



# Cudham Church of England Primary School

## Inspection Report

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**Unique Reference Number** 101646  
**Local Authority** Bromley  
**Inspection number** 276560  
**Inspection date** 10 October 2006  
**Reporting inspector** Kath Beck

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

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<b>Type of school</b>	Primary	<b>School address</b>	Jail Lane
<b>School category</b>	Community		Biggin Hill
<b>Age range of pupils</b>	4–11		Westerham TN16 3AX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01959 572673
<b>Number on roll (school)</b>	54	<b>Fax number</b>	01959 574798
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Neil Meeson
		<b>Headteacher</b>	Mrs Pamela Scott
<b>Date of previous school inspection</b>	5 June 2000		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Cudham Church of England Primary is a very small school in a semi-rural location. Some pupils live in the immediate locality, while others choose to travel from further afield. All pupils speak English as their first language. There are no pupils from minority ethnic backgrounds. Few are eligible for free school meals. The percentage of pupils identified as having learning difficulties and disabilities is higher than the national average. A significant number of pupils, some from service families, start and leave the school at other than the usual times. The school has experienced significant disruption to staffing through staff turnover and long term absence. The school is part of the Darwin Educational Partnership.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Cudham Church of England Primary is a school where every child matters. The school provides a satisfactory education for its pupils. It is improving because good leadership and management by the headteacher and governors have enabled the school to recover well from a period of disruption caused by high staff turnover. Since her appointment, the headteacher has established a good sense of teamwork where governors and staff share a clear vision for the development of the school. Recent initiatives, especially the identification of key priorities to raise achievement, the improved assessment and tracking of pupils' progress, and funding for a separate Foundation Stage, have had a positive impact.

Standards are average. Taking account of the pupils' starting points, this represents a satisfactory level of achievement. As there is a small number of pupils with a wide range of abilities in each year group, the school checks each individual pupil's progress carefully. Those with learning difficulties and disabilities achieve well because of their individual programmes. The progress of some pupils has been hindered by the high turnover of staff. Overall, teaching is satisfactory and there is some good teaching that is helping pupils to fill gaps in their learning quickly. However, weaknesses in the teaching of writing and mathematics skills, including marking to show pupils how to improve, mean that standards in these areas are below average. Good teaching in the Foundation Stage means pupils are on course to meet the goals expected of them at the end of the Reception year.

Good care, guidance, support and personal development enable pupils to behave well and develop positive attitudes to learning. The satisfactory curriculum is significantly enhanced by the work done with other schools as part of the Darwin Education Partnership and extra-curricular activities. These promote successfully pupils' enjoyment and achievement, increase their knowledge of how to stay safe and healthy, enable them to make a positive contribution to the wider community and ensure that they gain skills for the next stage of their education and future life.

The school has an accurate view of its overall effectiveness, strengths and areas for development. The school's improvement plan includes the right priorities and training is already underway to bring about changes for the better. The school has a good capacity to improve.

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

- Improve pupils' skills in writing and mathematics.
- Raise the quality of teaching to good in all classes to enhance the rate of pupils' learning.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and standards are average. Standards are rising because of improvements to teaching and the assessment of pupils. This is reflected in the national test results for reading, which have risen in the past two years. However, standards are below average in writing and mathematics. While pupils make good progress in some classes, because of good teaching, the progress made by some has been adversely affected by high staff turnover.

When pupils start school in Reception they have the skills and knowledge typical of four-year-olds. They make good progress in their phonic skills and number work because the small class size allows them to receive close attention. They are on course to meet the goals expected for their age at the end of the Reception year.

Pupils with learning difficulties and disabilities make good progress because their needs are identified clearly. Programmes of work are designed carefully to meet these needs and pupils receive good quality additional help.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural developments, is good and is underpinned by the school's Christian ethos. The school's motto, 'We are all part of God's family. We will try our best, and love, respect and care for others as Jesus taught us' is reflected in the way pupils get on well together and with adults. As one pupil said, 'We are like one big family.' Good behaviour means pupils enjoy their learning and feel secure. Attendance is satisfactory because the school does its best to ensure all pupils arrive on time and attend regularly.

