

Chislet Church of England Primary School

Inspection report

Unique Reference Number	118655
Local Authority	Kent
Inspection number	291202
Inspection date	23 May 2007
Reporting inspector	Jacque Buttriss

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	75
Appropriate authority	The governing body
Chair	Stephen Muggleton
Headteacher	Andrea Noake
Date of previous school inspection	13 February 2001
School address	Church Lane Chislet Canterbury CT3 4DU
Telephone number	01227 860295
Fax number	01227 860295

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small rural primary school. There has been an acting headteacher since Easter 2007, who will become the permanent headteacher from September 2007. The proportion of pupils with learning difficulties or disabilities is higher than average. The school has gained Investor in People status and the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, with many excellent features. Children's attainment on entry to the Reception year is average. By the time pupils leave the school at the end of Year 6 standards are far above average. They make excellent progress in Key Stage 2 and their achievement, based on prior attainment, is outstanding. They all reach or exceed the challenging targets set for them.

Pupils' personal development and well-being are outstanding. They clearly enjoy their education, have excellent attitudes to learning and their behaviour is exemplary. Pupils of all ages are very conscious of the need to adopt safe, healthy lifestyles, they contribute positively to their community and are very well prepared in every way for their future lives. Whilst pupils' understanding of their own culture is very good and they do learn about other cultures, they do not have sufficient first hand experience of the lives and traditions of people from different cultures, in this country and abroad.

Teaching and learning are outstanding. Teachers have very high expectations and pace their lessons very well. The inclusion of all learners is central to the school's ethos and pupils of all abilities are successfully challenged to achieve their best. The outstanding curriculum meets the needs of all learners and offers an impressive range of opportunities to enhance pupils' school experience. Care, guidance and support are outstanding. Excellent relationships and the welcoming family atmosphere of the school result in all staff and pupils being very caring of each other. The provision for children in the Reception year is outstanding. Excellent teaching by teachers and teaching assistants ensures that all pupils make good progress and are helped to develop valuable independent learning skills from the outset. The excellent planning of the Reception class curriculum gives children a wonderful start to their education. They are very well looked after and are encouraged to develop great confidence in everything they do.

The outstanding leadership and management of this school have resulted in a continually rising trend in achievement over the past five years and exceptionally high standards when pupils are ready to move on to their next school. Great improvements have been made in all areas since the last inspection and leaders at all levels develop innovative approaches to further increase the school's success, demonstrating an excellent capacity to improve.

The vast majority of parents are very supportive of the school and the quality of education and care that it provides. As one parent put it, 'A great village school which cares about our children as we would'.

What the school should do to improve further

- Ensure that pupils have opportunities to develop a greater awareness of cultural diversity by introducing more first hand experiences of other people's lives and traditions.

Achievement and standards

Grade: 1

Standards at this school are exceptionally high in English, mathematics and science by the time pupils reach the end of Year 6. When children come into the Reception class their standards are in line with national expectations across all areas of learning. They make good progress so that by the end of Reception they achieve above average standards. Pupils of all abilities across the school are set challenging targets which they generally achieve or exceed, so that by the

time they leave the school their achievement is outstanding. This is an excellent improvement since the last inspection. Pupils with learning difficulties or disabilities make excellent progress, comparable with their peers. Higher attaining pupils are fully extended to fulfil their potential.

Boys generally achieve as successfully as girls and reach exceptionally high standards in English, mathematics and science, despite occasional fluctuations because of the small year group sizes and the higher than average proportion of pupils with learning difficulties or disabilities. The school has very strong processes for tracking pupils' progress and teachers are quick to identify and address any individual learning needs, with the result that all pupils are helped to do their best. Any weaknesses in subjects are similarly detected at an early stage and improvement strategies put into place, such as the vigorous focus currently under way to strengthen pupils' problem-solving skills in mathematics, which is already having a positive impact on speeding pupils' rates of progress in this subject.

Personal development and well-being

Grade: 1

Pupils' well-being and personal development are outstanding. They value, care for and support each other very well and develop excellent social skills. Pupils are generous of spirit, support many charities and projects and contribute enthusiastically to community events. Spiritual, moral, social and cultural development is good overall, but opportunities to introduce pupils to people from other cultures are sometimes missed. Attendance is good. Pupils greatly enjoy school, and their behaviour is outstanding. They cheerfully accept responsibilities in their classes and throughout the school. The school council successfully promotes pupils' views, and is currently reviewing playground design and equipment. Pupils feel very safe. They have an excellent understanding of the ingredients for a healthy diet and take part very enthusiastically in many sport and exercise activities. Pupils' excellent acquisition of a range of skills ensures a good foundation for success in their future lives.

