

# Challock Primary School

## Inspection report

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<b>Unique Reference Number</b>	118374
<b>Local Authority</b>	Kent
<b>Inspection number</b>	326816
<b>Inspection date</b>	3 February 2009
<b>Reporting inspector</b>	Peter Sudworth

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	149
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Norley
<b>Headteacher</b>	Susan Petrie
<b>Date of previous school inspection</b>	29 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Lane Challock Ashford TN25 4BU
<b>Telephone number</b>	01233 740286
<b>Fax number</b>	01233 740532

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller-than-average primary school. Children enter the Reception class in the September following their fourth birthday. The youngest begin part time. All commence full time in stages before the autumn half term according to their age. There are five mixed-age classes. However, each morning a sixth class is formed when the Year 1 pupils are taught separately. The percentage of pupils entitled to free school meals is below the national average. The proportion of pupils who have difficulties learning the basic skills and/or with disabilities is about the same as usually found. Almost all pupils are of a White British background. The proportion of pupils from minority ethnic groups is much smaller than the national average.

## 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. Some features are outstanding. It is a happy place of learning and pupils thoroughly enjoy their education. The staff's care for the pupils and the support and guidance they provide are outstanding. Parents unanimously praise the school's efforts for their children. They rightly feel that the children flourish and grow in confidence. This is because good teaching helps to create such a positive learning atmosphere from the youngest children in the Early Years Foundation Stage (EYFS) to the oldest in Year 6. Parents appreciate the opportunities to visit every half term to see what the pupils have been doing. They feel very welcome at any time to discuss any issues. One parent writes, 'It is a lovely, happy, friendly school and each child is made to feel important.' This is a listening school. It is now keen, for example, to take on board parents' suggestions for an evening workshop to explain how mathematics and English are taught, so that they can help their children more effectively at home.

In their academic work, they achieve well and reach above average standards, although not enough pupils reach the higher levels in writing by both Years 2 and 6. The school is striving hard in this respect. It is adopting some good strategies to do so. Reading and science are particular strengths and pupils reach well above average standards in these particular areas. Pupils are well prepared for their future education.

Pupils are highly respectful of each other and develop excellent social skills by engaging with different ages in the community, including the elderly. Their personal development is outstanding. They have an excellent understanding of, and practise safe and healthy living and clearly understand 'stranger danger'. Pupils take part with enthusiasm in all that they do, both in school and in local village events. They make a very positive contribution to the local community. The community is also part of the school, sometimes working together with the children on their own ideas. The award-winning 'Literacy Garden', built and displayed at a recent Hampton Court Flower Show, and now reassembled on the school's site, is testimony to the way parents, together with community expertise, work together with pupils on their own ideas. Pupils have a real empathy for others shown in their commitment to the local community and in raising funds for global and national charities. However, the pupils recognise themselves that they could have a better understanding of living in a multicultural society. The school is also aware of this and planning to improve this aspect.

The staff work most effectively as a team under the very good leadership of its headteacher. The school is addressing the correct priorities for the school's future development and has the good support of an effective governing body. The good teaching and interesting curriculum, combined with careful tracking of pupils' attainment levels, ensure that they all make good progress over time. The school's self-evaluation is very accurate. The school has made good progress since the last inspection. Its good teamwork and keenness to do the very best for every child indicate that it has a good capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The children's skills on entry are broadly at the expected levels for their age. However, comparatively small numbers mean that there are fluctuations in results from year to year, dependent on the number of children who find difficulty learning the basic skills. Most children

reach average standards by the end of the Reception year and a few exceed them. They make good progress, with a particular strength in their personal, social and emotional development.

An enjoyable range of activities keeps children purposefully engaged. Through drama, children enjoyed recreating the story of the 'Three Billy Goats Gruff', facilitating their imaginative use of vocabulary. The learning environment is well planned. Direct access to the outside supports the children's choices of activity. The care and welfare of the children are excellent and the children make great strides in developing their own independence. The children enjoy each other's company and behave extremely well. The provision is well led and good induction arrangements support the staff's very positive relationships with parents and the confident way that the children settle into school. Teaching is good, but sometimes the most able children do not undertake activities that challenge their abilities to the full. The curriculum is well planned, but there is scope to increase opportunities to help children develop more awareness of cultures other than their own.

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

- Build on the steps already taken to ensure even more of the able pupils reach the higher levels in writing in Years 2 and 6.
- Enable pupils to understand better that they are part of a multicultural society and so form positive attitudes to diversity and difference.

## **Achievement and standards**

### **Grade: 2**

Results have been above those nationally in both Years 2 and 6. Pupils make good progress by Year 2. Reading is a strength. However, not as many reach the higher level in writing as in reading. The school is giving good attention to this issue. For example, new approaches to teaching letter sounds and punctuation are resulting in increasing gains in the quality of writing. Pupils' handwriting is of a good standard.

All pupils continue to make good progress in Years 3 to 6. Reading continues as a major strength. Pupils' skills in science are well above average due to very skilled teaching in the subject and ample opportunities for investigation. Pupils' attainment in writing is also above average but, as in Year 2, not enough pupils always reach the higher level. The increased use of writing across the curriculum and more focus on imaginative vocabulary and style are having a positive influence on writing. Currently, pupils' overall standards continue to be above average. Pupils who have difficulties learning basic skills make good progress throughout the school.