Pupils make a good contribution to their community through the school council. Their work in the Darwin Educational Partnership makes a significant and effective contribution to the development of pupils' confidence and social skills that are important to pupils' future economic well-being. However, literacy and numeracy skills are not yet as high as they should be. The school promotes healthy living so pupils are conscious of the need to keep fit and follow a healthy diet.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, but vary across the school. Some classes feature the elements of good teaching that quicken the pace of pupils' learning: high expectations, enthusiasm, strong sense of purpose, promotion of key skills, a good range of activities that capture pupils' interest and work matched well to pupils' abilities. These features reflect the good work done by the leadership to raise the

quality of teaching and enhance learning based on accurate assessments of pupil's knowledge and understanding. However, they are not consistent in all classes. In the Foundation Stage, the focus on developing good knowledge of the sounds that letters make is giving children a good start with their reading. Improvements in other classes have also raised standards in reading, but there is still work to do to improve the quality of teaching in writing and numeracy so that it is good throughout the school. Some teachers' expectations of pupils' knowledge and application of literacy skills in particular are not high enough. Marking gives praise, but is not rigorous enough to give pupils a clear idea of what they need to do to improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It is enriched significantly by a good range of extra-curricular activities that many pupils attend and the work they do with other schools and the local authority in the Darwin Education Partnership. These aspects promote strongly pupils' enjoyment of learning, knowledge of how to stay healthy and safe, and the development of social skills important to their future life. Provision for writing and mathematics is not consistent throughout the school. The school has a good programme of visits and visitors to make learning interesting and relevant.

The curriculum for the Foundation Stage is satisfactory, covering all the areas of learning. It is strengthened by a good focus on the teaching of early reading skills, but there are not enough opportunities for pupils to make choices about some of their work.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its children. Parents and carers confirm that they like the family atmosphere of the school where each child is seen as an individual. Pupils' particular needs are identified promptly, especially when new to the school, and the right care and support are put into place effectively. A parent stated, 'Problems are dealt with quickly and efficiently to everybody's satisfaction.' Robust health and safety, child protection and risk assessment procedures help to keep children safe. Pupils feel secure, well looked after and know that there is at least one trusted adult to whom they can turn.

Good assessment procedures and systems to track pupils' progress over time, introduced when the new headteacher was appointed, allow teachers to know how well pupils are doing. Assessments are accurate and provide a secure basis for teachers to plan work that meets needs.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher's leadership, together with that of the governors, has been a key factor in ensuring the school has recovered well from a difficult period. Since her appointment, standards have risen, most staffing difficulties have been resolved, and the quality of teaching is improving as staff have a much clearer idea about pupils' starting points for learning. Significant improvements to the building mean opportunities have increased for pupils to use the library and information and communication technology equipment without disturbing other classes. Staff and governors now share a clear vision that places the needs of each individual pupil, regardless of their ability, at the heart of the school. As a result, all pupils have equal opportunities to take part in all that the school offers.

The school's procedures for checking the progress of individual pupils, monitoring the quality of teaching and checking the school's overall effectiveness are good and used effectively to improve teaching and learning.

Teachers now have clear subject leadership roles. These are at an early stage of development, but this allocation of responsibilities has brought about a sense of teamwork. Key priorities in the school's improvement plan are rightly focused on improving the quality of teaching and raising standards in writing and mathematics. Initiatives to achieve these targets are underway, but it is too early to measure their impact.

Governors support the school, but also act as effective critical friends. They have taken a determined stance to fund a separate Foundation Stage and this is proving beneficial to the youngest children.





## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us with our work when we visited your school. We enjoyed meeting and talking with you and looking at your work.

Here are the things that we think are best about your school

- Just as your school motto says, you try your best, and love, respect and care for others.
- Children in the Reception class make a good start with their reading.
- You enjoy coming to school, behave well and like taking part in the many after school activities and the Darwin Educational Partnership.
- You are looked after well.
- The people in charge of the school know what needs to be done to make the school even better for you.

These are the things that we think could be better

- You need to develop better skills in writing and mathematics
- Your teachers are going to help you all to learn more quickly.

Thanks you again for being so helpful and friendly when we came to see you.

Yours sincerely,

Kath Beck

Lead inspector