

Cudham Church of England Primary School

Inspection report

Unique Reference Number	101646
Local Authority	Bromley
Inspection number	335764
Inspection dates	18–19 November 2009
Reporting inspector	David Marshall

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

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Neil Meeson
Headteacher	Pamela Scott
Date of previous school inspection	0 October 2006
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Age group	2–11
Inspection dates	18–19 November 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with the headteacher, teaching and support staff, governors, parents and pupils. They observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified as more able or having special educational needs and/or disabilities, minutes of governors' meetings and 28 parental questionnaires.

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

- the level of achievement of the current pupils, including the more able and those with special educational needs and/or disabilities, and the impact of assessment on learning
- the impact of the school's provision on pupils' personal development
- the curriculum, and extra-curricular activities, and how well they enable the school to meet individual pupils' needs.
- the effectiveness of leaders and managers at all levels, including the governors, in enabling improvements in achievement.

Information about the school

Cudham Church of England Primary is a very small school in a semi-rural location. Some pupils live in the immediate locality, while others choose to travel from further afield. There are currently two children on roll whose first language is not English. There are very few pupils from minority ethnic backgrounds. Few are eligible for free school meals. The percentage of pupils identified as having special educational needs and/or disabilities is higher than the national average. These mostly relate to language, literacy and communication, and emotional difficulties. A significant number of pupils, some from service families, start and leave the school at other than the usual times. Provision for the Early Years Foundation Stage is in a pre-school run by the governors and a separate Reception class. The school is part of the Darwin Educational Partnership.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Cudham Church of England Primary is a good school. The inspection findings agree with the school's judgement that it provides an effective education based on consistent pastoral care and support for all pupils, whatever their background. Led by an experienced headteacher, the staff put the children's learning and development of new skills and understanding, and children's integration into the local community, as central to all that they do. One parent reflected the thoughts of many by writing, 'The reason for choosing this school is the small classes and the family, friendly welcome it gives'. The headteacher and assistant headteacher provide effective leadership. They know the school's strengths well and what needs to be refined further. The school's view of itself is accurate and its track record of constantly seeking to improve, such as the careful appointment of new staff and development of better monitoring systems, shows that it has a good capacity to continue improving.

Reception children start with skills and understanding that are in line with expectations for their age. Those who attend the pre-school are enabled to make an exceptional start to their education and often achieve outstandingly well. However, this very good beginning is only built on satisfactorily in the Reception class in the main school. The very small number of pupils in the Reception class means their provision has to be very carefully managed and based on what each child needs. As the school has recognised, they also have to be given the opportunity to work and play alongside other pupils to share their ideas and interests. The provision of an improved outside area for the Reception class is one of the school's major priorities.

Thanks to the outstanding care shown by all adults, pupils of all abilities make good progress throughout the rest of the school and by the end of Year 6, standards are broadly average. Pupils with special educational needs and/or disabilities benefit from very well focused support and make very good progress; most attain average standards. Pupils' good personal development and well-being help their all-round achievement. They acquire a good understanding of how to keep safe, make healthy choices and contribute exceptionally well to the school and wider community. Pupils, including the most vulnerable, are cared for very well and feel safe and secure. The school's procedures to improve attendance are exhaustive and overall it is in line with the national average. The work of the school's family liaison worker, appreciated by all in the school, is making a significant difference to the progress and well-being of a number of more vulnerable pupils. Pupils' excellent behaviour, together with their good progress in English, mathematics and information and communication technology (ICT), prepares them well for the next stage in their learning and later life.

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The overall quality of teaching is good. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments. In the best lessons, pupils are given the maximum opportunities to practise and reinforce their skills and learning in English and mathematics, and there are exciting and relevant activities that are linked across subject areas. The support provided by the experienced teaching assistants is very effective and appreciated by parents and staff alike.

The good curriculum is enhanced by a range of additional activities, visits and visitors. The school has introduced a range of initiatives to make it more relevant and exciting. The most significant change has been the adoption of the International Primary Curriculum. Pupils are already enjoying the additional opportunities they are given. A good example was the mock 'wedding' celebration in the Years 1/2 class, thoroughly enjoyed by the whole school. The school also benefits from being a part of the Darwin Educational Partnership. The development of Emma's garden, named after Darwin's wife, involved the whole community.

The school is well led and managed and there is a close partnership between the school and its governing body. However, although governors are committed to the school they do not monitor the school's effectiveness carefully or seek to challenge the school about progress and standards, particularly relating to progress of individual pupils.

