



Crookham Church of England Aided Infant School

Inspection Report

Unique Reference Number 116403
LEA Hampshire LEA
Inspection number 279817
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Peter Thrussell AI

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

Type of school	Infant	School address	Gallyhill Road
School category	Voluntary aided		Church Crookham
Age range of pupils	5 to 7		Fleet, Hampshire GU52 6PU
Gender of pupils	Mixed	Telephone number	01252615547
Number on roll	153	Fax number	01252612086
Appropriate authority	The governing body	Chair of governors	Mr M Holmes
Date of previous inspection	31 January 2000	Headteacher	Mrs G Lockie

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Crookham Church of England Voluntary Aided Infant School is situated in the predominantly residential and commuter village of Church Crookham on the outskirts of Fleet in Hampshire. Most of its pupils are of White British heritage. Both the number of pupils with learning difficulties and receiving free school meals is below average. Children start school with broadly average knowledge and skills. Attendance is good.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It provides good value for money. Pupils are extremely well cared for, feel safe and enjoy coming to school. Outstanding links with parents, other schools and agencies reinforce this care. Children receive a good start to their education in reception and many exceed their expected learning goals at the end of the year. The quality of education throughout the rest of the school is good. Although teaching is effective, it is not of consistent quality throughout the school. Pupils make good progress in their learning and attain above average results at the end of Year 2. This progress is very carefully checked. Assessment information is used well to organise learning groups. However, there are occasions when it is not used systematically to carefully match work to the learning needs of all pupils. Pupils are not sufficiently aware of how well they are progressing in their learning or of what they need to do to improve. The provision for pupils with special educational needs is outstanding. Pupils' personal development is outstanding. Many opportunities are provided for pupils to work and play alongside each other. This helps to foster very good relationships, the care they show for each other, and their exemplary behaviour. The leadership of the head teacher is very good. She is very well supported by her deputy, the governing body and the effective staff team she has built up. The school has clearly identified its strengths and where it could improve further, and is well placed to continue making progress.

What the school should do to improve further

* Improve consistency in the quality of teaching* Make fuller use of assessment data to plan for the learning needs of all pupils* Provide more opportunities for pupils to know and understand how well they are doing in school.

Achievement and standards

Grade: 2

Standards on entry to reception vary from year to year and are average overall. Children receive a good start to their education; they make good progress and most achieve the learning goals expected at this age. A significant number exceed them. In Years 1 and 2 pupils continue to make good progress in meeting the challenging targets set for them. The school's performance in national tests for Year 2, in writing and mathematics, has consistently been above average. In reading, standards are exceptionally high because of a very well structured approach to the teaching of reading. Pupils' enthusiasm, very good resources and strong parental support also contribute to this success. Effective action has been taken to raise standards in writing. A greater emphasis on speaking and listening and the regular use of drama, is helping to provide pupils with a wider vocabulary and new thoughts and ideas to enliven their written work. An analysis of recent results in mathematics has identified that more work on problem solving, particularly for more able pupils, would further improve performance. The school is now addressing this through a two year project involving

other local schools. Pupils with special educational needs make very good progress in meeting both the personal and academic targets set for them. This is largely due to the excellent care and support given to them.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Attendance is above average. They are very enthusiastic about school and have very positive attitudes to learning. Their behaviour is exemplary, displayed as they work in lessons, move throughout the school and take part in assemblies. They are confident, polite and courteous. Parents say that their children enjoy school, and pupils confirm this. They particularly enjoy after school clubs, and lessons where they work in groups, share ideas, and can make choices. The school council gives opportunities for them to express their views. Pupils were pleased that some of their ideas for playground improvements were carried through. Such opportunities are good examples of the way in which the school is equipping its pupils for the future. Pupils show good spiritual, moral, social and cultural development. Their moral and social developments are particularly strong. This is seen in the excellent relationships and in the care and consideration pupils show for each other, and in their charity fund raising. Spiritual development and self-esteem is highlighted in the weekly celebration assembly where pupils are proud to tell everyone about their achievements. Further planned opportunities are needed to develop pupils' satisfactory awareness of cultural diversity. Pupils understand healthy living and know the importance of eating the right foods both in snacks and school lunches. They have good opportunities for exercise and sport.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall, helping pupils to achieve well and develop positive attitudes to learning. However, there is some variation in the quality of teaching and learning, which ranges from satisfactory to outstanding. In the best lessons, teachers' subject expertise and lively approach capture and hold pupils' attention. Links are made in planning between subjects that make learning more purposeful, as when pupils used music and dance to complement their work on Guy Fawkes and fireworks. Teachers' good knowledge of individual pupils means that questions and activities are pitched at exactly the right level to move their learning forward and not a minute is wasted. This results in pupils making rapid progress. Teachers work closely with their skilled teaching assistants, enabling them to help pupils very effectively. There is a very good range of assessment information, but variations in how well teachers use this to plan the next steps in pupils' learning. There are also inconsistencies in how well teachers set out, introduce and share learning objectives. The ends of lessons are not always used fully to reinforce or extend learning, or to help pupils themselves to assess how well they have done and what they need to do next.

