

# Chelsfield Primary School

Warren Road, Orpington, BR6 6EP

**Inspection dates** 11–12 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. Pupils, including disabled pupils and those who have special educational needs, make good progress through the school.
- Leaders, managers and governors have secured teaching that is usually good through regular monitoring and a programme of support and coaching for teachers. Detailed planning uses information about pupils' progress to set pupils suitably challenging work to do, particularly during independent work.
- Pupils have positive attitudes to learning and behave well. They work well together in groups and have a good awareness of how to keep themselves safe from harm.
- The school's leaders and members of the governing body have been successful in securing improvements since the previous inspection. These include enhancements to the curriculum and improved outcomes for children in the Reception class. A sharp focus on teaching letters and the sounds they make (phonics) and prioritising regular reading in all classes is raising pupils' achievement further.

### It is not yet an outstanding school because

- Sometimes during whole-class teaching, the work set for pupils is not consistently well matched to the full range of pupils' abilities within each class.
- At times, pupils' progress in developing handwriting skills slows because opportunities for them to develop fluent and neat handwriting are not as well planned as other aspects of the school's work.

## Information about this inspection

- The inspector observed teaching and learning in seven lessons or parts of lessons taught by four teaching staff and held meetings with groups of pupils and staff. Meetings were also held with members of the governing body and a representative of the local authority.
- The inspector looked at work in pupils' books, samples of pupils' work from the previous academic year, and tracking data showing pupils' attainment and progress. The school's development plans and records relating to safeguarding pupils were also seen.
- The inspector took account of 16 responses to the online Parent View survey and other comments received from parents.

## Inspection team

Madeleine Gerard, Lead inspector

Additional inspector

## Full report

### Information about this school

- Chelsfield is much smaller than the average-sized primary school. Pupils are taught in four classes, most of which have pupils from two year groups. Fewer pupils than average are supported through school action. The proportion who is supported through school action plus or with a statement of special educational needs is above the national average. Most of these pupils have specific learning difficulties. Fewer pupils than nationally are eligible for the pupil premium. More pupils join and leave the school part way through their education than nationally.
- There has been a number of staff changes in recent years, including to the senior leadership team. The school exceeds the current government floor standards.

### What does the school need to do to improve further?

- By April 2013, improve the impact of teaching on pupils' achievements by ensuring the work set in lessons is always sharply matched to the full range of pupils' abilities in each class.
- Over the current academic year, ensure appropriate strategies are in place to enable pupils to systematically develop neat and fluent handwriting skills as they progress through the school.

## Inspection judgements

### The achievement of pupils

is good

- Pupils make good progress from starting points that are generally below those expected for their age in literacy and numeracy. In the Early Years Foundation Stage children learn and progress well. They are happy and make friends quickly. Children in the Reception class, who had very recently joined the school, were observed working together in a group with an adult and confidently talked about the names of different parts of the body.
- Outcomes at the end of the Reception Year are close to average and improving. In Years 1 to 6, pupils continue to make good progress to reach broadly average attainment levels in English and mathematics by the end of Year 6. Achievement in handwriting is good, although in some year groups progress is not as good as it could be.
- Systematic teaching of phonics ensures children in the Reception class and pupils in Years 1 and 2 make good progress in reading. Older pupils are enthusiastic readers and appreciate regular opportunities to read independently as well as reading and discussing books in groups.
- Pupils are motivated to work hard. They set to work as soon as they are given tasks to do. In a mathematics lesson, older pupils listened carefully as they were challenged to write down five- and six-digit numbers that the teacher dictated to them. They continued to concentrate carefully when they worked in pairs using calculators to solve problems. Higher attaining pupils were motivated to work hard and appreciated the additional challenging tasks the teachers set.
- Disabled pupils and those who have special educational needs are keen to do well and appreciate working with teachers and additional adults in individual or small group sessions. This helps them to keep up and achieve well. Consequently, gaps in attainment between these pupils at the school and all pupils nationally are closing successfully.
- Pupils who join the school part way through their primary education settle well because pupils are friendly and make them feel welcome. They also make good gains in their skills.
- These strengths reflect the school's success in fostering good relations and tackling discrimination to ensure equality of opportunity so that all groups of pupils achieve equally well.

