

INSPECTION REPORT

CROCKHAM HILL C of E PRIMARY SCHOOL

Crockham Hill, Edenbridge

LEA area: Kent

Unique reference number: 118615

Headteacher: Mrs S Woodcock

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 9th – 10th May 2001

Inspection number: 196748

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Crockham Hill Edenbridge Kent
Postcode:	TN8 6RP
Telephone number:	01732 866374
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Appropriate authority:	Governing Body
Name of chair of governors:	The Reverend Father Jones
Date of previous inspection:	April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crockham Hill C of E Voluntary Controlled Primary School is situated in the village of the same name near Edenbridge in Kent. The school is housed in Victorian buildings, modified significantly to provide accommodation for five classes. The school has its own small hall and makes use of the village hall and a local meadow for physical education. There are 127 children on the school roll aged from four to eleven. Numbers have increased slightly since the last inspection and the school is full. All classes except Year 6 class contain children from two year groups. Children in Year R start their schooling part time in the autumn and spring terms. There is an average of 25.4 pupils per class, but there are only 18 pupils in the Year 6 class. Pupils are drawn from the local surrounding area predominantly from private accommodation. Most pupils have had some kind of pre-school education. Their attainment on entry to the school is above average.

The headteacher has been in post for five years and is supported by five full time, and one part time, teachers.

There are 17 pupils on the special educational needs register. This accounts for 13.4 per cent of the school roll, and is below the national average. All but five such pupils require a relatively low level of support. One pupil has a formal statement under the terms of the DfEE Code of Practice¹, which is below the national picture. No children are known to be eligible for free school meals, which is well below the national average of 19.7 per cent. No pupils require extra support as a consequence of having English as an additional language.

A representative of the diocesan council inspected the school's acts of collective worship under Section 23 of the Education Act. His report appears under a separate cover.

HOW GOOD THE SCHOOL IS

Crockham Hill Primary is an excellent school where pupils, staff, governors and parents get on very well together. Consistently high quality teaching results in high standards, both academic and of pupils' personal development. Excellent leadership and management of the headteacher, ably supported by the deputy, staff and governors is responsible for very efficient use of resources which produces an excellent learning environment. High quality self analyses means that the school is well aware of its strengths and areas for development. This has ensured that it gives very good value for money.

What the school does well

- Standards are very high in English, mathematics and science when pupils leave the school.
- The quality of teaching is very good and the school's ethos is excellent.
- Pupils' personal development is very good. Their attitudes and behaviour are excellent. Relationships are excellent.
- Leadership and management are excellent and the school provides an excellent learning environment.
- The school maintains an excellent partnership with parents and the community.

What could be improved

This inspection raises no key issues for improvement. The school has identified areas for development in its own planning and very good procedures are in hand to achieve these.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The school has very successfully addressed the key issues raised by the previous inspection in April 1997. Schemes of work are now in place for all subjects to ensure that the skills and knowledge pupils learn build systematically upon what they can already do. The quality of teaching throughout has been dramatically improved: for example with 55 per cent of lessons judged very good or better compared with only 2 per cent last time. Cultural and spiritual provision is much better as a result of improved planning and outdoor facilities, and opportunities for those in the Foundation Stage² have been developed as required. The school is aware of more to do in this direction. In addition very good improvements to the premises have resulted in an excellent base for Year 6 pupils, better office and staff accommodation, a new library, and improved car parking. Since the last inspection the school has been recognised with an excellence award from the DfEE; and the 'Basic Skills Quality Mark'. Literacy and numeracy have been very successfully introduced; resources have been improved (especially for information and communication technology); and more effective assessment procedures are now in place. The school is very well placed for future development.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores³ in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A*	A*
Mathematics	C	A	A*	A
Science	A	A*	A*	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

A performance is consistent with the top five per cent of primary schools nationally.*

This represents an excellent profile of standards in English, mathematics and science. The school makes good use of pupils' good levels of attainment on entry to enable children to make good progress. It adds value to pupils' performance. A high proportion of Year 6 pupils reach levels above average (81 per cent in English, 56 per cent in mathematics and 69 per cent in science). In mathematics one child achieved Level 6 which is normally associated with Key Stage 3 in the secondary school. Standards have been at least maintained over a four year period. Those pupils currently in Year 6 are likely to continue this positive trend with standards well above average.

