

Crockham Hill Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118615
Local Authority	Kent
Inspection number	339256
Inspection dates	1–2 July 2010
Reporting inspector	Helen Hutchings

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Reverend Father Robert Jones
Headteacher	Valerie Viret
Date of previous school inspection	27 June 2007
School address	Crockham Hill Edenbridge TN8 6RP
Telephone number	01732 866374
Fax number	01732 865209
Email address	headteacher@crockhamhill.kent.sch.uk

Age group	4–11
Inspection dates	1–2 July 2010
Inspection number	339256

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by two additional inspectors. Inspectors visited nine lessons involving seven teachers, and held meetings with representative governors, staff and groups of pupils. They observed the school's work and looked at pupils' work, the school improvement plan, assessment information and curriculum planning. In addition, 34 questionnaires from parents and carers were received and analysed together with 14 from staff and 71 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make, particularly in Key Stage 1
- how well the curriculum supports the teaching of reading
- arrangements to meet the needs of children in a class with Year 1 pupils
- how effectively school performance is monitored and evaluated and the extent to which all staff are involved in setting priorities for further improvement.

Information about the school

The pupils in this smaller-than-average-sized primary school are mainly from White British backgrounds, but other heritages are represented in small numbers. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is above average. Pupils' identified needs mostly relate to speech, language and communication difficulties. An above-average proportion of pupils leave or join the school part way through their primary education. The school holds Basic Skills Quality Mark, Healthy School, Travel and Eco-School awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?**1****The school's capacity for sustained improvement****2**

Main findings

'I feel very fortunate that my child is a pupil at such a wonderful school' is a comment that typifies the regard that many parents have for this outstanding school. Pupils are rightly proud of their school and make an excellent contribution to its smooth running and plans for further development. They thoroughly enjoy school and are polite and considerate towards one another. All staff and the governing body work hard towards the same goal of helping pupils to achieve to the best of their ability in a secure and caring environment. Excellent care, guidance and support are outstanding features of this school. Self-evaluation is well informed and accurate, and staff at all levels are involved fully in identifying and contributing to the school's improvement priorities. Since its last inspection, the school has improved upon already high attainment. This record shows that it has a good capacity for further improvement.

The school ensures that pupils have memorable experiences which promote good learning and pupils' personal development exceptionally well. The outstanding curriculum is enriched by extensive provision for sport and music and by many additional visits. Pupils have very positive attitudes to learning. They have an excellent understanding of how to stay safe and look after their health. Pupils value and respect each other's views, contributing well to learning and the school's warm family ethos. Pupils' spiritual, moral, social and cultural development is promoted well through all aspects of school life, effectively reflecting the school's faith status. Pupils reflect maturely on Christian values, for example considering the relevance of Bible stories to modern day living. Pupils study many of the different beliefs represented in today's society, but senior leaders recognise that currently pupils do not have enough first-hand opportunities to learn about life in multi-cultural Britain.

Children get off to a good start in Reception and teachers build well on this through the rest of the school, so that pupils achieve well. Their outstanding academic achievement and ability to work together ensure that they are exceptionally well prepared for future learning. Although generally above national average, attainment in reading has not been as strong as in writing by the end of Year 2. Changes made, including a daily guided reading session and an increased emphasis on the teaching of phonics, have had a positive impact. As a result, attainment in reading is now well above the national average. Teaching is effective across the school so that pupils make consistently good progress. Teachers give pupils work at different levels which generally meets the needs of different abilities and ages within the class, although sometimes tasks could be more challenging. Teachers identify clear learning objectives and generally use these well to review learning at the end of the session. On occasion, not enough is made of the plenary to make sure that pupils have reviewed their success and thought about the

next steps in their learning. Teaching assistants make a good contribution to pupils' learning, often focused on helping individual pupils or small groups.

What does the school need to do to improve further?

- Make teaching and learning even more effective so that pupils' progress is accelerated further by:
 - ensuring that tasks are always closely matched to their earlier attainment
 - make greater use of opportunities to review how well learning is progressing.
- Give pupils more opportunities to understand cultural diversity in modern Britain.

