

# Churchill Church of England Primary School

Rysted Lane, Westerham, Kent, TN16 1EZ

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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

- All groups of pupils make good progress and reach standards that are above those seen nationally in English and mathematics.
- Good achievement is largely due to teaching that is typically good. Teaching has improved because of good quality training, coaching and a rigorous cycle of checks on the quality of teaching.
- Children get off to a good start in Reception as teaching here is also typically good.
- Pupils behave well, feel safe and their consistently positive attitudes have a strong impact on the progress they make.
- The strong leadership of the comparatively new headteacher and her leadership team has given the school a new impetus to improve and staff have embraced many changes in order to make these improvements. Leaders have already had a positive effect on improving the quality of teaching and pupils' achievement.
- Governors show a strong determination to support school improvement. They check information they receive, search out information for themselves and have a keen understanding of the school's strengths and areas for development.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and a very small proportion of teaching requires improvement. Some teachers have insufficient opportunities to observe outstanding teaching and are not challenged enough to reach this level through their performance management.
- There are some minor differences in progress in some year groups, which are not acted upon rigorously enough.
- Teaching assistants are not utilised enough to challenge the most able pupils.
- The new approach to involving pupils more in their own learning is not fully developed.

## Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, including the teaching of phonics (sounds that letters make) and group reading. All classes were seen and three observations were conducted jointly with the headteacher. Groups of pupils were heard reading.
- Discussions were held with pupils, governors, senior leaders and other leaders responsible for English, mathematics, special educational needs and the Early Years Foundation Stage. A telephone conversation was held with a representative of the local authority.
- There were 47 parents and carers who responded to the online questionnaire (Parent View). Inspectors also considered 25 responses to the staff questionnaire.
- Inspectors scrutinised a wide range of documents, including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation documents and records and policies about safeguarding. They also looked at reviews of the quality of teaching, work in pupils' books for this year and last year, and minutes from governing body meetings.

## Inspection team

Gavin Jones, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Susan Senior

Additional Inspector

## Full report

### Information about this school

- This school is slightly bigger than the average-sized primary school. It has provision for the Early Years Foundation Stage in two Reception classes.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is below average. The funding in this school is for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average, while the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic backgrounds is below average, as is the number who speaks English as an additional language.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs its own breakfast and after-school clubs.
- The headteacher and leader for mathematics were appointed in September 2012

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

- Increase the amount of outstanding teaching and eliminate any teaching that requires improvement by:
  - ensuring teachers have the opportunity to observe outstanding teaching, both in their own school and elsewhere
  - making sure teachers check that pupils respond to comments in their marking
  - ensuring that a wider range of pupils are questioned in lessons so teachers gain a more accurate view about how well pupils understand the work they are doing
  - raising expectations in the performance management of teachers so that they are challenged to reach outstanding levels of competence, with support that is tailored to their individual needs.
- Accelerate progress in English, especially in writing, and mathematics so that it is rapid and consistent across all year groups by:
  - fine tuning the roles and capabilities of leaders in these two subjects in monitoring their subjects across all classes
  - making more consistent use of teaching assistants at the start of lessons to support small groups, including the most able
  - building on the good start made in helping pupils to be more involved in their own learning, in setting targets and supporting themselves, so that they can better understand how to improve and can take even more responsibility for their learning.

## Inspection judgements

### The achievement of pupils is good

- Children start in Reception with skills and understanding that are in line with levels expected for their age. They make good progress so that they can confidently transfer to Year 1 with improved communication, personal and social skills and their good mathematical skills.
- Year 2 test results have remained high, with a slight dip in 2012, although still above average. Improvement in mathematics was very prominent in 2013. Standards continue to be above average in lessons seen during the inspection.
- At Key Stage 2, in 2013, pupils exceeded the expected levels for their age in both English and mathematics, with mathematics at its highest level for four years. The increases in the proportion of pupils reaching the higher Level 5 grade in writing show that the most able pupils are mostly being suitably challenged. Pupils' workbooks and observations in lessons confirm the good levels in mathematics and show improvements in writing.
- Progress is good in Year 6, although there are some minor differences in the rates of progress in other classes. This is rather more noticeable in writing and mathematics than in reading.
- All pupils, including disabled pupils and those with special educational needs, make good progress. The achievement of pupils known to be eligible for pupil premium funding is good. Pupil premium funding is now used effectively to provide additional support in classes for this group of pupils. It ranges from the use of specific interventions purchased by the school to individual and small-group support. As a result, the gap between this group and other pupils has narrowed from almost one whole year's difference in attainment levels three years ago to about a term by the end of last year for English and mathematics. Current school data show that the gap has decreased further and that some of this group are now overtaking their classmates.
- The few pupils from minority ethnic groups and those for whom English is an additional language do as well as all other pupils making equally good progress and attain the levels expected nationally.
- Pupils are clear about how well they are doing, as marking gives them good support for improvement. The school's new approach to making pupils more responsible for their own learning is having a positive effect and deserves further development.

