

Charville Primary School

Bury Avenue, Hayes, UB4 8LF

Inspection dates 24–25 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Requires improvement		3
Achievement of pupils	Requires improvement		3
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement in Years 3 to 6 has been too varied between subjects since the opening of the academy.
- Pupils' progress, although improving, is not consistently good in all classes in Key Stage 2.
- Attainment by the end of Year 6 in 2014 is below average in writing and mathematics, and pupils had not made enough progress in these subjects.
- Achievement in writing is usually weaker than reading and mathematics across the academy.
- Teaching is not strong enough over time to promote consistently good progress for most pupils, especially in mathematics and writing.
- Teachers do not always set work at the right level of difficulty, particularly for the most-able pupils.
- Pupils' learning slows when work is not challenging enough and pupils spend too long consolidating previous learning.
- Some subject leaders are new to their posts and are not checking pupils' progress or the quality of teaching well enough.

The school has the following strengths

- School leaders and governors are taking decisive and positive action to rapidly raise pupils' achievement and to improve teaching. Their action is having a positive impact.
- Pupils show positive attitudes to learning and behave well in lessons and around the academy.
- Pupils are courteous, friendly and show consideration and respect for others. They are well prepared for life in modern Britain.
- Procedures to ensure that pupils are safe are effective. Pupils feel safe and well looked after by the adults.
- Pupils in Year 1 and 2 make good progress, particularly in reading and mathematics.
- In Years 3 to 6, pupils make good progress in reading.
- Children in the Nursery and Reception have a good start and make good progress.

Information about this inspection

- The inspectors observed pupils' learning in all classes. Some lessons were seen jointly with the headteacher, the deputy headteacher or assistant headteachers.
- Pupils' work was scrutinised and the information about their attainment and progress was carefully analysed.
- Discussions were held with the headteacher, other staff, governors and pupils.
- The inspectors took account of the 64 responses to the Ofsted online survey, Parent View.
- Questionnaires from 82 staff were taken into account.
- The inspectors examined a range of documents, including: school policies; safeguarding procedures; and the school's self-evaluation and improvement planning.

Inspection team

Derek Watts, Lead inspector	Additional Inspector
Andrew Markham	Additional Inspector
Christine Alexander	Additional Inspector
Kate Robertson	Additional Inspector

Full report

Information about this school

- Charville is a much larger than average-sized primary school.
- Charville Primary converted to become an academy school on 1 May 2013. When its predecessor school, of the same name, was last inspected by Ofsted in October 2008, it was judged to be good overall.
- The managing body of the academy is the Charville Primary School Academy Trust.
- Over a third of the pupil population are White British. Other pupils are from a wide range of ethnic heritages. A well above average proportion of pupils speak English as an additional language. About a third of the children entering the Nursery are at an early stage of learning English.
- The proportion of disabled pupils and those with special educational needs is below average.
- An above average proportion of pupils are supported by the pupil premium. The pupil premium is additional funding for looked after children and those known to be eligible for free school meals. Children in the Nursery attend in the morning or the afternoon. Children in Reception are full time.
- In 2014, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher and a new senior leadership team took up their posts in September 2014. A few subject leaders are also recent to their posts.

What does the school need to do to improve further?

- Strengthen teaching so that pupils make good or better progress over time and raise pupils' attainment by the end of Year 6, particularly in writing and mathematics, by:
 - ensuring that all work set is at the right level for pupils, particularly the most able
 - ensuring that work is challenging and demanding so that pupils learn at a fast rate
 - providing more opportunities for pupils to write detailed and extended pieces.
- Improve leadership and management skills of new subject leaders by:
 - building on the development and training of new subject leaders so they are fully effective in checking pupils' progress and teaching, and so raising achievement.

