

Keston Church of England Primary School

Inspection report

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| Unique Reference Number | 101643 |
| Local Authority | Bromley |
| Inspection number | 323496 |
| Inspection dates | 3–4 June 2009 |
| Reporting inspector | Susan Thomas-Pounce |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 221 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Robin Allis |
| Headteacher | Mrs Julia Evison |
| Date of previous school inspection | 11 July 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Lakes Road Keston BR2 6BN |
| Telephone number | 01689 858399 |

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|--------------------------|---------------|
| Age group | 4–11 |
| Inspection dates | 3–4 June 2009 |
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Fax number

01689 858502

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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- Attainment and achievement across the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, especially pupils' current performance in mathematics in Key Stage 2.
- The impact of leadership and management on the provision for, and progress of, all pupils.
- How well the school promotes community cohesion.

Evidence was gathered from discussions with the headteacher, chair of governors, pupils and staff, from visits to classes and a scrutiny of pupils' work, observation of other aspects of the school day such as break time, an analysis of parents' questionnaires and school documentation, including data on pupils' progress, records of visits by other external assessors and minutes of meetings. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

A much lower than average proportion of pupils at this average sized school is eligible for free school meals. The proportion of pupils who come from minority ethnic backgrounds is low and few speak English as an additional language. The proportion identified as having learning difficulties is lower than usually found, but the proportion of pupils who have a statement of special educational needs is above average. This includes pupils with physical needs as well as those with autism and moderate learning difficulties. The school has received a number of awards including gaining distinction in the London Environmental Award 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Keston Church of England School is an outstanding school. It provides an excellent level of care, guidance and support for its pupils. Because the school's expectations of pupils are very clear and consistent, pupils' personal development and well-being are outstanding. Pupils learn in a highly supportive and inclusive environment where they feel safe and valued as individuals. As a result of outstanding teaching and learning and a curriculum that caters for the needs of all pupils extremely well, pupils' achievement in their academic studies is exceptional. Thanks to the good progress they have made in the Early Years Foundation Stage, almost all pupils begin Year 1 with skills expected at this age, except in literacy which is very much weaker. All pupils, including the most able and those who have additional needs, achieve very well in each year group. By the end of both Year 2 and Year 6, standards in reading, writing, mathematics and science are consistently above average. The 2008 national test results show that just over half of Year 6 pupils achieved higher levels in English and science and just under a half achieved the higher levels in mathematics. The school is taking action to improve the performance of higher-ability pupils in mathematics, so that standards match those in the other two subjects. Reliable school assessment information and other inspection evidence indicate that the action being taken is meeting with success and the school is on track to exceed the challenging targets set for this year in all core subjects. The school's intervention strategies have had a positive effect, and standards for the current Year 6 are well above average. Standards in creative subjects, especially music and physical education, are also high. The progress of pupils who have particular learning needs is outstanding because they are included in all that the school offers and their needs are very carefully identified and addressed through high-quality support. Teaching is outstanding and activities are well structured so that pupils' learning progresses extremely well. Teaching assistants work alongside teachers, providing a highly effective partnership that promotes pupils' progress. There are many very positive strategies that are used consistently across the school to promote learning. Due to the very good assessment systems set up across the school that identify pupils' next steps in learning, pupils are fully and effectively involved in evaluating how well they are doing. They are aware of their learning targets and their progress is carefully tracked to ensure that they achieve them. High-quality partnerships with other schools and local authority agencies ensure that any pupils who have learning difficulties and/or disabilities receive appropriate additional support. The excellent curriculum, with a very clear focus on creativity, adds significantly to pupils' personal development and well-being. There is a strong emphasis on the development of pupils' key skills and knowledge, and their independent learning skills are encouraged extremely well. There are many opportunities for pupils to gain practical experiences when learning. For example, pupils are provided with a wide range of extra activities, visits and visitors. A high proportion of pupils learn a musical instrument and a sizeable number take advantage of the many opportunities provided to keep fit and enjoy sport. Recent changes to the curriculum, such as the focus on developing pupils' social and emotional attitudes, make a significant contribution to pupils' outstanding personal development, especially their excellent spiritual, moral, social and cultural development. Pupils make a real contribution to the life of their local community, collecting considerable amounts of money for charities. The very good choir sings in local festivals and the large band of some fifty musicians plays regularly in community events. Activities such as these enhance the development of pupils' personal and inter-personal skills and their understanding of responsible citizenship. Pupils' enjoyment of school is reflected in their above-average attendance. They say school is a very safe place. Excellent leadership and