### The quality of teaching is good

- Teaching is good because it ensures that pupils make good progress. Lessons have a purposeful feel with little need to remind pupils about behaviour as they are keen to learn and sometimes show a real thirst for knowledge.
- Careful planning of lessons is a key strength, with teachers planning to meet the needs of different ability groups, ensuring pupils are all challenged. In a very small minority of lessons not enough is done to fully challenge the most able.
- Teaching in the Reception classes is good and support adults know when and how to intervene in activities to keep learning moving forward at pace.
- The teaching of phonics (sounds that letters make) is very successful, with pupils in Year 1 scoring above the national average in the phonics screening survey. This is due to good teaching on a very regular basis.
- Teachers' questioning is often used effectively to make pupils think hard. In a very small number of lessons, teachers revert to taking an answer from a single pupil who has their hand up then moving on too quickly, without ensuring all pupils understand the work in hand. Pupils listen and learn from each other and are given regular opportunities to talk to learning partners.
- Teachers carefully collect information about the progress their pupils are making. They use this well to plan work and at termly meetings when they discuss progress with senior leaders.
- Pupils read, write and use mathematics in a range of subjects other than literacy and numeracy

lessons. It is more successful in literacy than in numeracy at present. Aspects of writing have been a school focus for development recently, with the proportion reaching the higher Level 5 at Key Stage 2 and Level 3 at Key Stage 1 improving considerably.

- Marking is good and has improved since the last inspection, although not all teachers ensure that their pupils respond directly to suggestions they make on how to improve.
- Throughout the school, teaching assistants give good support to groups of vulnerable pupils. However, at the start of lessons they are sometimes not designated with any specific tasks. Time is not used effectively to give support to the most able pupils, preparing them for more challenging work ahead.
- There is some outstanding teaching in the school. For example in a Year 5/6 mathematics lesson, pupils are given a real-life situation to resolve. Information and communication technology is used as a stimulus and pupils are seen using good mathematical vocabulary. The lesson moves with good pace and pupils are challenged throughout. The class teacher often directly questions pupils who receive pupil premium funding to ensure that they are also making good progress.

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

- Pupils behave well in lessons. They are keen to learn and are well motivated. This behaviour does much to support their learning. At times, when the quality of teaching is outstanding, their behaviour is exemplary. On the rare occasions where teaching requires some improvement, although still well behaved, pupils are less involved in their learning.
- Pupils say they feel very safe in school and can explain ways in which they know how to keep themselves safe. Almost all parents and carers who completed the online survey agreed that their children feel safe and that the school ensures behaviour is good.
- They have a good understanding of what constitutes bullying, but say that it rarely occurs. They understand the nature of racism and all ethnic groups live and work together very well.
- The well-ordered breakfast and after-school clubs do much to support the start and end of the day for around 25 to 30 pupils, in a friendly and well-managed way.
- Older pupils take on a range of responsibilities around the school and are seen wearing different coloured caps at playtime to show they are available to help pupils playing alone or pupils who are not playing well together.
- Attendance has improved consistently over the recent past and is now above average.
- In the Reception classes, children's personal and social development is good. Children share, take turns, respect each other's views and make best use of their time together.

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

- The leadership and management of the school have improved considerably since the appointment a year ago of a new headteacher. She, together with the assistant headteachers, is providing strong leadership with a very clear focus on raising achievement.
- The performance of staff is well managed. There are clear targets for teachers to work towards based on the progress that pupils need to make in order to develop at a good pace. However, these targets do not yet reflect the school seeking outstanding achievement through outstanding teaching.
- Middle leaders are fully involved in checking the school's work. They observe lessons, check work in pupils' books and support newly qualified teachers. They mostly do this well because the headteacher and assistant headteachers have successfully modelled techniques and worked alongside them to develop their skills.
- Subject leaders in English and mathematics ensure that progress is good by the end of Key Stage 2. However, within some year groups and classes there are minor differences which are

not tackled as well by these leaders through their otherwise close monitoring of teaching, books and tests.

- Priorities for development arise from the school's accurate examination of its activities. This is then documented in detail in the school development plan, which enables the school to be very clear about its goals.
- Subjects taught in the school provide a wide variety of experiences for pupils. For example, in the week of the inspection the whole school was working on the stories of Narnia by CS Lewis through reading, writing, art and design, making good links between subjects.
- Monitoring of teaching is well established and, in turn, is supported by coaching, mentoring and professional development. Staff feel they are supported well by the process. However, teachers are not given sufficient opportunities to observe outstanding teaching in other similar schools.
- There is good provision for pupils' spiritual, moral, social and cultural development. Pupils reflect on moral issues, such as care for the environment, and learn about different cultures in lessons and assemblies. Their spiritual development is provided for very well and pupils were seen accessing the prayer corner.
- Teachers, who are all good role models in the respect and care they show towards pupils, promote equality of opportunity well and any form of discrimination is not tolerated.
- The school has clear plans for using the new funding for improving sport. Teachers are working alongside highly qualified external professionals to extend their own teaching skills for a wide range of activities. This work is already making teachers feel more confident in teaching this particular area of the curriculum by themselves.
- The local authority has played a strong part in supporting the school through the recent past and visits regularly to review progress. The strong leadership in the school suggests further improvements will be made.
- **The governance of the school:**
  - Governance is strong and effective in the ways it both supports and challenges the school. The governing body is very clear about areas for development and understands the school's strengths, as it is not only very familiar with school and national data but equally creates its own to enhance its understanding. It looks at comparison tables and national test scores to pinpoint key development areas. It is active in checking on the quality of teaching. It looks closely at how well staff perform, before making decisions about pay. It also asks questions about how funding is spent and with what impact, especially that for pupil premium funding. It gains information from regular visits to classes and from its close links with subject leaders. It ensures that safeguarding requirements are met and governors attend relevant training to sharpen their skills and knowledge.

## 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 pupils' 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 pupils' 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>	118616
<b>Local authority</b>	Kent
<b>Inspection number</b>	426473

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>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Morgan
<b>Headteacher</b>	Alice Early
<b>Date of previous school inspection</b>	15–16 November 2011
<b>Telephone number</b>	01959 562197
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