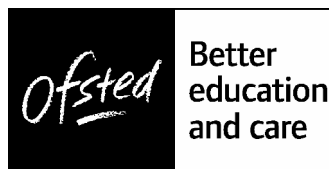


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08 November 2006

Mrs Joyce Nash
Headteacher
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Dear Mrs Nash

Ofsted survey inspection programme - English

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 07 November 2006 to look at work in English.

As outlined in my initial letter, as well as looking at key areas of the subject the visit had a particular focus on our current survey theme: provision for poetry.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons.

The overall effectiveness of English was judged to be good.

Achievement and standards

Achievement is good and standards are well above average in English.

- Children's attainment on entry to the school is above average.
- At the end of Key Stages 1 and 2 standards are well above average.
- Pupils make good progress from Key Stage 1 to 2. At the end of Year 6 almost all pupils read and write confidently and have very good speaking and listening skills.

Quality of teaching and learning of English

The quality of teaching and learning is good.

- Practice in the Foundation Stage is significantly stronger than at the time of the previous inspection and is now at least satisfactory.
- Teachers have good subject knowledge and lessons are very well planned.
- There is excellent practice within the team of teachers in managing pace and structuring learning to maintain momentum.
- Assessment practice is consistent; information is well used to ensure a good match between learning activities and pupils' abilities. Consequently, pupils make good progress.
- Arrangements for pupils' support and guidance are excellent. Relationships are strong and a key factor in pupils' enjoyment of learning.
- Pupils are encouraged to take responsibility for their learning and are given opportunities to evaluate the quality of their work. The school has rightly identified this as an area for further development.

Quality of curriculum

The quality of the curriculum is good.

- The school provides a good curriculum that stirs pupils' curiosity and imaginations.
- There is balance and variety in the approach to developing pupils' reading, writing, speaking and listening abilities. The interplay between these experiences is planned for skilfully so that pupils make connections in their learning and think independently.
- Pupils' experiences are enriched by visits and by visitors who are invited to share their creative talents.

Leadership and management of English

Leadership and management are good.

- The subject co-ordinator is strongly focused on the improvement of pupils' learning. She brings flair and clarity to the development of the curriculum.
- Teamwork is cohesive. Dialogue about the effectiveness of teaching and learning is embedded in day to day interactions.
- Analysis of pupils' performance is detailed and effective.
- Whilst staff do not share a common method, pupils' progress is tracked carefully.
- Monitoring and evaluation are sound and involve strategies such as checking planning, lesson observation and the scrutiny of pupils' work.

Provision for poetry

Provision for poetry is good.

- Poetry is threaded through pupils' learning experiences and contributes powerfully to their personal development.
- Pupils enjoy discussing and writing poetry. They are encouraged to think analytically and extend their understanding of themselves and others.
- Pupils are particularly responsive to linking experience with writing and reading poetry. For example, they had vivid memories of being taken for a walk in the woods and capturing the experience in poems.

Inclusion

Inclusion in English is good.

- There is a strong commitment to ensuring that all learners realise their potential. This is reflected in good achievement and in the quality of care and guidance given.
- The curriculum and teaching methods are sensitive to a range of learning needs and styles.
- Individuality is valued and flourishes in the supportive learning environment.

Areas for improvement, which we discussed, included:

- establish a common approach to tracking pupils' progress
- further extend pupils' opportunities for self and peer evaluation.

I hope these observations are useful as you continue to develop English in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority/Local Learning Skills Council. All feedback letters will be published on the Ofsted website at the end of each half-term and made available to the team for the next institutional inspection.

Yours sincerely

Jacqueline White
Her Majesty's Inspector