Quality of provision

Teaching and learning

Grade: 1

Teachers have high expectations, so pupils strive to achieve their best. Excellent teaching and exciting lessons help learners to make exceptionally strong progress. Very good behaviour management results in highly positive attitudes to work. A clear emphasis on developing pupils' independent learning skills helps pupils of all ages and abilities to reach their potential. Thorough and regular assessment helps teachers to adjust their planning, building on prior learning, and ensures very well focused and paced teaching across the curriculum. Teaching assistants provide excellent support for all learners, including those with learning difficulties or disabilities, helping them to progress outstandingly well. The outstanding teaching assistants in the Reception class work very closely with the Foundation Stage leader to ensure the best possible provision for the children.

Curriculum and other activities

Grade: 1

The outstanding curriculum meets the needs of all learners, including those with learning difficulties or disabilities. The school is sensitive to the needs of pupils in mixed-age classes, adopting a two-year rolling programme to ensure that topics are not repeated in successive

years. The curriculum is enriched by a variety of stimulating educational visits and visitors. Pupils have the choice of an impressive range of extra-curricular activities, including music, drama and sport. All teachers successfully promote the use of literacy and numeracy skills across the curriculum. Whilst better information and communication technology (ICT) resources and expertise have led to considerable improvement in provision, this is still developing, with the emphasis on the greater use of ICT in other subjects. A good programme of personal, social, health and citizenship education contributes significantly to pupils' personal development. In the Reception class a stimulating curriculum and excellent resources enable children to learn through discovery and investigation, leading to good progress in all areas of learning.

Care, guidance and support

Grade: 1

Outstanding care and support contribute significantly to pupils' personal development and their enjoyment of school. Staff have good knowledge of pupils' academic and social development, and are fully committed to their well-being. Vulnerable pupils, including those with learning difficulties or disabilities, are quickly identified and effectively supported. Warm relationships are evident through the school, and pupils know that their views are respected. The tracking of academic progress has improved significantly since the previous inspection, and now determines the specific support offered to each pupil. The improvements in assessment contribute significantly to very high standards at the end of Key Stage 2. Accurate and helpful target setting has contributed to significantly improved achievement. Marking is good overall and helps pupils to raise their standards, but on a few occasions comments are brief and focus strongly on praise rather than how to improve.

Leadership and management

Grade: 1

Outstanding leadership and management at all levels have rapidly improved standards and led to an increase in demand for places. The acting headteacher's clear vision and insight drive the school's rigorous self-evaluation processes. A comprehensive improvement plan provides a very good framework to promote continuing improvement. Excellent monitoring processes ensure that leaders have the necessary information to make strategic decisions. Any weaknesses in provision are quickly identified, as shown in the successful work currently being undertaken to improve pupils' problem-solving skills in mathematics. Equal opportunities are exceptionally well promoted, leading to an inclusive atmosphere in which all pupils and adults are valued and supported. Resources are used innovatively, such as the current very successful arrangement which allows the ten Reception pupils to be taught separately and there is optimum use of space within the building. Governors are very knowledgeable and fulfil their responsibilities to great effect, providing excellent support and challenge for the school.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	1
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	Yes

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	2
The behaviour of learners	1
The attendance of learners	2
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?	1
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.

Annex A

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	1
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	1
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

24 May 2007

Dear Pupils

Inspection of Chislet Church of England Primary School, Chislet, CT3 4DU

Thank you for being so friendly and helpful when we came to inspect your school. You made us feel very welcome and we enjoyed talking with you. Yours is an excellent school that helps you to do very well indeed in your work and cares for you exceptionally well.

We liked almost everything about your school. These are the things that impressed us the most:

- Your behaviour is excellent and you show great care for each other.
- The acting headteacher, teachers and staff all work very hard to give you an outstanding education, full of exciting opportunities and challenges, which helps you to enjoy your learning and achieve very well.
- Your teachers make lessons very interesting for you and help you to reach exceptionally high standards in English, mathematics and science.
- You are helped to make excellent choices about staying safe and keeping healthy and you are prepared very well for your future lives.
- The children in the Reception class have a bright and lively learning environment and are benefiting from an excellent start to their education.

This is what we think your school could do even better:

- The teachers could make sure that you have more opportunities to meet and talk with people from other cultures and learn more about their lives and traditions.

We would like to wish you lots of success in your future education.

With very best wishes,

Jacquie Buttriss Lead inspector