The school does much to promote its place in the local community and works extremely effectively with many local organisations and local businesses. The contribution of the Friends of the School Association (FOCS) is exceptional. The audit of community cohesion, undertaken by the staff, is underpinned by a careful analysis of these factors in the school's context. While these links with the local community are excellent, pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are not fully developed.

What does the school need to do to improve further?

- Widen the range of learning opportunities for children in the Reception class so that they develop skills as independent learners by:
 - ensuring lessons are sharply focused on what each child needs to learn next
 - organising the outside area to promote aspects of their learning
 - enabling the children to join with others in the school to enhance their social development.
- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the provision for community cohesion by:
 - building on the findings of the recent analysis of community cohesion
 - implementing the plans for twinning with schools in other localities.
- Increase the strategic participation of the governors so that they are able to take a full part in evaluating and continuing to improve the work of the school.

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Outcomes for individuals and groups of pupils

2

From a broadly average start, observations of lessons showed that all groups of pupils, regardless of their ability, are now making good progress. Pupils' achievement observed in the Years 5/6 class is in line with expectations for their age. Across the school, pupils' rates of progress are improving as the new members of staff settle into their classes. The school's data show that their focus on the individual pupil is very successful. The results of the 2009 national tests showed that the level of progress the pupils made in the junior classes was above expectations for their age, and in line with the school's challenging targets.

The provision for vulnerable pupils, or those who have special educational needs and/or disabilities, is very good. Pupils benefit from tailored individual or small group sessions that successfully help to plug the gaps in their writing skills. Activities that involve them using all of their senses to learn letter sounds and clusters of sounds aid their confidence in writing and have a positive effect on their learning in all other subjects.

Pupils are proud of their school and are enthusiastic about many aspects of its life. They thoroughly enjoy lessons and the extra-curricular activities, trips and visits that contribute well to learning and social development. Behaviour is excellent in lessons and around the school ' even during a very wet playtime. Attendance is satisfactory and is improving because most pupils really want to come to school. Pupils' contribution to the local community is outstanding, and is built on the quality of relationships where every pupil in the school knows and respects every other pupil.

The school council has been responsible for important initiatives, such as the promotion of better sporting activities in the school. These efforts, and the healthy schools initiative, have ensured that pupils have a clear understanding of healthy lifestyles. Pupils assert that they cannot remember any incidents of bullying or poor behaviour and they feel very safe in school. They say that there is always someone who will listen to them.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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 Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Observations of lessons during the inspection confirmed that in the Key Stage 1 and Key Stage 2 classes pupils are making good progress regardless of their background or ability. In most lessons observed, pupils were well motivated by the ideas and resources presented and were keen to please their teacher and other adults. This was evident in an excellent Year 5/6 lesson where the pupils held a mock trial. As in all lessons observed, the pupils could hardly wait to share their thoughts and ideas. This is a reflection of the way the school constantly encourages good behaviour, attentiveness and hard work.

Throughout the school, positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is caring. As one parent said, 'There seems to be a strong family value here and all the children are known to all staff. This is important to me and I believe it contributes to the social and emotional development of children. A happy place to learn!' The impact of the school's good support, guidance and care is evident in the pupils' excellent standards of behaviour and social skills. Their good grounding in citizenship, and the resulting thoughtfulness and care shown by all pupils, was evident in an assembly where the newly formed choir showed off their abilities. The fact that the outstanding teacher was not allowed to leave by the pupils as they all wanted to carry on reflected their keenness and the way that teachers' enthusiasms are transmitted to the pupils.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher provides a clear educational direction for the school and works closely with a wide range of other agencies and partners to achieve success and enhance provision. The assistant headteacher is an outstanding teacher and leads by example. Teamwork is strong and as a result all staff share a vision for improvement. This corporate understanding of the school's strengths and areas for development is based on an accurate diagnosis of its work. There is an effective plan for further development and a shared vision and willingness to work hard to make further improvements.

The governing body is aware that as well as providing support, which it does effectively through the commitment of the chair, it has a duty to monitor and question. Its role as critical friend is underdeveloped at the moment and is a priority for improvement.

The school takes its duty to promote equal opportunities seriously and is effective in this. It values the opinions of parents and pupils and acts upon these. Procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained. The contribution the school makes to community cohesion is satisfactory. A plan and clear actions are in place for promoting pupils' understanding from a local perspective. Links with other schools and agencies are harnessed very well. The need to expand its links to provide a national and global perspective is well understood by the school.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

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

Please turn to the glossary for a description of the grades and inspection terms

The provision for children in the Early Years Foundation Stage is satisfactory. However, this overall judgement is made up of two quite distinct elements.