Outcomes for individuals and groups of pupils

1

The school's commitment to ensuring high quality outcomes for pupils' academic and personal development is reflected in the wide range of national awards achieved in recent years. Pupils enjoy all that the school offers, shown in their high attendance and concentration in lessons. They are keen learners, as was seen for example when a teacher used a software programme as a stimulus for writing. Year 6 pupils began to record their ideas for an opening to a story before being required to do so. However, sometimes in their enthusiasm, pupils chatter when their teacher is explaining the detail of their tasks. Pupils have excellent opportunities to develop their creative writing and use their skills well in other subjects across the curriculum. Attainment in the Year 6 national tests is consistently high. Pupils who have special educational needs and/or disabilities and those whose circumstances make them vulnerable make good, and sometimes excellent, progress because of well-targeted and effective support. Higher ability pupils also make good progress, particularly when work is challenging and gives them opportunities to work things out for themselves.

Pupils' commitment to school is shown in their support for a very wide range of clubs, covering a range of interests from sewing and cookery to 'Star Performers' and a poetry club. Sport is well represented and attended. Pupils' enthusiasm for sporting activities is seen in their success in competitive events and their eagerness during sports afternoon during the inspection. They are energetic at playtimes, making full use of the high quality equipment and well-planned grounds. Pupils are responsible advocates for their own safety as seen in their positive response to the school council's introduction of a rota of activities so that different games can be undertaken in the playground. They willingly take on responsibility, for example as playground leaders to involve younger children in games, or using their information and communication technology (ICT) skills to produce a school magazine. Pupils express their appreciation of the support of the local community in providing additional facilities and, in turn, make their own contribution such as keeping a stretch of road litter free or carol singing at Chartwell. Pupils have a keen awareness of ecological issues and they proudly initiate activities, such as Year 6 pupils planting a 'willow classroom' to be used by other classes. Pupils report that they feel safe and that any incidents of inconsiderate behaviour are taken seriously and dealt with quickly and effectively by an adult. Consequently, the school is

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

happy and harmonious. Pupils' consideration of others less fortunate than themselves is seen in their keenness to organise fundraising events, such as after the Haiti earthquake.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils benefit from consistently good teaching. Teachers work very well together to share ideas and develop their professional practice. They use interactive whiteboards well to illustrate and enliven learning. Teachers and teaching assistants use questioning effectively to encourage pupils to think things through for themselves. Although sometimes opportunities are missed to probe pupils about their learning through the lesson or to summarise at the end. Teachers mark pupils' work regularly, and provide much encouragement and indicate what might be improved. The introduction of the 'review and improve' sessions ensures that pupils have good opportunities to follow up the advice given. Teachers use their knowledge of pupils' levels to plan work which is matched appropriately to their prior attainment. Sometimes this could be refined further to provide more challenging work to accelerate pupils' progress.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

The curriculum makes very effective use of themes which link subjects so that learning is interesting and pupils have valuable opportunities to use their literacy, numeracy and ICT skills. They say that teachers 'make learning fun'. Teachers use the locality exceptionally well to get pupils involved in an exciting range of first-hand experiences. The partnership scheme with Chartwell is the basis for interesting work in history, science, art and music. Recent visits include a visit to Winston Churchill's studio, followed by time spent painting in the gardens. Another visit was used for pupils to learn about plant production in the kitchen garden. Residential visits are the highlight of the year for many pupils, planned carefully to give Year 5 pupils a short stay away from home before the longer Year 6 visit to the Isle of Wight. Pupils' detailed records of their visit indicated the breadth of learning and the pride they take in all their work.

Staff know individual pupils well and the school has very harmonious relationships with almost all parents or carers. Parents particularly appreciate the support shown in handling difficult and sensitive situations. Exemplary induction and transition arrangements ensure that pupils start school and transfer between classes and to secondary school with confidence. Pupils with additional needs are identified early and external agencies involved quickly if expertise beyond that available in the school is required. As a result, these pupils, including those with speech and language difficulties, are supported very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's clear leadership and the good support of senior leaders and the governing body have ensured that the school has built well on the strengths evident when it was last inspected. Staff morale is high and individuals contribute well to whole-school development. Their efforts are seen in a tangible way in the new hall and improved classrooms, adding greatly to the school's facilities. This includes the introduction of meals cooked on site to promote healthy eating and has resulted in a significant increase in the uptake of school lunches. Governors are supportive of the school and hold it to account effectively for its performance. Accurate self-evaluation and monitoring of performance are used effectively to sharpen practice, for example in the marking of pupils' work. Development planning identifies appropriate actions to sustain improvements.