Results of tests and teacher assessments at the end of Key Stage 1⁴ for Year 2000 put the school in the top five per cent of all primaries nationally. However, the proportion of pupils achieving higher levels in tests for mathematics, and through teacher assessments for speaking and listening, and science, were well below average which meant that the school did not do as well as similar schools for seven year olds in these subjects. The school is aware of this and has adjusted planning, and improved assessment to overcome it.

² From September 2000, the term Foundation Stage refers to children's education from the age of three until the end of the reception year.

³ Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁴ Key Stage 1 refers to pupils in Years 1 to 2. Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven.

In a short inspection it is not intended to make detailed judgements about standards in other subjects. However, it is apparent that children meet all Early Learning Goals⁵ before they complete reception and that throughout the school pupils' performance is at least in line with expectations with obvious strengths in art, music, geography and history. The school is aware that as national expectations for information and communication technology (ICT) have been raised, the subject requires greater emphasis and has planned accordingly. This is having a positive effect on standards, which are currently satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: pupils enjoy coming to school and take part enthusiastically. They are keen to learn.
Behaviour, in and out of classrooms	Excellent. Pupils show respect for each other, staff and the school.
Personal development and relationships	Very good: pupils show initiative, take responsibility and can be trusted. Relationships throughout are excellent.
Attendance	Very good, well above the national average with low unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is consistently at least good throughout the school. During the inspection all teachers were observed. One hundred per cent of lessons were good or better, 55 per cent very good or better and a commendable 22 per cent excellent. This amounts to a high quality profile of teaching, which very effectively supports pupils' learning. As a result pupils make good and often very good progress and achieve well, reaching high standards. Teachers manage pupils and resources very well. Relationships are excellent. Staff use open ended questions skilfully to encourage pupils to speculate and show initiative. Very good quality planning linked to high expectations helps pupils, especially the more able and those with special educational needs, to reach their full potential. Literacy and numeracy are well taught. Teachers have good knowledge and understanding of the primary curriculum, make good use of homework and keep up to date through in-service training: for example for ICT.

OTHER ASPECTS OF THE SCHOOL

⁵ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the time they enter Year 1. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

Aspect	Comment
The quality and range of the curriculum	Very good: a broad and balanced curriculum, well supported by homework and extracurricular activities. New planning for the Foundation Stage very good. A need to develop ICT still further as part of the core curriculum already in hand.
Provision for pupils with special educational needs	Very good: the small proportion of such pupils are fully included and have targets itemised in good quality individual education plans. Learning support assistants make a significant contribution to provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good spiritual; cultural good; both aspects are much improved. Moral and social opportunities are excellent. Provision is very good overall.
How well the school cares for its pupils	Very good levels of care. The school knows its pupils well and this enhances both personal and academic development. Record keeping very good.

Excellent links with parents and the community have been maintained since the last report. The school's reputation is high.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent. She is well supported by the deputy and staff as subject co-ordinators in maintaining the school's very clear educational direction. Planning is very comprehensively identified in the school development plan.
How well the governors fulfil their responsibilities	Governors support the school very well. Their involvement and understanding are very good. A good committee structure is now established. There are good links with subjects and statutory requirements are met. Governors give particularly helpful support regarding finance and premises.
The school's evaluation of its performance	Very good analysis and use of information to modify planning and take the school forward. The school has a very clear understanding of its strengths and relative weaknesses.
The strategic use of resources	Excellent links made between finance and the intentions of the development plan. Finance, time, staffing, accommodation and resources very efficiently managed to produce an excellent learning environment, notwithstanding the lack of a level playing field. Best value principles very effectively applied.

The high level of commitment of all those associated with the school to raising and maintaining standards and the excellent nature of relationships makes it possible to judge that the school's ethos is excellent. Inspectors find that the school fully justified its selection for a short inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school's high expectations.• Leadership and management.• Their children like school.• High quality teaching.• Children are helped to become mature.	<ul style="list-style-type: none">• Homework: too much or too little.• Information about progress.

The overwhelming response of parents to the school is very positive. Inspectors are pleased to support their views. The inspection team finds that the management of homework is good and that it makes a valuable contribution to the curriculum. The school has identified a need to keep parents well informed of progress. Moves to develop the home/school partnership regarding target setting are proving very effective. The quality of school reports to parents is judged as good. Staff know pupils well and keep good records.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

“Standards are very high in English, mathematics and science when pupils leave the school.”

