

# Colliers Green Church of England Primary School

Colliers Green, Cranbrook, TN17 2LR

**Inspection dates** 25–26 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. The school is firmly at the centre of community life.
- Pupils behave outstandingly well because the school has very clear expectations of the way that all members of the school community should treat and respect each other. Pupils rightly say they feel extremely safe.
- The headteacher, supported by staff and governors, has identified those areas that could be better, while maintaining existing strengths.
- The school supplements class-based activities with those that broaden pupils' interests and help them to appreciate the local environment.
- Teaching is typically good through the school. It ensures that pupils develop secure reading, writing and number skills.
- The school uses additional sports funding to good effect as it ensures that pupils have frequent access to a wide range of sporting activities during the year. This helps to raise their activity levels and appreciation of healthy lifestyles.
- Children generally make a good start to their education in the early years class.
- Governors support the school well as they have recently reviewed the way they check on what goes well and what can be improved. The school continues to improve.

### It is not yet an outstanding school because

- Pupils do not always spell accurately in some of their writing in Years 1 to 6.
- In mathematics, pupils do not always have enough opportunities to apply their skills in different ways.
- Some activities in the early years class are not always well planned to help children learn at the highest levels.

## Information about this inspection

- The inspector observed nine lessons or part lessons and other small-group activities. The headteacher jointly observed four lessons.
- Meetings were held with staff, members of the governing body and the inspector had a telephone discussion with a representative of the local authority.
- The inspector listened to small groups of pupils read from Years 2 and 6.
- The inspector looked at a range of school documentation, including the school's plans for improvement, monitoring files and the headteacher's leadership files. He also looked at safeguarding documentation and minutes of the governing body meetings. The school's records of pupils' progress were also scrutinised.
- The inspector considered the information from 13 staff questionnaires.
- The inspector looked at the 74 responses to Ofsted's online parent questionnaire, Parent View. He held informal discussions with approximately 10 parents who were dropping off their children at the beginning of the day.

## Inspection team

Kevin Hodge, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller school than the average-sized primary.
- Children attend the early years provision full time.
- The vast majority of pupils are of White British heritage. No pupils are at an early stage of learning English.
- The proportion of pupils in receipt of extra support provided by the pupil premium is very low. This additional government funding is for pupils known to be eligible for free school meals or those looked after by the local authority. There were fewer than five eligible pupils in Year 6 in 2014, their rates of progress and attainment are not reported.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has four classes and three have pupils from more than one age group. New school buildings are planned to open in September 2016.
- A higher than average proportion of pupils leave the school at times other than at the beginning or end of the year, usually to attend private schools. The school works closely with three other local primary schools.
- Since the previous inspection, there have been significant changes in staffing, including two headteachers. The current headteacher started at the school in January 2014.

### What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by making sure that:
  - teaching helps pupils in Years 1 to 6 to spell consistently well
  - teaching enables pupils in Years 1 to 6 to apply their good mathematical skills in different ways
  - activities in the early years provision are sufficiently well planned to maintain children's interests to increase their learning to outstanding levels.

## Inspection judgements

### The leadership and management are good

- The headteacher has quickly gained the trust and respect of pupils, staff and parents. She successfully nurtures the school's well-established family atmosphere, enabling pupils' high standards of behaviour and respect to be key strengths. This is a culture in which good teaching can flourish.
- Parents are very supportive of the school and the work it does. Many highlight improved communication, the high levels of pupils' behaviour, the caring nature of staff and excellent links with the community.
- Staff in this small school have many roles and responsibilities. These are managed effectively, although some staff are more experienced in their roles as middle leaders (those often responsible for subjects or year groups) than others. In mathematics, for example, the routines are fairly new. This means that some information is yet to be fully gathered to assess the progress of initiatives.
- Close links with three other local primary schools enable staff to share expertise and information on the quality of teaching and pupils' progress. They also provide practical support in developing policies.
- Middle leaders rightly have a sense of urgency in identifying how to improve pupils' achievement still further. Initiatives to improve writing, for example, help pupils to write more confidently and creatively. Good coordination of the work for pupils with special educational needs means their needs are identified quickly, aided by good collaboration with parents. Effective links are made with outside professionals to widen the expertise available to help improve pupils' learning.
- Very good use is made of the primary physical education and sport premium to promote a wider range of sporting opportunities and involvement. The school takes part successfully in a wide range of inter-school competitions, while ensuring pupils have a choice of different sporting activities during the week. These include activities ranging from trampolining and tag rugby to tennis and cricket in the summer. This has raised activity levels for a greater number of pupils and broadened the range of different sporting activities on offer.
- The school uses additional pupil premium funding well. Pupils benefit from extra support in class, small groups and one-to-one tuition to ensure that they keep pace with others in the school and nationally.
- Routines to monitor the quality of teaching are effective. There are clear expectations about the way it links to securing improvements in pupils' learning. Staff are clear that salary progression is closely linked to the progress of pupils in their class.
- The range of subjects taught, including a particular emphasis on environmental education and sporting achievement, ensures that pupils have a well-rounded experience. Initiatives to improve pupils' quality of writing, where pupils have regular times to write at greater length, are starting to work. In mathematics, activities cover basic number-based topics well. Opportunities for pupils to apply their calculation skills in different ways are not always sufficiently developed in all classes. Activities for children in the Reception class cover all the required areas effectively but some activities are not always as planned as well or are as interesting to children as they might be.
- The school prepares its pupils extremely well for life in modern Britain. Leaders have a clearly developed policy for developing British values, including pupils following activities to explore the meaning of democracy, British history, and leaders' roles and responsibilities. Pupils know the similarities and differences represented by others living further from the school.
- Staff, governors and pupils work together extremely effectively to ensure that all those attending the school are treated equally. Staff and governors do not tolerate discrimination of any kind. This filters through to pupils who treat others fairly, with high levels of respect for everyone, irrespective of their backgrounds or beliefs.
- All staff, supported by governors, ensure the highest standards of safeguarding routines are in place and all statutory requirements are met. Site security is extremely high and reviewed regularly. Routines for checking on staff appointments are very thorough and detailed. The school has recently sought ways of reducing the speed of traffic on the nearby road, including the erection of warning signs to slow down. Regular reminders are given to staff, pupils and parents about the potential dangers posed by the internet.
- The local authority provides good support to the school. It quickly recognised that some aspects of the school's effectiveness had dipped in the long period following the last inspection and, for example, put in place good support for the new headteacher.
- **The governance of the school:**
  - The governing body is effective. Changes in the membership and leadership of the governing body since the previous inspection have been handled well. In collaboration with the headteacher, governors

