

Challock Primary School

Inspection report

Unique Reference Number	118374
Local Authority	Kent
Inspection number	379608
Inspection dates	13–14 September 2011
Reporting inspector	Kevin Hodge

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Alan Norley
Headteacher	Susan Petrie
Date of previous school inspection	3 February 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in 13 lessons taught by seven staff. They observed the school's work, and looked at school documentation, including safeguarding, and pupils' workbooks; they held discussions with groups of pupils, members of the governing body, including the Chair and Vice Chair of the Governing Body, and senior staff. Questionnaires from 57 parents and carers and 17 staff and 78 from pupils were analysed to help inform the inspection process.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children in the Early Years Foundation Stage achieve in their communication, language and literacy development.
- Whether pupils' day-to-day work is at the level reflected in the most recent national tests, particularly in their mathematical work.
- Whether pupils' skills in science and information and communication technology (ICT) are at the same levels as those for English and mathematics.
- Whether senior leaders have identified further key initiatives to raise the school's effectiveness from the good levels judged in its previous inspection report.

Information about the school

This is a smaller than average sized school. The Early Years Foundation Stage children are taught in one Reception class. There is a phased entry for children who have birthdays later in the year. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils known to be eligible for free school meals. There are very few pupils from minority ethnic heritages. The school has moved from a five class to a seven class structure in September 2011 and has appointed a new deputy headteacher and newly qualified teacher as a result of this restructuring. Two new classrooms to accommodate the extra classes will be completed this term. The school has achieved a number of awards reflecting its commitment in promoting healthy living, environmental awareness and international understanding.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

Challock Primary is an outstanding school which provides an excellent education for its pupils. It has successfully maintained many high quality features from its previous inspection as well as improving others. The headteacher and senior leaders are not complacent and still want to seek ways that the school can improve further. The vast majority of parents and carers recognise the school's successes, particularly in the way their children are encouraged to leave school as mature, well-rounded individuals with above average basic academic skills.

Children in the Early Years Foundation Stage get off to a good start, where their reading, writing and number skills are taught well. The age and suitability of some resources for outdoor learning mean they are not always enticing enough to stretch children's imagination or interests. In Years 1 to 6, pupils develop as articulate speakers and creative, accurate writers. In mathematics, pupils accurately solve basic and more complex number problems and use these skills well to investigate problems. Their day-to-day work and most recent test results indicate that a weakness in performance last year has been remedied. In science and information and communications technology (ICT), pupils' attainment level is above the levels expected. Pupils use their ICT skills well within other subjects, along with their literacy and numeracy skills. Pupils flourish at the school so by the time they leave their excellent progress enables them to reach above, and sometimes well above, average levels of attainment.

Typically outstanding teaching, which utilises an exciting and stimulating curriculum to stretch pupils' thinking and develop academic skills systematically, broadens their interest and horizons. For example, recent international theme days have opened their eyes to global issues and differences and pupils are looking forward to an exciting range of topics in the coming year to enliven their learning and develop their skills. Pupils' excellent behaviour, mature attitudes and willingness to work very productively with each other contribute to their sense of fun and excitement typically found in most lessons. Their highly developed personal qualities extend to their excellent environmental awareness and active concern for their local community, which they appreciate.

Underpinning the school's success are the headteacher, supported by determined and well-motivated senior leaders, who have developed high levels of teamwork among staff which helps to drive improvement. The school's self-evaluation is highly accurate, with a number of areas, such as the development of the Early Years

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Foundation Stage, rightly highlighted for further development. The recent changes, prompted by increasing the number of classes to seven from the start of term, have been very effective. The senior leaders' track record of maintaining the positive features from the previous inspection, combined with their well-developed plans to improve further aspects, means that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Strengthen provision further in the Early Years Foundation Stage during the coming academic year by:
 - reviewing the range and quality of resources, particularly those used outside, to assess if they need updating or renewing
 - maximising the organisation and children's use of the current equipment to enliven their learning further where possible.

Outcomes for individuals and groups of pupils**1**

Pupils achieve extremely well given their starting points and their outstanding personal qualities, maintained since the previous inspection, serve them well in embracing the opportunities offered. Lessons are fun and stimulating so that pupils' learning is fostered to a high degree. For example, pupils in Year 2 really enjoyed taking on the roles of reporters and photographers, complete with hats, wigs, cameras and microphones, in recording fellow pupils' thoughts and ideas when investigating the Great Fire of London. In a Year 6 creative writing lesson, pupils were excited to extend their written vocabulary and ideas when investigating a mysterious world presented to them using audio-visual technology to enhance the experience. Pupils of all abilities make equally excellent progress, with pupils who have special educational needs and/or disabilities benefiting from one-to-one and small-group work both within the classroom and in adjacent workspaces. Teaching assistants are well briefed and sensitive to the changing needs of pupils as the lesson progresses, which aids their learning.