1. Both National Curriculum tests and inspection evidence indicate that standards are well above average by the time pupils leave the school. Although care should be taken when interpreting results from small year groups (in this case between 16 and 18 pupils) results place the school in the top five per cent of all primaries nationally in English, mathematics and science.
2. Results in Year 2000 Key Stage 2 tests continued a four year trend where all pupils achieved at least the nationally expected level (Level 4) in all three subjects. Very high proportions of pupils attained the higher Level 5 in all three subjects (81 per cent compared with 29 per cent nationally in English; 56 per cent compared with 24 per cent nationally in mathematics; and 69 per cent compared with 34 per cent nationally in science). In mathematics one pupil achieved the very high Level 6, normally associated with the secondary school. Compared with similar schools, those with less than eight per cent free school meals, the school did very well and standards are at least well above average.
3. Children make a good start in Year R building on their generally good attainment on entry and all regularly complete the recommended Early Learning Goals before entering Year 1.
4. This inspection finds that pupils currently in Year 2 and Year 6 are likely to maintain high standards with the overwhelming majority reaching expected levels and many above these.
5. The quality of pupils' speaking and listening, reading, writing, spelling and handwriting is very high when pupils leave the school. Throughout the school good use is made of pupils' very good communication skills in discussion: for example to identify the features of a healthy lifestyle in Years 4 and 5; and in Year R and Year 1 when pupils anticipate what they would find on a bear hunt.
6. Pupils read well and nearly all are above average, both at the end of Year 2 and when they leave Year 6. They have good strategies to decipher new words, sounding out letters and blends, and to understand meaning by scrutinising clues from pictures and the text. Most pupils are confident, fluent readers and this makes a significant contribution to their success in other subjects; notably religious education, geography and history.

7. The school has identified writing as an area for further development, particularly from the point of view of 'extended writing'. However, standards of pupils' writing are very good compared with other schools, with even boys reversing the national trend to exceed expectations. Year 6 writing is sophisticated in style, demonstrating complex sentences, making good use of connectives and building graphic descriptions. For example, writing about 'Victorian Day' is of high quality, content and presentation. There are very good examples of writing throughout the school: such as letter writing in Years 3 and 4, and poetry anthologies on the theme of 'Wind' by Years 1 and 2. Key Stage 2 classes build very successfully on the well above average standards achieved by the end of the Foundation Stage and Key Stage 1. Pupils, including those with special educational needs, make very good progress against what they already know, understand, and can do.

8. Handwriting is well formed and work is well presented. Pupils have good strategies to attempt spelling and use a very good range of vocabulary both orally and in their descriptions: for example a Year 3 boy wrote of a 'bleak' landscape, and a Year 1 girl explained how a character in her story was 'petrified'.

9. Pupils' high literacy skills are used to very good effect in other subjects: for example research for geography, history and religious education. They make a significant contribution to the very good profile of pupils' learning throughout the curriculum. The good position reported in the last inspection has been successfully built upon.

10. In mathematics pupils' knowledge and understanding are very good. By the time they leave the school pupils are confident in numeracy, can select which operations are needed to solve problems and show initiative in carrying out investigations. Pupils can explain their own strategies having been given opportunities to do so throughout the school. They use estimations effectively to check their work against likely answers. During the inspection pupils in both key stages were seen working together well, evaluating their work and supporting each other. Higher attaining pupils do particularly well at Key Stage 2. At Key Stage 1 a smaller proportion of pupils achieved the higher level (Level 3) in Year 2000 tests. However, evaluation and planning is in hand to improve on this for 2001.

11. Pupils have good awareness of shape, space and measures. By the end of Year 6 they can identify shapes and use what they know about their properties effectively: for example measuring and calculating angles of triangles and areas of regular and irregular figures.

12. The school has identified data handling as an area for development, particularly making use of ICT. However, pupils are capable of recording and interpreting information in tallies and graphs, and standards are at least satisfactory.

13. Science results are very high compared with all schools nationally at both key stages and well above average compared with similar schools at Key Stage 2. By the time they leave the school pupils have a very good understanding of life processes and their knowledge of materials' properties and physical processes are well developed. The apparent lack of any pupil achieving the higher Level 3 at Key Stage 1 in Year 2000 gives a false picture of pupils' capabilities. The school is aware that teacher assessment for science in Year 2 was over cautious (as were similar judgements for speaking and listening) and is reviewing procedures and expectations to improve the situation.

