

Churchill Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118616
Local Authority	Kent
Inspection number	379647
Inspection dates	15–16 November 2011
Reporting inspector	Jennifer Barker

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	270
Appropriate authority	The governing body
Chair	Paul Mcveagh
Headteacher	Judy Duffield
Date of previous school inspection	2–3 July 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons taught by 12 teachers. The inspectors met with staff, members of the governing body and pupils. They observed the school's work and looked at a wide range of data and documentation, including the school improvement plan, school policies, assessment data and minutes of governing body meetings. The responses to questionnaires completed by staff, students and 107 parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well leaders and managers use robust assessment and monitoring processes to ensure all groups of learners are challenged and make good progress in lessons.
- The strategies put in place to ensure all pupils make consistently good progress in writing and mathematics.
- How successful are the strategies used by the school to share good practice and to raise achievement across the school?

Information about the school

Churchill Primary School is an average-sized primary school, which is expanding. Children in the Early Years Foundation Stage are taught in two Reception classes. The vast majority of pupils are of White British heritage. A few settled Traveller children attend the school. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is average. The Winnies Pre-School and the Westerham Day Nursery share the school's site but are subject to a separate inspection. The school has achieved gold status for modern foreign languages and also holds Healthy Schools status.

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?

3

The school's capacity for sustained improvement

3

Main findings

Churchill is a satisfactory school. It is welcoming and harmonious. Pupils behave well, are polite and courteous and movement around the school is quiet and orderly. There are strong elements, for example in the spiritual development of pupils, with daily worship giving an opportunity for quiet reflection, focused on the lighting of a candle. Pupils' development of healthy lifestyles is outstanding, with most pupils walking, cycling or scooting to school. Teaching is good and individual teachers have the expertise to ensure pupils make good progress. Nevertheless, the effectiveness of the school could be better. There are weaknesses related to the way all levels of leadership use the evaluations of the work of the school to move it forward and challenge pupils to reach the highest levels.

Attainment at the end of Year 6 is above average but dipped last year because a number of pupils arrived late during Key Stage 2 and, although they made progress, their attainment remained lower than that of other pupils. Attainment in reading is stronger than writing and mathematics. However, tracking data in Key Stage 2 and lesson observations show that all areas are starting to improve as a result of the recent changes to the curriculum and improvements in teaching. Writing is becoming more purposeful and pupils make good progress when this is linked to other curriculum areas such as history. However, this is not always the case and so it does not fully develop key skills, investigative work and research in the whole range of subjects.

Teachers plan a range of interesting tasks for different groups of pupils and work well with support staff in lessons. Pupils with special educational needs make similar progress to others but, on some occasions, they are not given all the resources and additional intervention support they need in order to make the highest level of progress. There are strengths in marking and, although a little variable, it is usually linked to pupils' individual targets. Pupils are less used to assessing their own and each other's work in order for them to be clear about how to improve.

Through the satisfactory self-evaluation, leaders monitor and evaluate outcomes for pupils through tracking progress, looking at pupils' work and lesson observations. However, they do not use this information strategically enough to ensure best practice is shared and used to further raise attainment. The management of teaching and learning is therefore satisfactory rather than good.

The governing body is well organised and has ensured all policies are in place.

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However, overall governance is satisfactory as monitoring and evaluation of the school's work is not sufficiently rigorous. Because of this, the governing body does not have the full range of information that would allow members of the governing body to provide the highest levels of challenge. Developments have been made by some leaders in areas such as the curriculum and pupils' progress is good because of the skills of the teachers and other staff. This all points to a school that has a satisfactory capacity to improve.

Up to 40% of schools of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the strategic use of the outcomes of monitoring and evaluation in order to:
 - sharpen school improvement priorities
 - share best practice in teaching and learning
 - ensure the governing body effectively challenges the school
- Raise pupils' attainment, by:
 - using assessment information more effectively to plan work which challenges the full range of abilities
 - providing more opportunities for writing, investigative work in mathematics and the development of information and communication technology (ICT) skills across the curriculum

Outcomes for individuals and groups of pupils

2

Children start school with skills, which are broadly as expected for their age. Results in writing and mathematics at the end of Key Stage 1 are above average. The majority of pupils make good progress in Key Stage 2 and attainment is also above average, even though for some of these pupils, this was from a lower starting point. Pupils from the Traveller community make similar progress overall as do those with special educational needs and/or disabilities. Strategies for the development of more purposeful writing, for instance writing postcards about a visit to a castle or letters to Disraeli, are having an impact on raising standards in this area. Pupils were very keen to share their interesting and enjoyable experience with inspectors.