Pupils have a highly developed sense of right and wrong, prompted by their excellent spiritual, moral, social and cultural development. Their concern for the environment is shown through the school's eco-warriors ensuring that recycling is part of school routines. Other pupils organised a litter pick to spruce up the village to good effect. Regular exercise at playtimes, and use of the extensive grounds in physical education lessons and in sports events help pupils to stay extremely active. The vast majority of those questioned said they enjoyed eating healthily and knew what comprised a healthy packed lunch. Pupils' global awareness is very well developed, as is their increasing first-hand knowledge of the diversity of others in the United Kingdom. Not surprisingly, pupils are extremely well prepared for their next stages of education and enjoy school as shown by their above average attendance.

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These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Consistently excellent teaching, building on the quality judged at the previous inspection, means that pupils’ learning is often outstanding, particularly in Years 2 to 6. Lessons are well planned, engaging pupils’ learning with interesting and lively activities. Past work indicates this covers a wide range of subjects and topics ranging from pirates to coastlines, to studies involving being a ‘local detective’. The well-thought-through curriculum, recently revised to take into account changes in class organisation, manages to combine creative elements to learning, while not sacrificing a clear and successful focus upon developing pupils’ basic writing, reading and mathematical skills. Mathematics has been a focus this year, and the school’s monitoring and current work indicate the school has remedied past weaknesses. Where possible, teachers foster pupils’ basic skills within other subjects to very good effect and learning is given some ‘real-life’ context. For example, in a Year 5 lesson, pupils’ mathematical learning was enhanced very well when working out different mathematical calculations related to the number of rowers and the number of oars in Olympic rowing events. Teachers mark pupils’ work very effectively so they know how to improve it. Pupils’ ICT skills are integrated within other subjects successfully, such as when Year 3 pupils used computers to devise a presentation about their local village. Extra-curricular activities help to broaden pupils’ horizons and understanding, with regular theme days and events. Visitors telling pupils about their professions or beliefs, or teaching them skills such as African drumming, complement the excellent links with other local schools, colleges and businesses and aid pupils’ learning.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Pupils’ high degree of motivation, sense of safety and willingness to work owe much to the very high standards of care, guidance and support given to pupils. Pupils of all abilities, but particularly those with special educational needs and/or disabilities, benefit from quick identification of their needs and systematic well-thought-through plans of action to help them achieve as well as they can. The vast majority of pupils, parents and carers testify to their enjoyment of the school, prompted and supported by the way the staff care for pupils, which helps them to do their best. The school’s promotion of pupils’ attendance is very good, with only bad weather, illness and some term-term holidays for a very small number preventing it from being higher.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders, including governors, have successfully built upon the outcomes of the previous inspection, particularly in raising the quality of teaching and the curriculum. First, the teaching has been monitored extremely well in order to raise its quality in most areas of the school. Second, the curriculum has been revised and modified very successfully to take account of changes in class organisation. Skilful management by both senior leaders and governors has resulted in high levels of morale, teamwork and a desire to improve the school still further in those areas identified. Links with parents and carers are good and as one rightly commented, ‘a brilliant school with a well led team’. A very small number believe there are still some areas to address. Prompt action to reverse a decline in pupils’ mathematical performance in last year’s national tests has been concerted and effective. There is little complacency, with governors and senior leaders recognising that even an outstanding school can ‘fine tune’ areas such as improving and reviewing resources for the youngest pupils in the school and in consolidating links with a small number of parents and carers.

The governors promote good levels of safeguarding, ensuring that staff are vetted carefully and child protection procedures are clear to all staff. They have been particularly vigilant to ensure high standards of safety during the construction of new classrooms. While all policies are in line with current requirements, governors are in the process of review, updating and ‘signing off’ current procedures. The school’s promotion of equal opportunities is excellent, ensuring that all pupils regardless of abilities or backgrounds, achieve as well as they can and does not tolerate any form of discrimination. The high levels of cooperation within the school, the local community and local partnerships have aided pupils’ learning significantly. This has produced high levels of community cohesion, particularly within the school