The school actively promotes equality of opportunity by evaluating the performance of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

different groups of pupils and, wherever possible, removing barriers to learning or well-being. For example, the school analyses attendance at extra-curricular activities and takes action if an individual is not involved or suggests clubs which would support specific areas of a pupil's personal development. Because the school lies physically at the heart of the community and has analysed its role within the local area, it makes a good contribution to community cohesion. Parents, carers and pupils agree that the school is safe and secure. Safeguarding arrangements are good, including those relating to child protection, and meet all current requirements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The friendly family atmosphere ensures that children settle confidently in Reception alongside some Year 1 pupils in school. The vast majority of children make good progress relative to their starting points and most reach or exceed the national expectations for their age. They have positive attitudes to school and take a pride in their learning. This was shown for example, when a few children chose to write a play script for a Punch and Judy Show linked to their study of the seaside, identifying relevant aspects of the story. A series of well-planned activities provide children with opportunities to explore the world around them and to think things through for themselves. Staff work very hard to ensure that there are always activities for children in the playground, although it is not possible to have as rich a range of outdoor learning as they would wish because all equipment has to be tidied away at playtimes. A plan to improve this situation in order to give Reception children access to a designated area is due to be implemented shortly. Leadership and management are in the hands of a

senior leader and the appropriate policies and procedures are in place to secure children's safety and welfare. Children's learning and progress are monitored closely so that staff have an accurate understanding of how well children are doing. They use this information well to plan work which extends children's development progressively and nurtures their curiosity. Links with home are promoted well, with good information about activities taking place in school, and parents and carers contributing to children's learning in their 'sharing books'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An overwhelming majority of parents and carers are extremely positive about all aspects of the school. They feel that staff are approachable so that they are able to talk about issues of concern to them. A few parents and carers indicated their concern that the school does not specifically prepare children for the selection tests. The inspection found that the school follows the local authority policy in this respect.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crockham Hill Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	76	8	24	0	0	0	0
The school keeps my child safe	20	59	13	38	1	3	0	0
The school informs me about my child's progress	11	32	21	62	1	3	0	0
My child is making enough progress at this school	14	41	19	56	1	3	0	0
The teaching is good at this school	18	53	15	44	0	0	0	0
The school helps me to support my child's learning	14	41	20	59	0	0	0	0
The school helps my child to have a healthy lifestyle	20	59	13	38	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	44	17	50	1	3	0	0
The school meets my child's particular needs	15	44	19	56	0	0	0	0
The school deals effectively with unacceptable behaviour	14	41	19	56	0	0	0	0
The school takes account of my suggestions and concerns	10	29	23	68	0	0	0	0
The school is led and managed effectively	19	56	15	44	0	0	0	0
Overall, I am happy with my child's experience at this school	22	65	12	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

1-2 July 2010

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 July 2010

Dear Pupils

Inspection of Crockham Hill CE Primary School, Edenbridge TN8 6RP

Thank you for the warm welcome you gave us when we visited your school recently. This letter is to explain to you what we found out. We agree with you that Crockham Hill School gives you an outstanding education. We were impressed by how polite you are to one another and to visitors. This helps to make school enjoyable. You know a great deal about how to keep safe, fit and healthy. I hope you all enjoyed sports day. I was sorry that I missed the barbeque organised by the parent teacher association.

Children get off to a good start in Reception and you make good progress in other years. Teachers give you good guidance about how to improve your work and the 'review and improve' sessions are a good way for you to think about your next steps. You told us that adults really help you when you do not understand your work or to sort out the occasional problem you may have. You enjoy helping others as playground leaders or school councillors. Year 6 pupils have done an excellent job in planting the willow classroom and it was good to see it used so well at playtimes.

Adults care deeply for you. Together with the headteacher and governors, they work hard to make your school a happy place. They are always trying to make things better for you and we agree with them about the things to do next.

- Make sure that the tasks that you are given build on what you already know and can do and that you are given the opportunity in each lesson to review how well you have done in learning new things.
 - Help you to learn more about how people live in other parts of the United Kingdom.
- We know that you will continue to work hard and wish you every success in the future.

Yours sincerely

Helen Hutchings

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.