Inspection judgements

The leadership and management are good

- The new headteacher shows ambition, determination and passion to improve the school. Senior leaders, subject leaders, staff and governors share her aspirations and high expectations.
- Since the academy opened, pupils' achievement has been too varied. By the end of Year 6 in 2014, pupils' attainment was below average in mathematics and writing, and these pupils had not made enough progress in these areas. Pupils made faster progress in reading and attained broadly average standards.
- The headteacher has swiftly established a culture of high expectations where all staff do the very best for all groups of pupils. Leaders and staff are rightly focused on improving teaching in order to raise pupils' achievement rapidly, particularly in mathematics and writing. Leaders and staff work well as a team in striving to raise achievement and improve teaching.
- Leaders have carried out a thorough review of the academy's performance. They have an accurate and realistic view of the strengths and the most pressing areas for improvement. Decisive and swift action has been taken to strengthen teaching and raise achievement in mathematics in Years 3 to 6 and in writing across the school. Pupils are making faster progress but it is not consistently good in all classes. Past underachievement in writing and mathematics has been arrested.
- Improving the quality of teaching is at the heart of the school's drive for rapid improvement. Senior leaders and external consultants regularly check teaching. Good-quality coaching, training and support are provided to help improve teachers' practice and skills. Stronger teaching is having a positive impact on pupils' achievement. However, leaders are aware that there is more to do before teaching is consistently good throughout the academy.
- The arrangements for the management of teachers' performance are contributing to the strong improvement of teaching. The targets set to improve teachers' skills are well linked to pupils' progress. For example, accelerating pupils' progress in writing is a key target for all teachers. Targets are well linked to priorities in the academy's improvement plan.
- Most subject leaders check the quality of teaching and pupils' progress in their respective areas rigorously. These leaders often know the weaknesses of their subject areas and act quickly to take action to secure improvement. This is not always the case and not all middle leaders have the skills and confidence to develop their teams, particularly in relation to improving the quality of teaching.
- The headteacher, leaders and staff have created a positive and welcoming atmosphere where pupils can learn and make good progress in their personal development. All leaders and staff promote good behaviour and ensure that all pupils are safe. Safeguarding arrangements meet requirements and are effective and robust. The academy successfully fosters its core values of: caring for others, honesty, determination, interdependence, self-belief and respect for others. Pupils' spiritual, moral, social and cultural development is successfully promoted and pupils are well prepared for life in modern Britain.
- The academy provides a broad and balanced range of subjects. Effective action is being taken to improve pupils' learning in writing and mathematics. Leaders and staff have made a good start in implementing new arrangements for assessment. A wide range of additional activities such as clubs, educational visits and sport enhance pupils' learning and contribute well to their personal development. All pupils have full and equal access to the activities provided. The academy promotes equality of opportunity, fosters good relations and tackles all forms of discrimination well.
- The use of the pupil premium has improved recently. Well-targeted support for pupils in areas such as speech and language, phonics (letters and the sounds they make) and numeracy are having a positive impact on pupils' achievement.
- The primary school physical education and sport premium is used effectively to promote pupils' physical development and to extend their sporting opportunities. Specialist coaches are employed to provide quality teaching for pupils and training for staff in areas such as gymnastics and dance. Pupils participate well in local competitive sports and enjoy the additional sports clubs provided.
- Directors of the Charville Primary School Academy Trust have a clear overview of the academy's performance and the improvements being made. The academy has built positive partnerships with other schools in the local community and beyond. Expertise and skills among these schools are shared. External consultants are used well to help check the school's performance and progress of improvement planning.

The governance of the school:

- Governance has improved recently and is now effective.
- Members of the governing body have high aspirations for the new academy. They have an accurate and realistic overview of the academy's performance. The governors analyse the data and have a good understanding of pupils' attainment and progress. They are checking how well pupils'

achievement is improving in writing and mathematics.

- Governors have an accurate view of the quality of teaching and how it is improving because of the action taken by leaders. They understand requirements relating to the management of staff performance and ensure that promotion and salary increases are based on the progress that pupils make. They check that effective action is taken to improve teaching that is less than good.
- Governors ensure that additional funding for disadvantaged pupils is used properly and question the impact of spending on pupils' achievement.
- The governors are supportive and their clear knowledge of the school's performance and improvements enables them to challenge the leaders and hold the academy to account.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Behaviour is positive in lessons and around the academy. Records show that behaviour is typically good over time.
- Throughout the school, pupils show enthusiasm for learning. They told inspectors: 'Lessons are interesting' and 'Every day we learn something new.' In lessons, pupils are attentive, cooperative and participate well in the activities provided. They respond well to teachers' clear expectations, instructions and questioning.
- Pupils take care and pride in their presentation of work. Just occasionally, a few pupils can be less focused and restless when work is not sufficiently challenging or the rate of learning is not quick enough.
- Pupils are caring, courteous, cooperative, friendly and respectful to others. Through their studies and visits, they have developed an appreciation and a good understanding of different cultures and faiths. They help others who are less well off than themselves by raising funds for different charities.
- Pupils are keen to take on additional responsibilities, such as serving on the school council or the eco council and being playground helpers. They are proud being house captains and sports captains.
- The academy has effective systems for checking and promoting good attendance. Attendance levels are close to the national average.