Pupils are very positive about the school, enjoy lessons and say they learn a lot. A pupil from the Traveller community told inspectors that he did not like it when he has to stay at home as he prefers to come to school. Pupils feel safe in the school and know whom to go to if they need help. Their adoption of healthy lifestyles is outstanding and is reflected in gaining Healthy Schools status. Pupils grow vegetables and enjoy eating the produce. There is good participation in many sporting opportunities after school, including judo. They are involved in a range of activities in the playground and take on responsibilities as organisers of the

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equipment and become buddies to fellow pupils. Pupils make a valuable contribution to the school community and have good relationships with each other. They also have good links with the local community in contributing to displays and activities in the town. Attendance is above average and, together with their attainment in basic skills, contributes well to their future economic well-being. Although pupils are listened to and views taken into account, for instance through the school council, these are not always used to influence effective change in the school.

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	2
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	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The large majority of lessons are good or better, and this agrees with school judgements confirmed through joint observations. The planning of different tasks for different learners and a range of active learning strategies and opportunities for purposeful discussion and writing is ensuring good progress for all pupils in lessons. Teachers have good behaviour management skills and know how to plan work that will motivate their class.

Teachers use a range of assessment techniques during lessons. This is not universally effective in developing independent learning skills and providing the highest levels of challenge for all pupils because the information from whole-school monitoring has not been used to best effect.

Deployment of support staff is most effectively used by teachers of the younger age groups. For instance, the use of a dragon puppet during a lesson developed the

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

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pupils’ mathematical skills, linked to the topic of castles. Pupils were counting the dragon’s treasure he had found in his castle. The puppet was used by the teacher, the support staff and a pupil with special educational needs and was motivational in providing a purpose for learning.

The curriculum is planned to give pupils a wide range of experiences, increasingly linked to English and mathematics and ICT. It is not so well developed in providing pupils with the best opportunities develop their investigative, research and wider writing skills. There is evidence of good practice such as in a mathematics task that involved problem solving and using computation about the Blitz, although even here there were missed opportunities for pupils to extend their own learning, for instance by making up their own problem solving scenarios or using facts and figures from the Second World War. Pupils participate well in a wide range of after-school activities.

Pupils are well cared for, with support from a range of outside agencies, including speech and language therapists. The family support worker works well with families and pupils whose circumstances may make them vulnerable. There are good relationships with Traveller pupils and their families, and attendance has improved. Transition is a real strength at all stages across the school and in particular when pupils move from Reception to Year 1. There are good links with local secondary schools, with opportunities for sharing information and for pupils to visit the schools before they transfer into Year 7.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The reorganised senior leadership team, with two assistant headteachers, is beginning to having some impact on improvements in school. This is enhanced by the partnerships with other schools, which have resulted in new initiatives related to the curriculum, for instance linking history to the development of English and mathematics. However, the link with ICT is weaker and so opportunities to develop specific skills through the curriculum for this subject are not well planned. Nevertheless, equality of opportunity is satisfactory as most pupils make similar levels of progress and there is no evidence of any discrimination. Leaders demonstrate ambition and drive. The leadership team monitor teaching and learning regularly. However, the information from this is not used well enough for whole-school developments for all leaders, managers and staff to be able to improve their own practice to the highest possible level. Staff have high expectations and are keen

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to develop their professional skills in order to raise attainment further.