14. In a short inspection it is not possible, or intended, to make detailed judgements in all other subjects of the curriculum. However, as a result of scrutiny of work it is clear that standards are at least in line with expectations in all subjects, with notable strengths in art, geography, history and music. The school's own evaluation of strengths and weaknesses has highlighted the need to develop ICT provision still further in view of its raised status as part of the core curriculum. Much improved resources and planning with additional expertise, partly in the form of an ICT technician, and partly as a result of staff in-service training, are raising standards.

15. In March 2001 Crockham Hill Primary's consistently high performance compared with similar schools in Key Stage 2 standard assessment tests was recognised by the DfEE in an award for excellence in English, mathematics and science. This inspection is pleased to confirm that standards are being maintained.

“The quality of teaching is very good and the school's ethos is excellent.”

16. During the inspection all full time staff were observed teaching. All had at least one lesson judged very good and three taught excellent lessons. Every lesson observed was at least good with a very creditable 55 per cent very good or better and 22 per cent excellent. This constitutes a very good profile of teaching and is a marked improvement over the previous inspection where only two per cent of lessons were very good.

17. Teaching in the Foundation Stage, Key Stage 1 and Key Stage 2 is all judged very good, with particular highlights in literacy, numeracy, history, music and modern foreign languages (Spanish!). Obvious improvements to curriculum planning since the last report make learning objectives clear and ensure that teaching builds systematically on what pupils already know, understand and can do.

18. All teachers manage pupils, time and resources well. They are prepared to listen to pupils, and relationships throughout are excellent. When this is considered together with the strong commitment of all concerned to raising standards it makes it possible to judge that the school's ethos is excellent.

19. Staff work very well together as a team and teachers and learning support assistants often share responsibility for teaching classes, by dividing into ability or age groups. Learning support assistants make a valuable contribution to teaching especially of pupils with special educational needs. However, there are times when during introductions support staff are too often passive and opportunities for their skills to be used are missed: for example recording pupils' participation and contributions, or in some cases working with other classes until it is time for group work.

20. Teaching for the small proportion of pupils with special educational needs is very good. Staff work well to enable pupils to make progress against the targets of their individual education plans. These plans are of good quality and are well written by the special educational needs co-ordinator and class teacher working together.

21. Teachers' knowledge and understanding of the primary curriculum is good. In-service training has considerably enhanced literacy and numeracy and is now benefiting ICT in particular. This has a direct effect on the quality of pupils' learning and since the last inspection has targeted (amongst others) higher attaining pupils. Well structured and planned intense teaching for those pupils considered on the borderline between National Curriculum levels in booster classes, has proved effective in raising their performance over the past two years. Since the last report the school has been awarded the 'Basic Skills Quality Mark ' in recognition of the success of teaching in literacy and numeracy.

22. The very good dialogue between teachers and pupils is enhanced by:

- The use of open ended questions which requires pupils to reflect before answering with more than just a single word: for example in a Year 4 and 5 history lesson about evidence the teacher asked the class, "What questions can you think of for those in the hot seat?" and, in a Year 6 literacy lesson, where pupils were asked, "Come on wake up. What is the difference between passive and active verbs?"
- The school's marking policy, new since the last inspection, which teachers use very effectively to show pupils how they can make improvements;
- A well managed programme of homework where teachers are careful to make clear to pupils what is expected of them. Parents support the school well with

homework. However, some parents have reservations concerning the principle of setting homework to primary pupils and would like more information about what is to be taught in each class in order to help their children;

- Very good target setting, negotiated with pupils and parents at regular intervals during the school year. The success of which is evaluated and reported on in consultation with parents;
- Comprehensive, yet manageable records, which form the basis for gauging pupils' progress, both personal and academic;
- A variety of interesting, well planned activities within the normal timetable which involve very good use of visits and visitors and a very good programme of extracurricular activities where staff and volunteers give their time freely to stimulate children. There is a wide range of clubs which provide opportunities: for example in music, sport, modern foreign languages (Spanish teaching was judged excellent), and helping pupils with homework. The two annual residential trips for Year 5 and Year 6 respectively are very popular and offer valuable opportunities for humanities work as well as enhancing pupils' social and personal development. These 'non teaching' situations develop communication and trust between pupils and staff which clearly enhance work in the classroom.

23. It is quite clear that teachers know pupils well and tailor work to their ability and previous learning. All staff have high expectations of work and behaviour and pupils respond very positively, particularly to praise, and to high achievement. Most lessons move with lively pace and all teachers make excellent use of plenary sessions when objectives are revisited to consolidate learning.