management have resulted in sustained improvement since the previous inspection. The leadership team rigorously monitors the quality of all aspects of the school's work. This results in outstanding teaching, care, guidance and support which, along with a curriculum matched very closely to pupils' needs, ensures that all pupils meet or exceed the challenging targets set for them. Behaviour and attitudes are exemplary, standards are above average and rising, and pupils are developing a love of learning and an understanding of their responsibility to each other and the wider local and world community. Governors support the school well; they have a good understanding of the strengths and areas for development. All statutory requirements are met, although, despite the good efforts to promote community cohesion, the governors have yet to approve and adopt the draft policy and strategy for this area. Most parents are supportive of the school, although some parents do not feel that their views are fully considered. The school has effective ways of communicating with parents on day-to-day issues, but recognises that more needs to be done to further improve its partnership with parents and encourage their support. Progress since the last inspection, including pupils' outstanding personal development, the excellent curriculum, care, guidance and support and the effective current focus on raising standards even further, indicates the school has an outstanding capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Reception class and make good progress. Most children enter the class with knowledge and skills slightly below those typical for their age, apart from in literacy, where their attainment on entry is very low. Children make particularly good progress in calculating, in knowledge and understanding of the world and in their creative development. However, their attainment in writing and in linking sounds and letters remains low when they start in Year 1. The highly motivated and enthusiastic Reception teacher is well aware of this and has introduced initiatives to accelerate children's progress in these areas, and these are already having an impact on the current Reception class. Relationships are very good and children are cared for very effectively in a secure and attractive learning environment. Praise is used well by adults to reward children's successes in lessons and over time, and they grow rapidly in confidence and independence. Staff quickly establish good relations with new parents and their children, welcoming them into the school community with a range of pre-school visits and activities. Teaching and learning are good, and stem from detailed observation and assessment of children's achievement in all areas of learning; there is careful planning for their next steps. All activities have a clear purpose. There is a good balance between those led by adults and a wide range of activities that children choose. Children are well prepared for the next stage of their education. These strengths are supported by good leadership and management.

What the school should do to improve further

- Build on the good systems already in place to improve the partnership with parents.
- Draw together and formalise the existing good practice on community cohesion and ensure that governors approve the draft policy and strategy.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 1 |
| The capacity to make any necessary improvements | 1 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 1 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and/or disabilities make progress | 1 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 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

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|--|---|
| How effective are teaching and learning in meeting the full range of 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 |

Leadership and management

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| 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 leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 2 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 June 2009

Dear Pupils

Inspection of Keston Church of England Primary School, Keston, BR2 6BN

Thank you for the help you gave us, allowing us to find out so much about your school. We were very impressed with the polite way that you spoke with us and told us about your learning. With so many of you learning to play a musical instrument and taking part in the many sporting activities, it is obvious why you love coming to school. It was wonderful to hear you all sing so well. I can understand why the choir is invited to sing in the community so often. Your school is outstanding, and we can see why you are so proud to belong to Keston. Here are just a few of the things that we liked about your school:

- you make outstanding progress in your learning and by the time you leave the school at the end of Year 6, you are doing better in reading, writing and mathematics than many other children your age
- you learn so well because the teaching is excellent, and your teachers and other adults make learning fun for you
- the school has really good ways of checking how well you are learning and then helping you get even better
- the headteacher and other senior teachers do an outstanding job in running your school.

There are only a few things that we have asked the school to do to help keep your learning as good as it is.

- We have asked the governors to make sure they know and agree what is being done to help you learn about other people in Britain and the rest of the world.
- We would like the school to work even more closely with your parents so that they become more active partners in the school.

I have asked your headteacher and governors to see what they can do to improve these areas. Thank you again for all your help.

Yours faithfully

Susan Thomas-Pounce

Lead Inspector