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community The school's recent international award is reflected in the pupils' insightful understanding of global issues. The school's otherwise good promotion of community cohesion falls just short of outstanding, as the school's well-developed plans to link with other schools further afield in the United Kingdom are just about to be implemented.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children have a good start, settling in quickly to their new routines. Good links with parents and carers before they start enable them to start their school life as confident learners. Links with local playgroups and nurseries also give staff a clear insight into those joining the school so they can tailor their learning appropriately. Although early in the term, children have already responded well to simple reading, writing and number activities. Their communication, language and literacy skills are developed particularly well. Children enjoyed hunting for letters hidden around the classroom so they could sound out letters and form words. Most, but not all, were confident in reading them. Staff and most activities foster children's independence well, although at this stage of the term, some are less confident to choose activities themselves, being content to be directed by the staff. Most activities are well planned, enable children to learn well, and help them to have experience in the areas required. These include activities outside the classroom, but some of the resources are now in need of refurbishment or replacement, which means some are not as enticing as they could be to stretch children's learning or imagination. Their behaviour, however, is excellent, reflected in their sensible use and play with water, sand and construction blocks. Children particularly enjoyed hunting for treasure in the sand and then displaying and counting it. Other children conscientiously fed the inspector with imaginary food at a tea party, although opportunities were missed to

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develop other skills in this aspect of their play, for example by asking them to have a go at writing out invitations to the party. Staff lead this aspect of the school well and ensure that assessment and welfare routines address concerns quickly and effectively. Past and current work and assessment information indicate that children make good progress from their sometimes below-average starting points so that by the time they enter Year 1, over three quarters exceed the expected levels.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was an above average response rate from parents and carers. The vast majority of them agree or strongly agree that the school provides well for their children. Some questionnaires contained both positive comments and areas of possible improvement, while a very small number had specific praise or concerns. A common theme in a small number of concerns voiced included: wanting better communication on occasions, the updating of the school's website, some concerns about revised parking arrangements at the beginning and end of school days. Other parents and carers praised the quality of teaching and the positive way the school's cares for their children. 'My child loves coming', 'the headteacher and staff are very approachable' and 'my child is well prepared for secondary school, were typical comments. Inspectors concluded that the school sends out a typical, if not extensive, range of information to parents and carers, but governors recognise that the website is in need of updating and are in the process of doing so. The school also recognises that revised parking arrangements have caused difficulties and is currently working to ensure the school community realises this is for the safety of all.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Challock Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	18	32	0	0	0	0
The school keeps my child safe	45	79	10	18	0	0	0	0
The school informs me about my child’s progress	27	47	25	44	1	2	0	0
My child is making enough progress at this school	33	58	19	33	0	0	0	0
The teaching is good at this school	39	68	16	28	0	0	0	0
The school helps me to support my child’s learning	32	56	19	33	3	5	0	0
The school helps my child to have a healthy lifestyle	27	47	26	46	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	47	27	47	0	0	0	0
The school meets my child’s particular needs	31	54	24	42	0	0	0	0
The school deals effectively with unacceptable behaviour	28	49	24	42	2	4	0	0
The school takes account of my suggestions and concerns	25	44	26	46	2	4	0	0
The school is led and managed effectively	38	67	15	26	2	4	0	0
Overall, I am happy with my child’s experience at this school	39	68	14	25	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 September 2011

Dear Pupils

Inspection of Challock Primary School, Ashford, TN25 4BU

Many thanks for your welcome when we visited your school. We think yours is an outstanding school. Here are some particular things we found out.

- You make excellent progress in your learning, and your attainment in many subjects, especially the important ones of reading, writing and mathematics, is much better than in most schools.
- Your information and communications technology (ICT), science, history and geography skills develop well. Your theme days sound exciting.
- Behaviour is excellent and you told us you enjoy lessons very much.
- The school cares for you extremely well, particularly those who find learning hard.
- You know lots about keeping healthy and keeping fit with exercise.
- Keep up your excellent 'Eco' work and 'Clean Kent School' activities-your school and village certainly benefit from your efforts!
- Those I spoke to and your questionnaires said nearly all of you feel extremely safe in school.
- The headteacher, staff and governors are proud to work at the school and are continuing to find those small ways of making it even better where possible.

We have asked the school to improve one particular aspect of the school to help it get even better:

- To see how the equipment and resources for the children in the Reception class can be replaced, updated or reorganised to make it even more exciting for them to learn.

You can help too by continuing to be brilliantly behaved and in giving your ideas about how the school can keep improving even though it is outstanding.

Yours sincerely

Kevin Hodge
Lead inspector

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