

Yalding, St Peter and St Paul Church of England Voluntary Controlled  
Primary School  
Inspection report

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<b>Unique Reference Number</b>	118638
<b>Local Authority</b>	Kent
<b>Inspection number</b>	326863
<b>Inspection date</b>	25 November 2008
<b>Reporting inspector</b>	Jacque Buttriss

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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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	152
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Rowe
<b>Headteacher</b>	Glynis Coates
<b>Date of previous school inspection</b>	1 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Vicarage Road Yalding Maidstone ME18 6DP
<b>Telephone number</b>	01622 814298
<b>Fax number</b>	01622 812399

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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and particularly investigated the progress of all pupils and the quality of the curriculum. Inspectors spoke to pupils, staff and governors. Lessons were observed, and parents' questionnaires, pupils' work and a selection of school documents were scrutinised. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average primary school in a rural area. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The majority of these pupils have moderate learning difficulties. A very small proportion of the pupils are eligible for free school meals and there are very few pupils from minority ethnic groups. Years 4, 5 and 6 are taught in mixed-age classes. The Early Years Foundation Stage (EYFS) children are all in the Reception class.

## 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 where pupils of all ages and abilities make excellent progress. Children join the school at the beginning of the Reception Year with attainment below national expectations. By the time pupils are ready to go on to their secondary schools, their standards are exceptionally high. Achievement in writing, a recent focus area, is particularly strong.

Outstanding enjoyment is apparent in classrooms and all around the school, as demonstrated by the exceptionally high attendance rate. 'There's nothing we don't like about school,' said one pupil. Adults too have an infectious enthusiasm for their work and this leads pupils to develop highly positive attitudes to their learning. Spiritual, moral, social and cultural development are outstanding. Excellent relationships and great respect are distinctive features of this school. As one parent commented, 'It's one big happy family'. Behaviour is exemplary and pupils say there is no bullying 'because we all get on well with each other'. They are justly proud of their school and all that they do through the school council to help improve it. Older pupils show great maturity in the way they fulfil their responsibilities for helping younger ones. All pupils are outstandingly well prepared for their future lives.

Pupils' personal development and well-being are outstanding. They have excellent awareness of how to be healthy and are eager to explain what they do to 'make our bodies strong'. They feel extremely safe and know whom to turn to with any concerns. They know their views are greatly valued. Pupils of all ages are keenly involved in looking after the environment. They participate strongly in a variety of local activities and events and pupils are particularly proud of their very active links with, and support for, a school in Gambia and a charity for street children in Zimbabwe. This excellent community cohesion is reflected in a new parent's comment that 'the school is amazingly helpful and supportive and has made settling into village life a wonderful experience'.

Outstanding teaching throughout the school inspires and fully challenges pupils of all abilities so that they all make excellent progress. Teachers have very high expectations and pupils work very hard to fulfil them. However, as one parent said, 'teachers ensure the kids have fun as well as learn!' Excellent planning and outstanding use of assessment ensure teachers set work to match pupils' needs. Teaching assistants provide excellent support. A calm and purposeful atmosphere pervades the whole school, encouraging lively minds to embark on exciting learning journeys with enormous enthusiasm and a remarkable sense of enquiry.

The lively and stimulating curriculum motivates pupils to explore subjects in very relevant ways. For example, a group of Year 5 pupils were very keen to tell an inspector the gory details of several Greek myths! Excellent links and the outstanding use of writing and information and communication technology across the curriculum make learning in all subjects fun, purposeful and highly engaging. The curriculum is strongly enriched by an excellent range of additional activities, clubs, visits and visitors.

All pupils receive outstanding care, guidance and support. Many parents comment on the high standard of pastoral care, which ensures that any vulnerable pupils and those with learning difficulties and/or disabilities are extremely well supported to develop and achieve very well. Academic guidance is exceptionally strong. Pupils of all ages know their individual learning targets, which they help to set. They are encouraged to evaluate their own work so that they know how well they are doing. Teachers' excellent marking of books helps pupils to know what they need to do to improve their work.

Outstanding leadership and management are provided by the highly experienced and dedicated headteacher and other school leaders, with excellent support from the strong staff team. Their outstanding vision, direction and excellent school self-evaluation ensure leaders continue to identify new areas for development and use these to drive forward change. There have been strong improvements since the last inspection, which demonstrate excellent capacity for further improvement. Leaders set very challenging targets that are, nevertheless, exceeded. There is outstanding equality of opportunity, ensuring that all pupils and their families are fully included. Particularly strong partnerships with other schools, here and in Africa, as well with the church and with local organisations strongly support the school and its pupils. Governors carry out their monitoring and strategic roles with enormous dedication and energy and provide excellent support and challenge.

Parents overwhelmingly praise the school with comments such as, 'it's lovely to be a part of such a wonderful school ... my child couldn't have asked for a better platform to start his life ... we feel very lucky!'

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Reception children 'flourish', as one parent put it, from their very first day and benefit from a 'wonderful start' to their school lives. Outstanding teaching enables children to make outstanding progress so that they all achieve highly and meet most or all of the early learning goals. Pupils settle in well and quickly gain confidence in developing an excellent range of learning and social skills. The exciting EYFS curriculum offers a variety of rich and stimulating learning experiences. Excellent EYFS leadership and very detailed planning support the work of the strong staff team. Parents enthusiastically support their children's learning at home and in school, and their views are highly valued. There are writing areas for children to experiment in developing this new skill, but they could be given more challenge to extend their creative writing. There is exceptionally strong liaison with the local pre-school provider, which ensures a very smooth transition into the Reception class. Children and adults alike have excellent relationships and enormous respect for each other and, as one parent put it, 'children are encouraged at all levels to succeed'. Their outstanding enjoyment is praised by many parents. Outstanding care and welfare provision underpins children's learning experiences. As one parent said, 'We could not have hoped for better care than our child has received since starting Reception.'

### **What the school should do to improve further**

- Ensure that EYFS staff provide greater challenge and purpose in imaginative writing activities for children in the Reception class.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> 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/or disabilities make progress	1

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	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

26 November 2008

Dear Pupils

Inspection of Yalding St Peter and St Paul Church of England Voluntary Controlled Primary School, Yalding ME18 6DP

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

These are the things we especially like about your school:

- You make outstanding progress and achieve very high standards in your work. Well done!
- Your behaviour is excellent.
- You have excellent relationships and look after each other exceptionally well.
- You have an excellent understanding of how to be healthy and stay safe.
- You have outstanding teachers who work very hard to make your lessons exciting and fun.
- You enjoy school outstandingly well and your attendance is excellent.
- You all work very hard to do your best. Keep it up!
- Your enthusiastic support of the schools in Gambia and Zimbabwe is excellent and you also do great work in your local community and to improve the environment in your own school.
- Your headteacher, teachers and governors lead the school outstandingly well.
- Your parents and carers tell us that they are delighted you come to this school.

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

- The Reception teachers could make sure they give children greater challenge when they are doing writing activities.

You could help by continuing to work hard and enjoy your lessons. I would like to wish you lots of success in your future learning. Keep up the excellent work!

Jacquie Buttriss

Lead inspector