Curriculum and other activities

Grade: 2

The school provides a very good curriculum with a wide range of interesting activities for its pupils. It is regularly reviewed to ensure that the personal and academic needs of all pupils are met. Planning takes good account of pupils' health and safety through visits by the community police officer, clubs for sport and exercise, and a healthy eating topic. The outstanding provision for pupils with special educational needs provides them with the skills that enable them to take a full and equal part in all activities. Many enrichment activities add further interest and enjoyment to pupils' learning. Good use is made of visits to broaden their experiences and a wide range of clubs extends their learning. The school draws on the strengths and interests of parents to enrich the curriculum through focus weeks, such as the arts week. The school is developing links between subjects to draw on different skills and make learning more purposeful.

Care, guidance and support

Grade: 2

'The feeling in the school is lovely, caring and nurturing, and the children are certainly very happy here.' This comment by a parent sums up the excellent care the school provides for its pupils. Pupils know that adults have their well-being at heart. They feel safe and know that any unpleasant incidents in school are quickly and sensitively sorted out. Staff provide good role models and children's confidence and growth of self-esteem is nurtured throughout the school. Health and safety routines and risk assessments are fully in place and conscientiously observed. Child protection procedures are clear and widely understood. Pupils with special educational needs have outstanding support. This is very effectively organised and led by the behaviour support worker and learning mentor, who work very closely with staff, parents and other agencies, to ensure that personal and learning targets for these pupils are appropriate and successfully met. All pupils are set personal and learning targets. However, some are not sufficiently aware of these or of how well they are doing in meeting them.

Leadership and management

Grade: 2

The head teacher and deputy head teacher provide very good leadership and management for the school. They give clear direction for the school's work and focus very strongly on the all round development of pupils. The school is largely accurate on self-evaluation, and makes good use of information to plan its improvement. There has been very good improvement since the last inspection. Behaviour has vastly improved; work is much better matched to individual learning needs; weaknesses in subject knowledge have been addressed. The head teacher has built up a good staff team. The Foundation Stage is well led and the provision for pupils with personal and learning difficulties is very effectively managed. Subject leadership is good. Learning is monitored through looking at planning and pupils' work and talking with pupils.

More formal lesson observations are now carried out by the head and deputy head teacher. Areas of considerable strength have been identified as well as areas for improvement. The school is looking further at ways of sharing good practice in order to further improve the quality and consistency of teaching and learning. There are good opportunities for staff development closely linked to both individual and school needs. The school has very good systems for tracking pupils' attainment and progress and setting challenging individual targets. The work of the governing body is very good. Governors know the strengths and weaknesses of the school. They ensure that the school meets its legal obligations. Finances are very well used. Recent extensions to the school buildings have further developed an effective learning environment and a range of well-organised activities, along with contributions from the community, have helped to finance these. Links with parents and the community are excellent. This is shown in the very strong support given to the work of the school and to children's learning.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know what I found out when I visited your school. Thank you for taking part in the inspection. I spoke to many of you during my visit and you were always interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all the things that you take part in.

I liked these things the most: * You behave extremely well, work hard and enjoy your lessons. * You learn things more quickly than in many schools. * You are proud of all that you do; I did like the golden crowns some of you wore in the celebration assembly. * The school is very caring and listens to you. * Pupils who need extra help are extremely well supported. * Your parents are very keen to help you and give excellent support to all that the school does. * Your head teacher and deputy head teacher do a very good job.

I have asked the school to work on these things now * Give you more time and opportunity to talk about your lessons and how well you are doing. * Work to make all of your lessons even better.