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

### **Grade: 1**

Pupils' well above average attendance, outstanding behaviour and attitudes support their learning very effectively. They have excellent relationships with one another and with staff and so feel very safe in school. They very keenly participate in the extra-curricular activities, which widen their interests. Pupils develop confidence in contributing ideas through the well run school council and regular pupils' questionnaires. They have suggested water saving methods and a 'Trim Trail'. This provides lots of enjoyment and supports their healthy lifestyle. Excellent involvement in local community events, for example church activities and the village 'goose fair', helps their social maturity extremely well. Several charitable activities enable them to understand others' needs and circumstances and to do something about them. Pupils have

good links with the elderly locally, distributing harvest produce to them and entertaining them at school concerts. They make regular contributions to various charities and sponsor a child in India. Pupils do not have enough appreciation of living in a multicultural society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The staff's excellent relationships with pupils support a good focus on learning in lessons. They plan well for the mixed-age classes. They are now successfully adopting strategies to increase attainment at the higher level in writing and mathematics. However, the full impact is yet to be seen. Small group teaching for pupils who experience difficulties learning basic skills supports their good progress. There is a good balance of pupils' activity and instruction. Teachers make good use of modern technology to use visual methods to present their lessons, which helps to retain the pupils' interest. Staff have high expectations of presentation and so pupils work neatly and with good attention to their handwriting and the setting out of their work. History and science are particularly well taught, for example, Year 6 pupils experimented with different types of vinegar and bicarbonate of soda to produce gas to inflate a balloon, inspired by volcano studies.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well supported by a very wide range of extra-curricular activities. These really enthuse the pupils. The more physical of these contribute very well to their healthy lifestyle. The curriculum is diverse and well balanced with good provision for physical education, including swimming. Writing has been a weaker aspect but the school is addressing this and pupils now have good opportunities to write in different subjects. The school has worked hard and successfully made the curriculum more creative. This has been particularly effective in humanities. Pupils dressed up as knights, ladies and servants in a study based around medieval castles. Very good use is made of computers to support learning, such as researching the Dover Bronze Age Boat. The increased focus on encouraging pupils to take more ownership of their learning has developed well and has increased pride in their work. Specific focus weeks, such as science week, in which pupils made rockets and built volcanoes, add very interesting variety and support links between subjects most effectively. Success in a creative approach to the curriculum is encouraging even more interesting ideas to be developed.

### **Care, guidance and support**

#### **Grade: 1**

The care that the staff take of the pupils is outstanding. Every pupil is known extremely well. Health and safety procedures, first aid arrangements and child protection procedures are excellent. There are very good links with outside agencies to support vulnerable pupils. The school quickly obtains expert advice for pupils who have very particular needs. Pupils are very reassured by the staff's high quality of care and compassion and confidently approach them to express any concerns. The community spirit within the school is excellent.

Teachers' marking of work is thorough and up-to-date. Their written comments both value what the pupils have produced and support further improvements. Pupils' personal learning targets are kept to the forefront, written in language they understand and so they clearly know

how they can improve their literacy and numeracy. Teachers track pupils' work on a very regular basis and set up procedures quickly to assist those who are not making expected rates of progress.

## **Leadership and management**

### **Grade: 2**

The headteacher leads the school very well. She sets a very pleasant tone, which secures a good team effort, a visible commitment and shared vision which enhance teaching and learning. The school development plan is well constructed. The involvement of governors and all staff, along with the gathering of pupils' and parents' views, ensures that it has the correct priorities for development. The community focus in the school development plan is currently focused on the local community. The governing body appreciates that it needs to widen this focus to encapsulate the broader realms of community work in which the school is already involved. The school development plan is on schedule.

The governing body has a good range of expertise, which enables it to function effectively and to be both a supportive and critical friend. It has a well organised system of committees. Members have specific subject or school aspect links and visiting governors keep updated on developments in these through focused visits.

The good monitoring of planning, lessons and pupils' work helps staff to support one another and to develop the quality of teaching and learning. Staff set challenging targets and these have helped to maintain above average standards. School self-evaluation is very accurate. It is working hard to improve even further the attainment of its most able pupils in writing and it is keen to develop pupils' understanding of living in a multicultural society.

**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).**

## 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	2

**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?	1
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 <sup>1</sup> 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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
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**

4 February 2009

Dear Pupils

Inspection of Challock Primary School, Challock, Ashford TN25 4BU

Thank you so much for your warm welcome when we visited your school. We were pleased to visit you despite the very wintry conditions. You were very kind in talking to us about your school and letting us see your work. You attend a good school. Some aspects of your school are outstanding. Your parents are very pleased that you attend Challock Primary. We agree with them. You make good progress and reach standards above those that we normally see. We were very interested in your mosaic at the front of the school and in your literacy garden. Your behaviour and attitudes to work are outstanding. The staff take excellent care of you and help you to improve.

There are just two matters which we are putting in the report that will help the school to improve further. The school does realise these matters also. First, we would like more of you to reach the higher level in writing by Year 2 and Year 6. The school is already working hard to do this. The second is to help you to understand more that you live in a country where there are many different groups of people who have very different backgrounds to your own. We would like you to learn more about these interesting differences.

Thank you once again for your help. We wish you all every happiness and success in the future.

Yours sincerely,

Peter Sudworth Lead inspector