24. There is a very close correlation between very good teaching and pupils' learning in this school. Considerable progress has been achieved in teaching as a result of good monitoring by the headteacher and subject co-ordinators (most notably in literacy and numeracy). This forms part of teachers' professional development and is to be extended to other subjects as they feature as priorities in the school development plan.

“Pupils’ personal development is very good. Their attitudes and behaviour are excellent. Relationships are excellent.”

25. Ninety-eight per cent of parents reported in the Ofsted questionnaire that their children enjoy coming to school and ninety-nine per cent confirmed that the school helped children to become mature. In all lessons observed pupils' attitudes were at least good, and frequently better. They were very good or better in 89 per cent and in 39 per cent of lessons judged excellent. This is an excellent profile. Pupils respond very well to staff (teachers in particular) in teaching and 'non teaching' situations. They appreciate that they come to school to learn and are ready to join in to give of their best. For example, pupils' presentation of work is good even in draft form; pupils nearly always complete homework on time to a good standard; and school attendance rates are well above average.

26. Pupils demonstrate they can be trusted to work without direct supervision, often showing advanced skills of self moderation and offering mutual support to one another. Their response to the school's moral provision is excellent. The house captain and merit badge system encourage pupils to take responsibility and pupils are rewarded for showing initiative. For example, there are many planned opportunities for problem solving, and investigative and experimental work in science. In the everyday life of the school, such as when running stalls for the fete, all pupils enthusiastically organise their sales, recording profit and loss as a business enterprise very efficiently. Pupils' response to personal development opportunities and to working together is excellent. Children show high levels of consideration and sensitivity which reflect the Christian, caring aims of the school. This is often channelled into charity work such as Pants to Poverty and Blue Peter appeals as well as fund raising activities which pupils initiate themselves.

27. Pupils show respect for authority, adults, each other and the building. They respond very well to the excellent learning environment by working hard and they obviously enjoy school. Notwithstanding the minority of pupils who could, and sometimes do, present problems behaviour is formally judged excellent in and out of class and this is very closely linked to the excellent relationships (with staff, adults and each other) which run through the school. Pupils are shown that they matter and are listened to.

28. Pupils respond particularly well to the school's management of behaviour which features rewarding the positive. Parent helpers and staff report that behaviour on visits and residential trips is impeccable and a credit to the school.

29. Throughout, negotiated rules involve pupils in setting parameters and establishing what is acceptable behaviour. Pupils clearly know right from wrong and are expected to moderate their own behaviour as well as respond to authority. This has very beneficial effects on pupils' personal development, the quality of which is very good.

30. The school has a very positive influence over pupils' behaviour. Children's response is very strongly affected by the high levels of challenge provided through work set at appropriate levels. Because attitudes are of such high quality teachers can devote their time to actual teaching as opposed to managing pupils and this gives rise to high quality learning.

31. Very high quality relationships and a very strong commitment to raising and maintaining standards make a significant contribution to the school's excellent ethos.

“Leadership and management are excellent and the school provides an excellent learning environment.”

32. The leadership of the headteacher is excellent. She is very well supported by the deputy, staff as co-ordinators and governors in maintaining the school's excellent educational direction. Together they have created a very effective development plan which clearly states criteria for success, details responsibilities and timescales; and is very effectively costed. This plan is based on very good communication and the contributions of all concerned. The head leads and manages the process of analysing the school's performance very effectively. Staff and governors, as a very good team, have an excellent understanding of the strengths and relative weaknesses of the school: for example being aware that although standards of ICT are satisfactory pupils are capable of higher achievement, and the school is improving resources and planning accordingly.

33. Day to day management of the school and of its finances is excellent. The school accurately reflects its stated aims and values and statutory requirements are met. Many improvements since the last inspection to subject planning means that curriculum management and record keeping are now very good. This is complemented by the school's management of people:-

- Pupils are managed very effectively;
- Making objectives and expectations clear for behaviour and work, staff set out to reward the positive and improve the negative. They observe school policy well;
- Staff and volunteers are managed well through good job descriptions and very good planning. They are given time to carry out management duties and are well supported: for example through a very good staff handbook. However, the school is aware that there are occasions when learning support assistants are too often passive during introductions and review sessions and that better use of their time could be planned for. In addition an increase in the number of adults on duty at daytime is needed to ensure even better cover.

