



# Challock Primary School

## Inspection Report

**Unique Reference Number** 118374  
**LEA** Kent  
**Inspection number** 280303  
**Inspection dates** 29 November 2005 to 29 November 2005  
**Reporting inspector** Selwyn Ward RISP

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

|                                    |                    |                           |                        |
|------------------------------------|--------------------|---------------------------|------------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Church Lane            |
| <b>School category</b>             | Community          |                           | Challock               |
| <b>Age range of pupils</b>         | 4 to 11            |                           | Ashford, Kent TN25 4BU |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01233 740 286          |
| <b>Number on roll</b>              | 142                | <b>Fax number</b>         | 01233 740 286          |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Dr Jeromy Ness         |
| <b>Date of previous inspection</b> | 18 September 2000  | <b>Headteacher</b>        | Ms Susan Petrie        |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
| <b>Age group</b><br>4 to 11 | <b>Inspection dates</b><br>29 November 2005 -<br>29 November 2005 | <b>Inspection number</b><br>280303 |
|-----------------------------|---|------------------------------------|

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small village primary school with mostly mixed-age classes, although pupils are taught in year groups in Year 6 and, in the mornings, in the reception year and Years 1 and 2. Almost all of the pupils are White British and many come from relatively advantaged homes, as is reflected in the low number eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is average. The headteacher joined the school in September and there is currently no deputy headteacher, although an appointment has been made for the start of next term. In the meantime, one class has a temporary teacher.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school judges that it provides a good standard of education for its pupils. Inspectors agree. This is an effective school that gives good value for money. Children get off to a good start in the Foundation Stage (reception year). Throughout the school, the teaching is consistently good, as are the arrangements for pupils' welfare. As a result, boys and girls of all abilities, including the more able and those with learning difficulties, achieve well from their time in the reception year through to the end of Year 6, although more able pupils could still do better in writing. Pupils' personal development is very good; their behaviour is exemplary and they are keen to learn and do their best. The curriculum is good, with pupils catered for well in the mixed-age classes. The school has correctly identified, however, that the curriculum could be further improved by developing links between different subjects. There has been good improvement since the last inspection and the school's new leadership has already demonstrated that it has the capacity to build on the school's success and take it further.

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

- raise the standards attained by more able pupils in writing
- implement the plans to adopt the Excellence and Enjoyment strategy to link learning across different subjects.

## **Achievement and standards**

### **Grade: 2**

Standards have been consistently high for many years. In the tests taken at the end of Year 6, almost all pupils reach, and a high proportion exceed, the nationally expected levels in English, mathematics and science. Pupils surpass even the challenging targets set for them. Pupils with learning difficulties achieve very well because of the effective support they are given. The most able pupils achieve very well, overall, although last year they did much better in reading than in writing. The picture is similar in the reception year and in Years 1 and 2, with pupils of all abilities making good progress. The vast majority of children reach the early learning goals expected at the end of the reception year, and standards at the end of Year 2 are above average.

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

### **Grade: 2**

Pupils' personal development is very good: a strength rightly identified in the school's self-evaluation. Pupils are polite, showing appropriate respect for themselves and each other, and they enjoy their work and life in school. These good attitudes and the good teaching they receive mean that behaviour in lessons and around the school is excellent. Pupils' spiritual development is good and they are sensitive to the needs of those less fortunate than themselves. Very good relationships are established between the pupils themselves and with adults. These contribute significantly to the atmosphere in the school, which is both friendly and purposeful and which in turn has a very positive