reviewed their committee structures and routines in order to gain better insights into the working of the school. This has been effective, although some routines are still comparatively new, such as links with staff and subjects.

- Governors have a good understanding of how the quality of teaching links with pupils' progress. They are regular visitors to the school, both formally and informally. They know how the headteacher deals with any dips in the quality of teaching. Checks on pupils' progress ensure that governors are keenly aware of how it compares to that of others locally and nationally. Governors use this information effectively to gauge the quality of teaching and then agree pay awards or withhold them if appropriate. They know how the management of teachers' performance is carried out.
- Close links with three other local primary schools are especially helpful in gaining insights into how well the school compares to others. Governors are not complacent about the school's future and their plans for new buildings are well conceived.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. This is a similar picture to the last inspection. Pupils are highly respectful of each other and to visitors. They behave extremely well, as confirmed by comments from parents both informally and through questionnaires conducted by the school. Those who responded to Parent View were similarly very positive.
- The school uses its rural location highly effectively. For example, pupils engage in a wide variety of activities to develop their appreciation of the natural environment, growing a wide range of produce through the year. Pupils are particularly proud of the external recognition they receive for their work, including having a Green Flag award for environmental education, and by being recent past winners of a Kent in Bloom competition.
- Pupils' awareness of others locally, globally and nationally is well developed. Their links with an African school, combined with their generally high levels of knowledge about life in modern Britain, give them a well-rounded understanding of British values. They have an extremely keen sense of tolerance of others, regardless of backgrounds or beliefs.
- Around the school, pupils are respectful to others, often aiding sensitively those who might need support or buddying up with younger pupils at playtimes. Pupils like using 'The Ark' after school, where they can learn more about Christian values and how they can influence their own and others' behaviour.
- The school council takes its role very seriously, communicates well with fellow schoolmates both in gathering issues to discuss with staff and in reporting back. Pupils' ideas for fundraising, safety, or in improving the school grounds further, have been adopted.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils are very enthusiastic to tell visitors that the school cares for them to a very high degree. This includes them feeling listened to carefully should issues arise and in dealing very quickly with any potential problems.
- The school ensures that pupils are fully aware of the risks associated with using computers and mobile phones. Pupils are able to say how they would deal with any online bullying and are very clear about the dangers of sharing information on the internet.
- Pupils say that bullying is almost non-existent and most parents agree. Pupils have a very clear understanding of what constitutes bullying. They recognise that it can take many forms, such as name calling or unkind comments about someone's beliefs. The school's 'bikeability' training helps them feel safe if using their bicycles locally and pupils are keenly aware of potential hazards when visiting areas that are more built up.
- In the Reception class, children are kept extremely safe and good links with parents ensure that they settle in very well. The school caters very effectively for their welfare needs.
- Checks on staff appointments are carried out rigorously and site security is of a high standard.

## **The quality of teaching** is good

- Pupils say their teachers try hard to make lessons interesting and they especially like extra activities connected to learning that takes place outside in the school grounds.
- The teaching of reading is particularly effective as pupils have a wide variety of opportunities to read

different types of books. Pupils say they like reading at home as well as at school.

