

Achievement and standards

Grade: 1

Standards are exceptionally high and pupils achieve extremely well. When children enter the school in Reception, they have a wider range of skills and experiences than is usually found in this age group. They make good progress in the Reception Year and most are working securely within, with many exceeding, the expected goals for learning by the time they start in Year 1. Pupils build on this good progress throughout Years 1 and 2 so that standards are well above average by the end of Year 2. Standards have been consistently well above average in the Year 2 national tests for the past five years and were exceptionally high between 2004 and 2006. In 2006, the results in writing and mathematics were very high. The school's provisional data for 2007 show that these very high standards are being maintained.

This positive picture continues in Years 3 to 6, with pupils making excellent progress. The national test results in Year 6 have been well above average in four out of the past five years. In 2006, they were exceptionally high overall and particularly strong in mathematics. The school's data suggest that the results in 2007 may not be quite as high as in 2006 because a few pupils in the relatively small cohort have particular learning and other needs. Pupils with learning difficulties and/or disabilities did particularly well in the 2006 tests and continue to make very good progress because of the carefully targeted support they receive. Boys did far better than the girls in 2006 but the school has successfully reviewed the curriculum and its teaching and learning approaches to rectify this disparity.

Personal development and well-being

Grade: 1

Pupils clearly enjoy coming to school and their very good attendance is a testimony to this. They talk enthusiastically about their work and the interesting activities they do. Their behaviour and their understanding of how to keep safe and healthy are excellent and large numbers participate in the wide range of clubs provided for them. The well-structured class and school councils ensure that pupils have a strong voice in the school's development as well as enabling them to contribute to the wider community. From a very early age, pupils take on a wide range of responsibilities, which develop their self-esteem and confidence very well. All these opportunities prepare pupils very well for their future lives. Pupils' spiritual, moral, social and cultural development, promoted through the school's Christian ethos, the curriculum and the school's high expectations, is particularly strong. A striking feature of the school is the care that they have for each other, with the 'friendship bench' ensuring that pupils are not left on their own for too long.

Quality of provision

Teaching and learning

Grade: 2

Although there is much first-rate teaching, it is good overall as its quality is not entirely consistent throughout the school, mainly because of the inexperience of a small number of teachers. Lessons are carefully planned, with teachers using their strong subject knowledge to provide challenging and interesting activities to meet the needs of all pupils, which is particularly important in the mixed-age classes. Teachers use a wide variety of approaches to help pupils learn and make effective use of interactive whiteboards to support teaching and learning.

Expectations are high throughout and pupils respond with interest and enthusiasm to the teachers' requirements. Pupils write extensively and well, and are adept at working on their own and with others. Teaching assistants support pupils with learning difficulties and/or disabilities effectively in lessons and when withdrawn for individual or group work. Teachers mark pupils' work and assess their progress regularly and systematically, but not all teachers ensure that their marking gives pupils sufficient information on what they need to do to improve.

Curriculum and other activities

Grade: 1

The broad and balanced curriculum provides pupils with many worthwhile and challenging opportunities to grow, develop and achieve very well. Curricular planning is thorough and a recent review of the curriculum has led to more opportunities for linking subjects together. Children in Reception, who are in a mixed-age class with younger Year 1 pupils, cover all areas of learning through a programme of activities, some led by the teacher and others initiated by the child. The constraints of the accommodation and the school site make planning more difficult for children to move easily between indoor and outdoor activities but at present there is insufficient structure to the child-initiated activities to ensure that they get the most out of them. The school recognises this and has already taken steps to sharpen the planning. The curriculum as a whole, as well as the wide range of enrichment opportunities provided, supports pupils' personal development exceptionally well, effectively preparing them for their future lives and for keeping safe and healthy.

Care, guidance and support

Grade: 1

Staff know their pupils extremely well and ensure that they are safe and well cared for. Pupils are confident that they can go to any member of staff if they have a problem. Child protection, health and safety and other safeguarding procedures are fully in place. The school's ethos is warm and encouraging, and relationships are excellent. Specific action has been taken to improve the self-esteem of individual pupils and to identify those who might need additional support. Pupils with learning difficulties and/or disabilities, who are the only potentially vulnerable group, receive extremely well-targeted support so that they do very well. The school has robust systems to track pupils' progress against their challenging targets and to identify those who may be in danger of falling behind. A relative weakness is that the progress of pupils with additional needs is not assessed regularly enough to check the effectiveness of any intervention strategies. The school involves parents in supporting their child's education very well and parents are positive about the school's provision.

Leadership and management

Grade: 1

A genuine concern for all pupils and a desire to help them succeed are distinctive features of the leadership of the school. The headteacher, with the strong support of her deputy, leads by example and provides clear educational direction to the school's work. She has a strong focus on continuous improvement and developing the school's relationships and involvement with the wider community. The school's priorities are clearly set out in the strategic plan. Being a small school, most staff have multiple responsibilities, which they undertake effectively. Staff work well together and their professional development has high priority. Relatively inexperienced

staff receive excellent support to improve their practice. Systems for checking the school's work are rigorous and the governing body plays a key role in this. Governors actively support the school and undertake their responsibilities extremely well. Relationships with parents are excellent. Although a small number of parents consider that the school does not take sufficient account of their views, the evidence shows that staff and the governors take full account of the parents' views in determining what action to take.

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.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Crockham Hill C of E Primary School, Edenbridge, Kent TN8 6RP

Thank you for making me feel so welcome when I visited your school recently. I enjoyed talking to so many of you about your work and hearing about all the interesting things that you do. You clearly like your school. This letter is to tell you what I found.

- You go to an outstanding school that helps you to reach very high standards.
- You work hard and make excellent progress in your learning because you are taught well.
- You are friendly and polite to each other and to visitors, and your behaviour is excellent.
- You enjoy your lessons and many of you take part in the large number of clubs and other activities that the school provides for you.
- Adults in the school look after you very well and make sure that you are safe.
- The teachers give you challenging work to do and know how well you are doing.
- The school is led extremely well by the headteacher, senior staff and governors, and they work very hard to make sure that you get the best possible education.

So much of what the school does for you is of high quality that I have identified only a few areas that need to improve. I have asked staff to do two things.

- Mark your work more consistently and give you clearer guidance to help you do even better.
- Sharpen the planning in Reception and give children more guidance in the activities that they choose for themselves.

I hope that you will continue to do your very best so that you carry on reaching such high standards. I hear that you enjoyed your sports day and that all of you did well. I was sorry that I missed it!

Best wishes

Mrs Joan Greenfield Lead inspector