34. Governors make a very good contribution to management especially in the area of finance. The finance committee has an excellent understanding of the workings of the school

budget. It delegates and monitors very effectively and together with the head and administrative officer ensures that the principles of best value are followed. This has resulted in the number, quality and range of resources being very good (notable recent improvements to provision for ICT are a clear strength).

35. Governors have played a significant part in achieving major improvements to the premises over recent years. Excellent additions are:

- A new classroom for Year 6;
- Improvements to office and staff facilities;
- Provision of new toilets for older pupils;
- Increased car parking;
- Better outdoor opportunities for Year R (although some extra resources in the form of ride-on toys are still needed, together with improving playground equipment available for breaks);
- A new, well stocked library.

36. To their credit governors still maintain a vision for further improvements and are aware of the restrictions that the lack of an adequate, level playing field has on physical education. Notwithstanding this deficiency inspectors note that pupils do consistently well in competitive sport: for example in tag rugby and swimming.

37. Overall the school's strategic planning is excellent. Unit costs per child are well within the range normally associated with schools of this size. Finance is very clearly directed at the needs of the curriculum and teachers manage subject budgets effectively. The overall effect is that money is used wisely, resourcing is very good, the quality of the learning environment is excellent, and standards of pupils' work are high. The school is formally judged as giving very good value for money. This represents a distinct improvement since the last report.

“The school maintains an excellent partnership with parents and the community.”

38. A summary of parents' responses to the Ofsted parents' questionnaire and their comments recorded in meetings with the inspectors show that parents hold the school in high esteem. The school is effectively full with at least the standard number, 18, in each year group and there is a waiting list for September 2001. This is a very healthy situation, given that less than 10 years ago the school was considered for closure through lack of support.

39. Parents support the school very well and although a minority would like to see even better communication, there are excellent links between school and home. The school presents an appropriate range of information to parents concerning what pupils will be studying and has improved considerably communications about pupils' progress. The introduction of target setting meetings where children are present with the teacher and their parents is an excellent initiative and is having a marked effect on learning for pupils of all abilities. A variety of parents and friends regularly help in school and on trips and visits.

40. The school features strongly in the life of the village, sharing facilities and events with the village hall. For example, pupils play a major part in the May Fayre; electing both May Queen and Master of Ceremonies and performing maypole dances. A noted aim of the school is to keep village traditions alive and pupils are very aware that the history of the school is very much the history of the village.

41. Very good links with the church are maintained through regular visits and the involvement in the school of the incumbent as chair of governors. The church provides a vehicle for pupils' history, art, drama and music, as well as their spiritual development.

42. Parents, and a much wider range of friends, support the school particularly well in fundraising and volunteer help. All parents and staff are automatically members of the parent teacher association and when children leave parents then become members of the friends

groups (FROCHS). Many parents see this graduation as being similar to moving from Round Table to Rotary. The two associations raised nearly £10000 over the past two years for the school, which, in addition to private donations of finance and land, have considerably enhanced the learning environment.

WHAT COULD BE IMPROVED

43. This inspection raises no key issues for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The school has identified areas for development in its own planning and very good procedures are in hand to achieve this.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
22	33	44	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Due to rounding percentages do not total 100.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	127
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	12	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	18	18	17
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	94 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (94)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	10	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	100 (89)	94 (89)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	100 (89)	100 (94)	100 (94)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Figures showing numbers of boys and girls achieving expected levels at both key stages have been omitted because of small year groups.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	19.2
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	46

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	241622
Total expenditure	237218
Expenditure per pupil	1868
Balance brought forward from previous year	8705
Balance carried forward to next year	13109

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	127
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	1	0	0
My child is making good progress in school.	62	34	3	0	1
Behaviour in the school is good.	65	34	0	0	1
My child gets the right amount of work to do at home.	42	46	10	1	0
The teaching is good.	72	26	0	0	1
I am kept well informed about how my child is getting on.	44	41	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	57	34	7	1	0
The school expects my child to work hard and achieve his or her best.	78	21	1	0	0
The school works closely with parents.	44	46	9	0	1
The school is well led and managed.	76	21	0	3	0
The school is helping my child become mature and responsible.	71	28	1	0	0
The school provides an interesting range of activities outside lessons.	54	41	1	1	1

Due to rounding percentages do not total 100.

At just over 50 per cent, these results represent a good return to the Ofsted questionnaire. Twenty-three parents attended the pre-inspection meeting with the Registered Inspector and another three representatives met with the Lay Inspector during the inspection. Parents' responses were overwhelmingly positive.