impact on all aspects of the pupils' personal development. Teachers and teaching assistants provide exceptionally good role models and support pupils very well. Pupils develop confidence and independence as they grow, learning research skills, taking responsibility for their learning and having a genuine voice in the running of the school. Pupils' attendance is better than that in most primary schools and punctuality is good. Moral and social development is very good. Pupils gain a good understanding of different faiths and cultures. They enjoy healthy snacks and are beginning to understand the importance of physical exercise and making healthy eating choices. Pupils have a very secure awareness of safety issues, such as using equipment during playtimes. The playgrounds are healthy environments where pupils can play or relax without fears.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school and this enables pupils of all abilities to achieve well and make good progress. Inspection judgements confirm the school's own evaluation of teaching and learning. Teachers have high expectations and create an atmosphere in classrooms where shared learning is encouraged, enabling pupils to feel secure when answering or raising questions and helping them to learn well. Pupils take pride in and enjoy their work. Assessment and tracking of pupils' progress are good. Work is well planned and presented in an atmosphere designed to foster the use of literacy, numeracy, and information and communication technology skills across all subjects. Teachers' marking gives pupils a clear idea of how well they have done, although it does not always tell them how they can improve. Where the pace of the lesson is good, pupils work hard and get a lot done. Teachers challenge pupils of all abilities very effectively through their effective use of questioning. They make very good use of the interactive whiteboards in classrooms to help make learning fun. The teaching of pupils with learning difficulties is good and enables them to achieve their targets. Work is usually well matched to pupils' abilities, although occasionally it is insufficiently challenging for the most able pupils. Teaching assistants play an important and effective part in ensuring very good support for all pupils, and particularly those with additional learning needs.

### **Curriculum and other activities**

#### **Grade: 2**

The school ensures that the work set for pupils is relevant and helps them to build on what they have learnt before. Pupils' literacy and numeracy skills are supported well through links with work in other subjects, and the school has identified the further development of this as a priority in its school improvement plan. Pupils benefit from access to a wide range of extra-curricular activities, and a large proportion of them take up some of these opportunities. Provision for pupils with learning difficulties is excellent. The police and other agencies are invited to the school and contribute

specialist knowledge on aspects of the curriculum, such as the dangers of drugs, smoking and alcohol abuse, and sex and relationships education. Personal, social, health and citizenship education helps to ensure pupils understand the importance of staying safe and being healthy, and prepares them very well to make effective contributions to the community.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good. The school places a very high priority on supporting all pupils and has processes in place to ensure that this happens. Their academic and personal development is very carefully monitored and this enables their individual learning needs to be well met. In the reception year, children are carefully introduced to the routines of school life and the welcoming, secure and stimulating environment which they enter contributes significantly to the success of their early learning and their developing independence. Pupils say that they feel secure and well cared for and are confident in expressing their opinions. Health and safety procedures are regularly reviewed and are effective. Procedures for coping with accidents and illnesses are very good. All school staff are aware of vulnerable pupils and ensure that their specific needs are met. There are very good arrangements for child protection and all adults recognise and actively promote the pupils' safety and well-being.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school has been very successful in establishing a climate for learning where children feel secure and valued and where they are keen to learn and do their best. Pupils have been achieving well at this school for many years. The change in leadership has been managed effectively and the school has been successful in retaining the confidence of parents. The new headteacher appreciates that she has joined a popular and successful school and is keen to maintain and build on that success. There are effective, well established systems for monitoring pupils' learning. This has contributed to the consistently good quality of teaching throughout the school. Governors are very supportive of the school and have a good understanding of its many strengths and of areas that could still be improved.

The school's self-evaluation is accurate and perceptive. It draws appropriately on the views, surveyed by questionnaire, of parents and pupils. The school improvement plan sets out clear priorities, although it would benefit from setting success criteria that were more measurable.

Improvement since the last inspection has been good and the leadership of the school has correctly identified areas for further improvement and has already put in place measures to secure those improvements. For example, it is now providing additional creative writing lessons for able pupils in Year 6 who should be attaining the higher levels in writing in the national tests.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

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

### 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> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | 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

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> 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

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | 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   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

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

<sup>1</sup> 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**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 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  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| 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 |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| 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 |
| <b>The extent to which learners make a positive contribution</b>  |     |
| 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 |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| 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**

Challock Primary School Church Lane Challock Ashford Kent TN25 4BU

30 November 2005

Dear Children

I am writing to let you know how much we enjoyed coming to visit you. Thank you all for making us so welcome and helping us during our day at your school.

Here are the important things that we want you to know:

- You are very proud of your school and your parents are pleased that you come here.
- You have a happy school where children help each other and behave very well indeed.
- You do very well at school and your teachers are doing a good job.
- Your headteacher runs the school very well. She listens to what you think about the school and works hard to make changes happen.
- We think some of you could do even better in writing.
- We agree with the school's plans to make lessons more interesting by linking topics together.

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

Yours Sincerely Selwyn Ward Lead Inspector