The pre-school is outstanding and especially well led and managed. The children are exceptionally well cared for and all safeguarding elements are rigorously applied. When children join the pre-school they are quickly assessed and a rich curriculum is planned around their individual needs. Staff have an excellent understanding of how children learn and develop and groups are organised carefully. Key persons are responsible for planning enjoyable and interesting activities for them. Exercise is taken whenever possible outside but the lack of a designated area is a restriction. However, the school has recently acquired a grant to rectify this and its plans are in place and waiting for implementation. Resources are plentiful and there is an excellent choice of large and small toys for developing manual skills. There is a good mix of adult-led activities and free choice, children moving to where their interest takes them. Those children with special educational needs and/or disabilities work consistently to achieve the relevant targets and are fully supported by key persons who help them to become more confident in their own abilities. Photographic evidence is used effectively to record exciting events and children's excellent achievements. Snack time is popular and provides a harmonious social occasion. Staff are well trained in health and hygiene requirements and ensure these are observed.

Provision and outcomes in the Reception class are satisfactory. The school is aware that there are improvements required and has identified and begun to implement clear priorities to enable the two part-time teachers to be fully effective. Children play together well, are very well behaved, and enjoy their learning. From a start in line with expectations for their age, children make satisfactory progress and at the end of Reception the majority reach the levels expected for their age. Their progress is regularly reviewed, and all staff are now involved in planning and in the assessment of children's learning. Although the teaching of letters and sounds has improved as a result, learning is not always sufficiently well linked to what children need to learn next to enable them to make maximum progress in these areas. Staff provide well for children's welfare.

The outdoor area is small and is not well laid out to promote children's physical development. However, children respond well and both inside and outside are given access to a range of activities that support their overall development. The balance of child-initiated and adult-led activities is not yet effectively organised. Although adults generally support children well, their explanations are not always clear and children are not sufficiently encouraged to move effectively from one activity to another.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school. They consider that the school has a dedicated team of staff and that the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make good progress. Inspectors fully endorse these views. A small number of criticisms were offered constructively. There were no particular trends in the very few negative comments received by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cudham Church of England 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	71	7	25	1	4	0	0
The school keeps my child safe	16	57	10	36	1	4	0	0
The school informs me about my child's progress	18	64	10	36	0	0	0	0
My child is making enough progress at this school	18	64	9	32	0	0	0	0
The teaching is good at this school	20	71	7	25	1	4	0	0
The school helps me to support my child's learning	14	50	13	46	1	4	0	0
The school helps my child to have a healthy lifestyle	17	61	10	36	0	0	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)	9	32	14	50	1	4	0	0
The school meets my child's particular needs	14	50	11	39	3	11	0	0
The school deals effectively with unacceptable behaviour	10	36	13	46	2	7	2	7
The school takes account of my suggestions and concerns	12	43	10	36	2	7	1	4
The school is led and managed effectively	13	46	11	39	2	7	1	4
Overall, I am happy with my child's experience at this school	17	61	9	32	2	7	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.

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.



20 November 2009

Dear Pupils

Inspection of Cudham Church of England Primary School, Biggin Hill, TN16 3AX

I am writing to thank you for your help when we inspected your school and to let you know what we found out. We spent time in some of your lessons and talked to some of you. We also looked at the work of the school and talked to many of the staff and some of the school governors. We were interested in what your parents think of your school, and we enjoyed listening to what you had to say.

The staff at the school work hard and the headteacher is doing a good job. The work of the school is good. These are some of the things it does particularly well.

- The school looks after you extremely well and you are all making good progress in your learning.
- The way the school works with parents is good.
- Those of you who start in the pre-school are helped to do very well.
- The way you behave is excellent and you work and play well together.
- You feel very safe at school and you know how to be healthy.
- You help your school to be a happy and better place to play and learn.
- You have a good understanding of right and wrong and look after each other.
- The school provides you with lots of different, and exciting, things to do.

There are some things we have asked your school to do to help it to become even better. We have asked the headteacher to make sure that the teachers in the Reception class are helped to provide everything you need to make the most progress you can. In order for the staff to be helped as much as possible we would like the governors of the school to look at everything carefully and plan improvements with them. We also want your headteacher and staff to make sure you are given the chance to look at and understand about how children and adults live in places that are different from where you live. In turn, you must all carry on listening carefully and take note of what your teachers say. Then you will all continue to make good progress in your learning.

Yours sincerely

David Marshall

Lead Inspector

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