

# Inspection of a good school: Crookham Church of England Aided Infant School

Gallyhill Road, Church Crookham, Fleet, Hampshire GU52 6PU

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Inspection dates:

20 and 21 February 2024

## **Outcome**

Crookham Church of England Aided Infant School continues to be a good school.

## **What is it like to attend this school?**

This is a nurturing, happy and caring school where pupils flourish. There is a buzz and excitement around the school, with adults and pupils working together harmoniously. Staff ensure that pupils are at the heart of everything they do. Pupils are supportive of each other, with older pupils caring and guiding the younger ones.

The school sets high expectations for pupils. Consequently, they behave well and work hard. Outdoors, pupils have fun together while playing with their friends. Displays in the classrooms and around the school celebrate pupils' learning across the curriculum. Teachers present learning in engaging ways, which motivates pupils' interests and develops their curiosity. Pupils achieve well.

Pupils feel safe in school and parents agree that they are. Pupils are confident to talk with trusted adults if they have any worries. Teachers plan events that extend and enrich the school's curriculum, for example pupils experiencing live theatre, taking part in the local carnival and visiting the Science Museum.

Parents are overwhelmingly supportive of the school. One parent summarised the school well by commenting, 'Such a nurturing environment. I could not imagine a nicer school for my children. All the teachers are so supportive and cheery. My children are very happy.'

## **What does the school do well and what does it need to do better?**

The school has designed an ambitious and thoughtful curriculum, starting from Reception. The curriculum ensures pupils build their knowledge and skills over time. It is sequenced carefully. In art, for example, pupils achieve highly and enjoy drawing and sketching while developing their understanding of famous artists. In English and mathematics, staff check how well pupils are learning the curriculum in effective ways. This means they are able to adapt future learning to meet pupils' needs. In other subjects, however, this work is not

as well developed. As a result, pupils do not achieve as well as they could or acquire deep levels of knowledge.

Children get off to a flying start in the early years. They are happy and keen to learn, showing great enthusiasm. Staff evaluate children's learning carefully and provide productive opportunities to develop their knowledge. Consequently, children develop an understanding of number, sounds and words and communication skills confidently. For example, in mathematics children learn number bonds to ten, using carefully chosen equipment to support them. This prepares them well for future learning.

In lessons, pupils are motivated and eager to participate in their learning. Pupils have opportunities to revisit key knowledge and are able to recall what they have learned. The carefully selected learning activities support pupils in strengthening their understanding. The school provides targeted training opportunities to help staff to refine their practice. Consequently, staff have secure subject knowledge. Staff identify pupils with additional needs quickly and accurately. They make well-considered adjustments for pupils with special educational needs and/or disabilities (SEND). As a result, these pupils receive skilled and effective support while accessing the same curriculum as their peers.

Early reading is rightly prioritised so that pupils develop a love for reading. Reading is promoted throughout the school, enabling pupils to read widely and often. There is a consistent and effective approach to the teaching of phonics. Staff model sounds with accuracy, which helps pupils learn to read swiftly. Those who need extra help with phonics are identified quickly and receive timely and appropriate support that helps them to catch up. Carefully chosen activities promote pupils' appreciation of reading further, including teachers sharing their favourite books with pupils.

Pupils are supported well to develop beyond their academic learning. Fundamental British values are taught and interwoven within the curriculum, which is based on the school's values. Pupils learn about different kinds of families and have an age-appropriate understanding of healthy relationships. They know how to stay healthy and active. Pupils understand the importance of respecting others' views and beliefs, knowing these may differ from their own. They are taught how to keep safe when, for example, using the internet and crossing roads. Pupils take on roles of responsibility, including librarians, school councillors and 'play leaders'. They understand their responsibility to help others, such as supporting a school community in Sri Lanka.

The school is highly committed, striving for continuous improvement for the benefit of the pupils. Staff appreciate the support they receive from the school to do their jobs effectively in order to help pupils learn. Those responsible for governance have a detailed understanding of the school's strengths and areas for development.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## **(Information for the school and appropriate authority)**

- Assessment in the foundation subjects is not as effective as in English and mathematics. Consequently, the school does not understand precisely how well pupils are learning the curriculum over time. The school should strengthen the assessment arrangements so it is more knowledgeable about the impact the curriculum is having on deepening pupils' understanding.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2018.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	116403
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10296236
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Marianne Smallman
<b>Headteacher</b>	Monique Clark (interim headteacher)
<b>Website</b>	<a href="http://www.crookhaminfants.co.uk">www.crookhaminfants.co.uk</a>
<b>Date of previous inspection</b>	26 June 2018, under section 8 of the Education Act 2005

## Information about this school

- The interim headteacher was appointed in November 2023.
- The school does not currently use any alternative providers.
- The school is part of the Church of England Diocese of Guildford. The school's last section 48 inspection was carried out in May 2019.
- The school offers a breakfast and after-school club, led by an outside provider.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector held a wide range of meetings and spoke with the interim headteacher, interim deputy headteacher, staff and pupils.
- The inspector spoke with members of the governing body.

- The inspector spoke with a representative from the local authority and the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also discussed the curriculum in some other subjects.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils during playtimes and in lessons.
- Responses to Ofsted Parent View, Ofsted's online survey for parents, including parents' free-text comments, were considered. The inspector also considered the responses to Ofsted's online survey for staff and pupils. The pupil survey was available to the school, but there were no responses.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; evaluated safer recruitment practices; took account of the views of leaders, staff and pupils; met with the designated safeguarding lead and a deputy safeguarding lead; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

## **Inspection team**

Darren Aisthorpe, lead inspector

Ofsted Inspector

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