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Mrs J Macleod  
Headteacher  
Kidbrooke Park Primary School  
Hargood Road  
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SE3 8HS

Dear Mrs Macleod

Ofsted survey inspection programme: English

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 13 November 2008 to look at work in English.

As outlined in my initial letter, as well as looking at key areas of the subject the visit included a focus on our current survey theme of creativity in English. 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 two lessons. The overall effectiveness of English was judged to be satisfactory.

Achievement and standards

Achievement is satisfactory. Standards are average.

- Children start nursery education with low levels of communication, language and literacy skills. They make satisfactory progress in the Foundation Stage, although many do not reach the expected level for their age.
- Attainment on entry to Key Stage 1 is below average. Pupils make average progress and by the end of Key Stage 1, standards are just below average in reading and writing.
- At Key Stage 2, Level 4 results improved significantly in 2008, from well below average in the previous two years, to average. At 38%, the school doubled its target for attainment at Level 5.
- Good emphasis on speaking and listening secures considerable gains in confidence and satisfactory standards. Pupils generally listen to each other well and express their views clearly, although some are challenged by sustained listening.

- Standards of handwriting are not yet sufficiently high.
- Good provision for personal development includes leadership of anti-bullying measures by pupils, pupils as school councillors, contributions to assemblies and circle times and good opportunities for pair and collaborative work. These activities make an especially strong contribution to developing pupils' speaking and listening skills.

### Quality of teaching and learning of English

The quality of teaching and learning is satisfactory with some good features.

- Focused planning for learning is increasingly securing progression. Lessons are planned well, objectives and outcomes are clear, learning is sequenced well, tasks are appropriately differentiated to meet need and skills are taught increasingly systematically.
- Teachers have suitable subject knowledge, provide purposeful learning activities that engage most pupils well, use good quality resources effectively and use questioning well to probe and develop learning.
- Independent learning is encouraged increasingly through good opportunities for speaking and listening and self-evaluation.
- Pupils enjoy English and they are eager to contribute to lessons. Their behaviour is good and they work well together in pairs and groups. Good relationships between teachers and pupils provide good support to those struggling with learning.
- Assessment of learning is informing planning and moderation is securing consistent expectations. Most pupils know their targets and how to achieve them. Marking of improving consistency, some of which is outstanding, is securing progress.

### Quality of curriculum

The quality of the curriculum is satisfactory.

- The renewed framework for literacy extends the breadth and balance of the curriculum, increasingly secures progression in all aspects of English and is informing lesson planning well.
- Good provision for information and communication technology (ICT) stimulates and motivates pupils and good use of drama supports writing.
- Cross-curricular links are developing well and pupils have good opportunities to use writing skills learnt in English in other subjects.

### Leadership and management of English

Leadership and management are good.

- The school is addressing underachievement well. A clear sense of direction for English, strengthened subject leadership, effective support

from you, strong support from the local authority and good teamwork is securing improved provision, accelerating progress and raising standards.

- Planning for improvement is good and priorities such as the strong focus on speaking and listening, provision for professional development and involvement in national projects are targeted well. Particularly good investment in support staff enables them to make a good contribution to learning.
- Provision is monitored and evaluated rigorously and regularly, self-evaluation is accurate and areas for development are addressed promptly.
- The sharper focus on assessment for learning is contributing clearly to improvement.
- Inclusion is promoted strongly. Data are used very well to target a good range of interventions, secure progress and raise attainment. Pupils' progress is tracked carefully and reviewed regularly. Those at risk of underachievement receive timely and well targeted support that results in clear gains in learning.

#### Creativity in English

- Creativity is encouraged strongly through collaboration in lessons, opportunities for drama and presentations, and the use of ICT. Bookmaking, poetry and cross-curricular writing contribute well.

Areas for improvement, which we discussed, included:

- continue to raise standards in English by implementing the literacy and speaking and listening action plans.

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. 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

Rosemary Matthews  
Her Majesty's Inspector