### The quality of teaching

is good

- Teachers' planning ensures that pupils practise new skills during whole-class teaching which help build their confidence in tackling activities during independent tasks. Teachers use a variety of resources to make explanations clear and plan frequent group and pair work activities that promote pupils' social skills and strengthen collaborative work.
- Teachers check the progress pupils make and use the information to set work that is often well matched to pupils' abilities in classes and identify pupils who need additional support. However, the pace of learning is sometimes reduced when all groups of pupils are expected to do similar work during whole-class teaching. At such times, work is either too difficult or too easy to ensure that pupils of different abilities make the best possible progress.
- Personal targets are used consistently well in all classes to help pupils know what to do to improve their literacy and numeracy skills. They help to encourage pupils to move up swiftly to the next level in their work.
- Reading is taught well and is promoted through regular reading sessions. Volunteers and additional adults often hear pupils reading aloud to develop their confidence. Writing at length each week, and daily opportunities for pupils to use their mathematical knowledge to solve problems, underpin their good achievement in basic skills. Although pupils' work is always careful, presentation is not always as neat as it could be because handwriting is less consistently promoted.

- Disabled pupils and those who have special educational needs benefit from individualised support carefully tailored to their needs from staff and specialist therapists. Additional sessions outside lessons for selected pupils, including those who join the school part way through their primary education, help them to develop literacy, numeracy and social skills, and catch up quickly.
- Staff in the Early Years Foundation Stage create an environment where children grow in confidence. There is a good balance between adult-led tasks and opportunities for children to choose activities for themselves in the indoor and outside areas.

### **The behaviour and safety of pupils are good**

- Pupils' good behaviour and attitudes make a positive contribution to their learning and to the cheerful atmosphere around the school. Pupils are keen to meet teachers' high expectations of them and concentrate hard to complete tasks within the time limits teachers set. They respond quickly to reminders about the behaviour that is expected.
- Pupils show respect and kindness to one another and to adults. Older pupils enjoy taking responsibility for helping the younger ones. For example, Year 6 playground play pals organise games and activities at break time for younger pupils. Parents typically commented about the caring attitudes older pupils show towards the younger ones.
- Children in the Early Years Foundation Stage work and play well together. They form positive relationships with the adults and other children. They share resources and take turns readily.
- Pupils are confident that incidents of bullying are very rare. They say that teachers and supervising staff take swift action to deal with any problems, as the school's records show. Discussions with pupils indicate that they feel safe and valued in school.
- Visitors from the local emergency services help pupils develop a good awareness of unsafe situations and how to keep themselves safe from harm. For example, guidance for pupils on precautions to take when using new technology and keeping safe outside school promotes a culture of safe practice.
- Attendance rates are broadly average and improving. The school works hard to make the importance of regular attendance and good punctuality abundantly clear to the whole school community.

### **The leadership and management are good**

- Leaders, managers and members of the governing body work closely together with the staff to secure good quality provision and drive developments that have led to increased pupil achievement. These include improved resources and outdoor learning spaces for children in the Early Years Foundation Stage, and enhancements to the curriculum to make learning relevant to pupils' interests and experiences.
- Regular monitoring of teaching and other aspects of the school's work by the leadership team ensures accurate self-evaluation. This has enabled appropriate priorities for further development to be identified. Leaders have enhanced the quality of teaching and raised pupils' academic achievement through well-targeted training and other effective staff professional development opportunities. These actions help demonstrate that the school has a good capacity to improve further.
- Careful planning helps pupils practise literacy and numeracy across a wide variety of different curriculum subjects. However, the curriculum for developing pupils' handwriting skills as pupils progress through the school is less consistently well planned to help them build fluency quickly.
- Outings to local places of interest are linked to the topics and themes pupils investigate in order to bring the curriculum to life. Pupils in Years 5 and 6 enjoy a residential visit to an

activity centre. Extra-curricular clubs, including cookery, cycling and cross-country, are popular.

- Spiritual, moral, social and cultural development is successfully promoted. Charity fundraising and taking on responsibility within the school help pupils develop caring attitudes. Through celebration of a wide variety of festivals and events, pupils gain valuable insights into cultural diversity beyond the school. The gardening club tends the school's vegetable and flower beds and members are rightly proud of the produce they have harvested.
  - The school works hard to engage the support of parents in their children's learning. Workshops for parents on how phonics, reading and mathematics are taught help them support their children's academic progress further.
  - Arrangements for safeguarding pupils meet statutory requirements. The school site is safe and well maintained.
  - The local authority provides light touch support for this good school.
  - **The governance of the school:**
    - members of the governing body have a good awareness of the school's strengths and work closely with senior leaders in development planning
    - they ensure statutory duties are met and are developing their skills in using assessment data to support and strengthen school leadership further
    - members of the governing body ensure that financial management is robust and that the school's financial resources are managed well.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101610
<b>Local authority</b>	Bromley
<b>Inspection number</b>	402858

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

<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 of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	E Vassie
<b>Headteacher</b>	Michaela Foley
<b>Date of previous school inspection</b>	20–21 November 2007
<b>Telephone number</b>	01689 825827
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