

# Colliers Green Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118716
<b>Local Authority</b>	Kent
<b>Inspection number</b>	313060
<b>Inspection date</b>	21 May 2008
<b>Reporting inspector</b>	Mike Capper

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Golding
<b>Headteacher</b>	Joyce Nash
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Colliers Green Cranbrook TN17 2LR
<b>Telephone number</b>	01580 211335
<b>Fax number</b>	01580 211335

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

the impact of the school's strategies to close the relatively small gap between reading and writing for the more able

pupils' enjoyment of school, relationships, and the way that they take responsibility

enrichment of the curriculum

the role of subject leaders.

Evidence was gathered from observations of pupils at work and play, discussion with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils come to this small rural primary school from a number of villages in the immediate area. The proportion identified as having learning difficulties is broadly average. The number eligible for free school meals is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

One parent accurately captured the essence of this outstanding school when commenting that 'We could not have chosen a better school for our child and the "can do" attitude is incredible – from the exciting and stimulating activities to the vast number of clubs and opportunities on offer before and after school hours.' The school is particularly successful at helping pupils to develop a love of learning and a deep appreciation of the wonders of the world around them.

Children get off to an excellent start in the Foundation Stage, where they benefit from a rich curriculum. Pupils continue to make very fast progress in the rest of the school, and standards are exceptionally high by the end of Year 6. Pupils' achievement is excellent because they are taught very well and are given outstanding support if they are struggling with their work or have learning difficulties. Teachers make very good use of resources to bring subjects alive, especially in science, where exceptional use is made of the beautiful school grounds to support learning. For example, pupils are using a webcam to monitor the hatching and growth of a family of blue tits that is nesting next to one of the classrooms.

Adults provide very high quality care for the pupils and ensure that they become very responsible citizens. Consequently, pupils develop high levels of confidence and are prepared exceptionally well for the next stage of their education. Pupils have an outstanding understanding of how to stay safe and healthy, talking very confidently about the importance of exercise and the need to take care on the busy road next to the school. Pupils greatly enjoy school, with comments such as 'every day is fun' and 'the teachers look after us really well' typically summing up their views. Pupils especially like the wide range of musical and sporting activities as well as visits and visitors that the school provides. These greatly enrich the already excellent curriculum and compensate very effectively for the lack of space in the school hall that limits some physical activities.

Relationships between classmates and adults are superb, with everyone helping each other when needed. There is a delightful atmosphere in lessons because pupils behave very well and always try their best. This means that there is a consistently fast pace to learning. Pupils make an excellent contribution to the community by taking part in local events and working very closely with other schools and groups. Pupils' awareness of the importance of looking after the planet for future generations is exemplary. For example, they have produced the 'High Weald Wet Welly Walk' that very successfully encourages an appreciation of the immediate locality. Classrooms and corridors are lively, exciting places with attractive displays of work that stimulate learning and celebrate pupils' achievements. A temporary school museum shows to good effect pupils' recent high quality work in history, including excellent models of celebrities from the twentieth century made with wooden spoons.

Pupils very keenly take responsibility and carry out their roles very conscientiously. There is a successful school and eco council. Councillors speak confidently about how their work is improving the school, making some very pertinent comments about what is good and what they would like to see changed. They have rightly identified that lunchtimes are not quite as calm and harmonious as other times during the school day and they have some very good ideas about how this could be improved.

The school is so successful because leaders have created an ethos in which all pupils are valued and respected. The reflective and purposeful leadership of the headteacher has ensured that the school has continued to move forward very quickly since the last inspection. There is a very

clear understanding of the school's priorities for development, based on very thorough systems for checking effectiveness. For example, at the end of the last academic year, teachers realised that slightly more pupils were reaching the higher levels in reading than in writing. The school has tackled this rigorously and strategies such as the renewed focus on using reading to extend pupils' vocabulary and to stimulate creativity are already helping to close the gap.

Subject leaders are hardworking and enthusiastic. However, they have too few opportunities to check on the quality of teaching and learning for themselves, making it difficult for them to identify and iron out any minor inconsistencies in provision across the school. There are many new governors. They have quickly strengthened their role in holding the school to account and they take a full part in strategic planning. Governors are aware of the need to publish a school profile in order to comply with regulations.

The sense of partnership across the whole school community is very strong. The school is supported superbly by parents who are almost unanimously delighted with every aspect of the school's work. Parents offer their skills, raise funds and help children with work at home, contributing enormously to the success of the school. The school has set itself very challenging targets for the next stage of its development and it is very well placed to realise these aspirations.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision for children in the Foundation Stage (Reception Year) has improved significantly since the last inspection and children are now making excellent progress. This means that children who start school with skills that are slightly better than those expected for their age reach standards that are securely above average by the end of the Reception Year in all areas of learning. Children do especially well in personal, social and emotional development because of the high expectations of all adults. Adults expect children to do their best at all times and there is a purposeful buzz in lessons as children go happily about their work. Children's knowledge and understanding of the world is also very strong. This is because the excellent curriculum ensures that there are many opportunities for children to explore the world around them, with particularly good use being made of the well-resourced outdoor area. For example, during the inspection, a group of children worked with great perseverance as they used gutters and pipes to learn about the properties of water. Leadership of the provision is good. In the current year, leaders are making increasingly good use of data to measure progress over time so that any areas for development can be identified even more quickly.

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

- Give subject leaders more opportunities to check on the quality of teaching and learning in their subjects.

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## Annex A

## Inspection judgements

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

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	1
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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	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

Dear Pupils

Inspection of Colliers Green CE Primary School, Cranbrook TN17 2LR

Thank you for welcoming me to your school and for showing me your work. You were very polite and friendly and I enjoyed talking to you. I agree with you that your school is excellent, and that staff do a lot to help you.

Some of the things I found out about your school:

- You are supported very well, and excellent teaching helps you to learn new things very quickly throughout the school. This means that you reach very high standards by the end of Year 6.
- Younger children get a super start in the Reception class, where you work together well and settle quickly.
- You really enjoy school because adults make learning exciting by planning many fun activities both in and out of lessons.
- You behave exceptionally well and take responsibility very sensibly. I am very pleased that you take such good care of the environment.
- The school council does a good job of representing your views. I agree that the school should listen to your ideas for improving lunchtimes.
- Your teachers and other adults are very kind and caring and they give you high quality support when you are struggling with your work.
- The school is very well led and managed and all the adults are working very hard to make the school even better.
- Almost all of your parents and carers are very pleased that you come to this school.

What I have asked your school to do now:

- Give teachers who are in charge of different subjects more time to check how well you are being taught so that they can find out what to do next to improve your work.

I thoroughly enjoyed talking to you about your work and watching you learn. You can help your teachers by continuing always to do your best and I wish you well for the future.

Yours sincerely

Mike Capper Lead Inspector