The governing body has an accurate picture of the school but, because it does not use the information provided, it does not challenge the school as robustly as it should. Therefore, the school improvement plan, while identifying most key priorities, lacks clear timescales and sharply focused success criteria and does not establish links as to how this will effectively raise the achievement of pupils. The provision for promoting community cohesion has established aims and principles, and a range of activities undertaken, including a multicultural themed week, but links with schools nationally and globally are at an early stage. Safeguarding procedures are satisfactory and fulfil requirements. The school utilises its good links with external agencies to safeguard pupils’ welfare. However, action plans tend to be reactive rather than proactive.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of safeguarding procedures	3
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

The overall effectiveness of the Early Years Foundation Stage is good. Provision is good, with planning which is based on accurate assessments and team efforts. A good mix of adult-led and child-initiated activities is very effective in ensuring all children make good progress so that they are above average in all areas by the end of the year. Engagement and partnership with parents and carers is quickly established, with welcome packs for parents and carers. It continues through sharing with them information about their child’s progress, and workshops help parents and carers to support their children’s learning at home. There is a strong emphasis on health and safety, but sometimes procedures are not followed with sufficient rigour. Nevertheless, the good provision leads to outstanding outcomes. Children are absorbed and happy and enjoy their learning in the many indoor and outdoor activities, focused on first-hand experiences. Children learn through their

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involvement in practical experiences, for instance in designing and constructing a hospital, castle and space rocket. These activities develop their understanding of, and skills in, using tools and in how to keep themselves and others safe. All children make healthy choices when eating and enjoy the many opportunities to develop their physical skills at playtimes. They have excellent relationships with staff and other children and accept differences in a very natural way. Skills in calculation are developed through practical involvement, for example in measuring feet. Communication, language and literacy are developed well through small group interventions and opportunities for writing linked to the curriculum. Self-evaluation and assessment is good, but does not yet feed into well-focused action planning for whole-school improvement. As a result, leadership and management are good overall.

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	1
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

The number of responses from parents and carers was above average. Parents and carers are generally positive about the work of the school and the vast majority agree their children enjoy school, are safe and are encouraged to have healthy lifestyles. Some raised concerns and they were all followed up with the governing body and the headteacher. A minority of parents and carers do not agree that the school deals effectively with unacceptable behaviour. The inspection team observed only good behaviour both in lessons and around the school, with some outstanding cooperative activities seen in the playground.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Churchill 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	60	41	38	1	1	1	1
The school keeps my child safe	46	43	51	48	10	9	0	0
The school informs me about my child’s progress	38	36	57	53	12	11	0	0
My child is making enough progress at this school	38	36	54	50	10	9	0	0
The teaching is good at this school	41	38	58	54	6	6	0	0
The school helps me to support my child’s learning	36	34	54	50	15	14	0	0
The school helps my child to have a healthy lifestyle	47	44	56	52	1	1	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)	33	31	59	55	6	6	0	0
The school meets my child’s particular needs	36	34	63	59	4	4	0	0
The school deals effectively with unacceptable behaviour	25	23	50	53	18	17	4	4
The school takes account of my suggestions and concerns	26	24	60	56	14	13	2	2
The school is led and managed effectively	35	33	58	54	5	5	1	1
Overall, I am happy with my child’s experience at this school	42	39	57	53	5	5	1	1

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 November 2011

Dear Pupils

Inspection of Churchill Church of England Primary School, Westerham TN16 1EZ

On behalf of the inspection team, I would like to thank you for your warm welcome when we visited your school. We very much enjoyed meeting you, talking to you and watching you at work in lessons and playing together outside. Your school gives you a satisfactory education. We found many good things about your school, but there are also some things that need to be improved.

We thought your relationships with each other and the teachers were good, especially in the playground where there were so many activities going on. You told us that you particularly enjoyed lessons that linked to practical experiences and helped you to improve your mathematics and literacy. You also like your school environment, with opportunities to grow vegetables and explore the natural world, for instance looking at leaves you had picked up from under the trees.

Your headteacher, the governing body and staff are working to improve your school and help you to progress. We have asked them to do the following things to help your school improve:

- Make checks on what is working well for you and what needs to improve so that you have greater challenges in lessons.
- Ensure teachers understand how they can help those of you who find it harder to learn, and know what helps you best.
- Provide more opportunities for you to develop your writing and numeracy skills in different subjects.

You can contribute to improving the school by making sure you let the headteacher and other staff know your views on what you would like to improve.

Wishing you all the very best for the future,

Yours sincerely

Jennifer Barker
Lead inspector

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