs. Imaginative pieces of writing on display around the school provide one such illustration of this expertise. Samples are included from all groupings of pupils, including higher attainers, those with learning difficulties or those who have English as an additional language. Teachers increasingly take better account of pupils' potential because of the introduction of new tracking procedures for monitoring pupils' progress. However, this rich pool of assessment data available to teachers for monitoring progress as pupils move through the school has not yet been fully used by teachers. This has been recognised by the school and is included as a priority in its improvement plan.

Pupils' personal development and well being are outstanding. Attendance is good, behaviour is exemplary and pupils make excellent progress in developing their personal and social skills. Pupils are interested in learning and they work with confidence and ease in pairs and in larger groups. A member of the school council stated that 'We really enjoy the opportunities to take on some responsibility in the school'; they perform very well in such roles. The care, guidance and support the pupils receive are excellent. Parents and carers are very positive about the school and their child's education.

What the school should do to improve further

- Ensure that assessment data is used effectively by all teachers in their teaching to provide challenging work to pupils.

Achievement and standards

Grade: 1

Pupils achieve very well because of quality of the care and the teaching they receive and because of their own very good attitudes to learning. The children make good overall progress from entry into the Nursery but attainment continues to vary significantly at the end of the Reception from above to below age-related expectations and overall is broadly average. By the end of Year 2, standards are above national averages in reading, writing and mathematics and pupils achieve well. By the end of Year 6, the pupils' progress accelerates. As a result, standards in English, mathematics and science have improved from 2004 and have been consistently well above average in 2005 and 2006. Teachers track an individual pupil's progress well which ensures that most pupils, including pupils with learning difficulties, make the progress that the school expects each year. The pupils' good achievement in literacy and numeracy contribute well to their future education and economic well-being.

Personal development and well-being

Grade: 1

The school has a positive sense of the values it wishes pupils to use and these are embedded throughout school life. Good progress in spiritual, moral, social and cultural development is shown by the good behaviour, co-operation and respectful relationships and positive attitudes. The school is calm and friendly and even in the dining hall pupils are self-confident and responsive. Pupils enjoy very much their schooling and feel very safe. Attendance is good, although unauthorised absences have been creeping up slowly over the past two years. The school is not complacent about this and is taking appropriate steps to rectify the situation. Generally pupils respond very well to challenges and work co-operatively. The combination of these qualities plus the skills obtained in literacy and numeracy means that pupils' preparation for adult life is excellent. The school has for a long time given pupils good guidance on adopting healthy lifestyles and at present holds the Active Mark because of the high participation in clubs and sporting activities. A young pupil said 'We keep healthy 'cos we have carrots, apples and bananas.'

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning vary from outstanding to satisfactory and inspectors agree with the school that they are predominantly good throughout the school. Planning and preparation of work are thorough and pupils make good progress in their lessons. Typically, teachers use a good range of teaching approaches including a good use of interactive electronic whiteboards. They have high expectations of their pupils who respond positively and with enjoyment to the challenges they are set. Relationships between adults and pupils are very good and teaching assistants provide effective support, particularly for pupils with learning difficulties and disabilities. Their work is well matched to their needs and their achievement is as good as that of the other pupils. Pupils' excellent behaviour helps them learn well. Assessments are undertaken frequently and typically teachers use the information to plan work which meets the needs of different groups although the school recognises that continuity of records of pupils' learning showing progress from year to year is a priority for further development.

Curriculum and other activities

Grade: 1

The curriculum provides pupils with an excellent range of learning opportunities. Work is planned across subjects to help consolidate pupils' learning. Visits and visitors are used extremely well to bring the curriculum alive for the pupils. Pupils speak enthusiastically about visits they have made, for example to Hampton Court, linked with their studies in history. Visitors to the school contribute very well to the pupils enjoying their education, for example one pupil described his experience of 'Bollywood' dancing as 'really fun' while at the same time expanding pupils' knowledge of life in a multicultural society. In a number of areas, the school has achieved national standards for provision, for example through the Basic Skills Mark and the Active Mark. Provision in physical education, French and food technology has been greatly enhanced through partnership work with neighbouring schools and a number of local sporting organisations. Pupils indicate that they 'really enjoy' these events. The range of enrichment activities is excellent and the very good range of clubs is very much appreciated by the pupils. The curriculum for children in the Foundation Stage is good.

Care, guidance and support

Grade: 1

The school provides excellent care guidance and support. Pupils benefit from the school's strong ethos of close and caring relationships and its strong partnership with parents. Pupils are well understood and provided for as individuals and a good check is kept on their progress and welfare. Pupils feel safe in school and their confidence and happiness are plain for all to see. The school ensures all risk assessments are carried

out. Secure procedures for child protection are known to all staff. Good induction procedures in the Nursery enable children to settle into school routines happily. A parent stated 'my child skips to school and runs into classroom happily.' Pupils in Year 6 are well prepared to move onto their next school through an effective programme of planned support. Pupils know their targets and how to improve their work. The school is tracking and monitoring pupil progress systematically and rigorously each term. However, as yet there is little record of the progress pupils are making in their learning from year to year. The school has close liaisons with outside agencies, including the police liaison officer who works effectively with them on anti-bullying, and other matters of safety.

Leadership and management

Grade: 1

The leadership and management of the school are excellent. In spite of the difficulties created by the delays to the building alterations, the amalgamation of the two schools has been very well managed by the headteacher and senior staff with good consultation. The school's mission statement and the teaching and learning policy provide very clear direction to ensure continuity in the learning experiences for the pupils. Governors too have contributed well to the creation of the new school through their regular contact with the school during the day. As a consequence, standards by the end of Year 6 have been improved. The headteacher together with the deputy headteachers ensures that the progress of individual pupils is systematically monitored so that any pupil who is in danger of underachieving is identified and supported each term. Planning for the improvement of the school is very comprehensive but occasionally some criteria for measuring success are too vague. Monitoring of teaching is systematically organised and teachers are given clear indications of where teaching could be improved but there is much less recorded evaluation of the impact the teaching has on the way pupils are learning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us so warmly to your school and for being so eager to tell us about your work. We enjoyed our visit very much and think that Keston Primary is an excellent school. There are many things about your school that we like very much.

- You behave very well in the classroom and around the school and it is a pleasure to talk to you.
- Teachers teach well and you in turn listen carefully to your teachers, try your best and learn well in lessons. As a result you achieve very highly by the time you leave the school.
- You say to us that you feel safe and happy at school and look out for each other.
- There are excellent examples of your work on display around the school.
- There are a much higher than usual number of interesting activities, visitors and visits that brings your learning alive, such as the 'Bollywood' Indian Dancing experience that we enjoyed so much in the hall.
- The headteacher and her staff, with your support, are making a great success of the new school and everyone is coping safely with all the building work going on around you.

To make the school even better we have asked your teachers to make really thorough checks on your progress as you move through the school. This will help them to plan work which is just right for you. We would like you to continue to work hard and support your teachers and each other so that you can achieve your personal best in all your activities.

Thank you again and best wishes for the future to all of you.

Yours sincerely

Brian Evans

Lead inspector