

Crookham Church of England Aided Infant School

Inspection report

Unique Reference Number	116403
Local Authority	Hampshire
Inspection number	326383
Inspection date	27 February 2009
Reporting inspector	Brian Evans

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	176
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Stephen Luckhurst
Headteacher	Mrs Emma Floyd
Date of previous school inspection	2 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Gally Hill Road Church Crookham Fleet GU52 6PU
Telephone number	01252 615547

Age group	4–7
Inspection date	27 February 2009
Inspection number	326383

Fax number

01252 612086

Age group 4-7

Inspection date 27 February 2009

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors gathered evidence from lesson observations, pupils' work, assessment information, documents, interviews and discussions. They evaluated the overall effectiveness of the school and investigated the following aspects:

- key factors which enable the school to achieve above average standards
- learning and development in the Early Years Foundation Stage
- consistency between how teachers assess and track pupils' progress and how well this informs pupils as to how they can improve their work
- impact of leadership and management initiatives since September 2008

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

Crookham is smaller than most infant schools and is oversubscribed. The Early Years Foundation Stage consists of two parallel Reception classes and there are two further classes in each of Years 1 and 2. Almost all the pupils are of White British heritage and none are at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities, mainly communication and literacy skills, is broadly average. The school has gained the enhanced Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Crookham is a good school. Standards are significantly above average and pupils make good progress. Over the past few years there have been a number of changes in senior leadership because of illness and secondment. Nevertheless, the 'lovely, caring and nurturing approach with very happy children' described in the last inspection report has been maintained successfully through these changes. The headteacher, who took up her post in September 2008, has quickly gained the confidence of the parents and all adults working in the school. She has the full support of her very able deputy and of a good team of experienced and young teachers. Together they are building on the strong pastoral base and striving for even higher standards. Parents are overwhelmingly supportive. One among very many commented, 'It is such a joy for me to see my son go to school with a smile on his face, never complaining.'

The impact on achievement is already apparent, for example, in the progress made by all years in writing. Since the last inspection, assessment data have been used much more effectively to monitor pupils' progress. Pupils have clear 'sunshine' targets and are eager to achieve these by working through a system which ensures that such targets are learned well. The headteacher's vision, fully shared by her staff, is of pupils enjoying their work and being fully immersed in their learning. Teachers follow a creative curriculum in which basic skills are learned through a wide range of topics and settings. For example, a Year 1 class teacher used registration time to probe and enhance pupils' number skills: 'How did you know that there are 29 present today?' Achievement is rising for all groups of pupils, although it is recognised that there is scope to raise further the standards of higher attainers in writing and mathematics.

Children enter the Early Years Foundation Stage with broadly average skills and make good progress. By the time they leave the school, pupils' attainment is significantly above average in reading, writing and mathematics. Standards are rising because of good teaching and learning based on an outstanding curriculum. The priority this year is rightly based on continuing to develop approaches which enable pupils to become better learners. Relationships are excellent throughout the school. Pupils listen to teachers carefully and are asked questions that make them think. Thus teachers are able to assess how well they have learned. Excellent opportunities for enriching learning include a wide range of sporting activities for all pupils taught by specialist coaches. Pupils are very aware of what constitutes an active, healthy lifestyle. The curriculum enhances personal development exceptionally well through a very well-implemented programme of personal, social and health education. Pupils speak with enthusiasm of what they learn about the world and the wide range of cultures and faiths in this country and internationally.

A few parents said that they felt that communication between them and the school is not good. This was investigated, and there is no evidence to support this concern. Communication with parents is better than that found in many schools and parents are very active in the life of the school. There is also an annual questionnaire seeking parents' views and excellent procedures to ensure that their children are inducted well into the school. Together with the regular parents' evenings, these encompass many aspects of effective practice.

The excellent care, guidance and support have a positive impact on pupils' personal development. All safeguarding requirements are met in full, so that pupils rightly say they feel very safe and secure at school. Learning support teachers and well-trained classroom support assistants provide very good help for pupils with additional needs. Their expertise enables pupils to make good progress. Pupils' behaviour is exemplary and their spiritual, moral, social and cultural

development is excellent. This is reflected in pupils' very high levels of attendance. Pupils volunteer eagerly when asked to take on the very wide range of responsibilities on offer. A Year 2 play leader, resplendent in her cap of office, described her role during play time as 'making sure that everyone is happy.' The good levels of attainment, linked to excellent collaborative and personal development, mean that pupils are exceptionally well prepared for their move to the junior school.

The quality of leadership and management at all levels is outstanding and is making a significant impact on raising achievement. Governance is good. Governors are kept fully informed about the school's effectiveness. As well as having a clear understanding of the school's strengths and development points, governors also sensitively challenge and question to ensure that the school's provision and standards continue to advance.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle into school quickly and happily because there are effective induction procedures. Their personal development is a high priority. Parents are very complimentary about the overall provision. Children enjoy the wide range of learning activities on offer. They make good progress across the areas of learning so that many are working above the expected levels on entry to Year 1. This is particularly noticeable in their writing. Children enjoy being writers, as can be seen in some of their recent work on the story of 'The Three Little Pigs', with some attempting the whole story. A well-planned curriculum takes full account of the children's interests by involving them in the topics to be covered each half term, thus extending their motivation and involvement. Children develop a good level of independence. Some excellent questioning by teachers and teaching assistants fully extends children's ideas and encourages them to solve problems. However, this is not consistent across Reception which hampers overall progress. The children's welfare is promoted outstandingly well within a safe and well-organised learning environment. All children thrive and grow in confidence and self-esteem. Good use is made of assessment to ensure that all staff are clear about the next steps in children's learning. The Early Years Foundation Stage action plan lacks detail but the overall provision is very effectively managed with the children at the forefront of planning and organisation.

What the school should do to improve further

- Extend and build on initiatives to raise achievement in writing and mathematics for higher attainers.
- Implement further strategies on improving the quality of pupils' learning.

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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?	2
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	1
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 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

12 March 2009

Dear Pupils

Inspection of Crookham Church of England Aided Infant School, Fleet, GU52 6PU

We really enjoyed visiting your school. Thank you very much for the friendly way you welcomed us and for helping us find out about your school.

Both you and your parents told us that you love school and that you feel safe and well cared for. We are not surprised. Yours is a good school and everybody who works there tries hard to help you to do well. Your headteacher, teachers and all adults in the school have done an excellent job to make sure that you work and play together in such a friendly way and to make the school successful.

We were very impressed with your behaviour. I particularly enjoyed talking with you in the lunch hall and the way you made me feel part of the family of your school. Another highlight of our visit was the eagerness and maturity with which all of you take on responsibility in and out of the classroom. Your play leaders, for example, make sure that everyone is happy during play times.

You work hard in lessons so that you learn lots of new things. Your progress is good and you attain above average standards in reading, writing and mathematics.

We know that all of you are very keen to do even better at your work. So we have asked your teachers to do two things, with your help. First, to continue to improve your writing and mathematics: we saw some good examples of your work during our visit. Second - and this one really does need your help - is for teachers to understand more fully the ways you like to learn best.

Thank you once again for being so helpful to us.

With very best wishes for your future.

Yours faithfully

Brian Evans

Lead Inspector