- Teaching also enables pupils to develop their listening skills effectively. There are good opportunities for pupils to discuss topics and to listen to the answers of their classmates.
- Teaching ensures that pupils are enthusiastic learners, as relationships between pupils and staff are fostered very effectively. This usually means that pupils tackle tasks willingly and quickly.
- In the Reception class, teaching makes particularly effective provision for children's social and emotional development. Children enjoy taking part in the outdoor activities provided.
- Those pupils who find learning more difficult or who are disadvantaged keep pace with others in the class. Teaching is effective in providing a range of opportunities which cater for their needs effectively. This includes working with one another, with staff and sometimes with professionals who visit the school.
- Pupils' past work indicates that it is marked effectively, with pupils often acting upon their teachers' comments. Over time, pupils' work improves as they readily take note of their teachers' advice on how it can get even better.
- Teaching makes good use of additional funding to provide sports activities that would otherwise not be available in a small school. This includes coaching in various sports, both within the school and in others locally.
- The focus on improving pupils' confidence to write has largely been successful. Opportunities for pupils to write at length on a topic, which they themselves choose, have boosted their enthusiasm and creativity. For example, pupils who wanted to use describing words wrote simple and effective opening sentences for their stories. Pupils generally use conventions such as full stops, capital letters and speech marks appropriately, but teaching does not always ensure they spell accurately in some year groups.
- In mathematics, pupils gain a good level of calculation skills and knowledge of how to collect and sort information. In day-to-day work, teaching does not always enable pupils' well-developed skills to be applied in a variety of ways to extend their learning.

### The achievement of pupils

is good

- Pupils make good progress from their different starting points. Results in national tests have been broadly average for the past couple of years. However, past work and current checks on pupils' progress in reading, mathematics and writing typically indicate that pupils are on course to reach above average levels this year and next.
- Pupils speak with confidence and clarity. They willingly explain what they are doing, the best features of their school and what they like to do in lunchtime and after-school clubs. They also listen very carefully to each other, staff and visitors.
- In mathematics, pupils are consistently accurate in their calculation skills, such as long division or multiplication. They also know how to calculate fractions and percentages accurately. Pupils in Years 5 and 6 often use these skills to solve different problems, although this is not typical of all year groups. Pupils in other year groups are not always confident in knowing how their skills can be used in different ways.
- A focus on developing pupils' writing has been particularly successful in getting them to write in different ways and at greater length. Pupils enjoyed reading poetry to the inspector. This had featured in a poetry evening, where parents were, rightly, 'amazed' at the quality of poetry they heard. In other writing, pupils' spelling sometimes varies in accuracy, which slightly reduces its quality.
- The most-able pupils generally achieve well and this is particularly reflected in pupils' work since the beginning of the year and in their current progress. For example, around half of pupils in Year 6 are on track to reach the highest levels in national tests, which are more akin to standards reached in secondary schools. Pupils accurately worked out the chances of events occurring, using complicated sets of information. The most-able pupils in Year 2 achieve well and are on track to improve upon their results this year.
- Disabled pupils and those who have special educational needs achieve well. Quick identification of their learning requirements, support from outside professionals, and activities matched to their needs ensure that they make good progress.
- Pupils read widely and enthusiastically. They recall the names of favourite authors, enjoy reading both at home and school and like using the school library. Year 1 pupils reached average levels in the national phonics screening check last year, reflecting their confidence in reading and writing unfamiliar words.
- Pupils achieve particularly well at a variety of sports, including trampolining, cricket, tennis and tag rugby. They also enjoy learning about how to grow vegetables and flowers in various parts of the school grounds. Their knowledge and understanding of the countryside is very well developed.

- Reception class children achieve well from their individual starting points, particularly in their social and emotional development. They enjoy playing together and achieve well in gaining early reading and writing skills.
- Pupils who are eligible for additional pupil premium funding achieve well, although their specific attainment and rates of progress are not reported as there were fewer than five pupils eligible for funding last year.

### The early years provision

is good

- Children achieve well over time. They consistently reach levels which compare favourably to others nationally and locally. This prepares them well for their start in Year 1.
- Good teaching over time prepares children well in their early reading, writing and number skills. They also develop well socially and are confident to chat to each other and to adults. Children in the class vegetable shop were happy to show the inspector their range of vegetables on offer and talk about their prices. They also knew it was good practice to offer a bag to carry away your purchases. Children's learning journals indicate they have good levels of skill in areas such as art and drawing.
- Teaching ensures that there are a range of activities that pupils can choose for themselves to develop their skills and interests. However, on occasions, children lose interest, particularly if they spend too long on one activity or if the resources they are using are not particularly appealing.
- Children behave extremely well, relate to each other and adults easily and respond quickly to the requests of adults. Their welfare needs are catered for effectively and children are keen to tell adults what is safe and not safe to do around the school. Well-developed links with parents enable a smooth start to children's education.
- The early years provision is well led and managed by the headteacher, who has rightly identified the improvements needed to enable the provision to become outstanding. The new building and better resources in the new building plan ensure that the early years provision has a high profile.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	118716
<b>Local authority</b>	Kent
<b>Inspection number</b>	444280
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carl Meewezen
<b>Headteacher</b>	Jodi Hacker
<b>Date of previous school inspection</b>	21 May 2008
<b>Telephone number</b>	01580 211335
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