Safety

- The school's work to keep pupils safe and secure is good.
- Leaders and staff take effective measures to ensure that all pupils are well cared for and protected, particularly vulnerable pupils. All staff have had recent training in child protection and safeguarding.
- The systems for checking and recording safety matters are robust and ensure that any concerns are swiftly dealt with. All staff are security checked before being appointed to the academy.
- Leaders and staff establish strong relationships with pupils. Pupils are confident that they can turn to trusted adults if they are worried or upset. They say that they feel safe at school and are well looked after by the staff.
- Pupils show a clear understanding of bullying and the different forms it can take, including name-calling and cyber-bullying. Discussions with them, and the school's records of incidents, confirm that bullying in the school is rare. Pupils told the inspectors: 'Bullying is not tolerated.' They were also sure that if incidents of bullying did occur, they would be dealt with quickly.
- Pupils know the importance of keeping themselves safe at home, at the academy and in the local community. They demonstrate a good understanding of how to stay safe when using the internet.

The quality of teaching requires improvement

- The quality of teaching since the academy opened has been too varied to promote consistently good progress for most groups of pupils, particularly in writing and mathematics in Years 3 to 6.
- Teachers' expectations of what pupils can achieve have not been consistently high across the school in the past. There have also been weaknesses in the marking of pupils' work and in pupils' presentation of work.
- The senior leadership team has made providing high-quality teaching a key priority. Their actions and drive have led to considerable improvements to teaching. The stronger teaching is having a positive impact on pupils' progress and achievement. However, there are still some weaknesses to be overcome before teaching is consistently good in all classes.

- In some lessons, the work set is not sufficiently challenging, particularly for the most able. When this happens, pupils do not make the progress they should because activities are too easy for them.
- On occasions, in lessons, pupils' learning slows because the work is not sufficiently demanding and time is used consolidating learning that is already secure.
- Expectations of what pupils can achieve have been raised. Teachers expect pupils to be well behaved and to try their very best in their learning. Pupils respond well to these higher expectations.
- Teachers use instructions and explanations well to promote pupils' learning. Questioning is used effectively to challenge pupils' thinking, explore their ideas and check that they have understood the work.
- Teachers set clear learning targets for pupils in reading, writing and mathematics so they know what they are aiming for. The marking of pupils' work is much improved. Teachers provide encouragement and praise for good work. Constructive comments guide improvement. Pupils know how well they are doing and know what they need to do to improve their work.
- Teaching assistants are well deployed and make an effective contribution to pupils' learning, particularly for those who need additional support with literacy and numeracy. Good support is provided for pupils at an early stage of learning English.
- The teaching of reading, including phonics, is good. Teachers promote an enjoyment for reading. The more advanced reading skills are developed well with older pupils. Pupils have good opportunities to apply their reading skills in different subjects.
- Positive action is being taken to improve the teaching of writing. Teachers provide clear demonstration and guidance on writing techniques to help pupils develop their skills. There is a clear emphasis on developing pupils' grammar, punctuation and spelling. However, teachers are not providing sufficient opportunities for pupils, particularly the most-able writers, to write detailed and extended pieces.
- The teaching of mathematics is improving well. Pupils are effectively taught calculation, and most teachers clearly explain and demonstrate mathematical methods. They provide interesting opportunities for pupils to apply knowledge and skills to solve relevant problems. Just occasionally, the activities provided are not demanding enough to promote good progress.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because it has been too varied between subjects since becoming an academy. By the end of Year 6 in 2014, pupils' attainment was broadly average in reading but below average in mathematics and writing. This group of pupils made good progress from their starting points in Year 2 in reading. They did not make enough progress in writing and mathematics.
- The achievement of pupils from minority ethnic groups and those who speak English as an additional language is similar to other pupils. Pupils at an early stage of learning English make good gains in acquiring English language skills.
- The headteacher, other leaders and staff are taking decisive and positive steps to raise pupils' achievement. The school's assessments and pupils' work show that pupils are currently making faster progress but it is not consistently good in all classes. Pupils in the current Year 6 are on track to attain higher standards than last year, especially in writing and mathematics. The past underachievement in writing and mathematics has been eradicated.
- In 2014, the Year 6 pupils supported by the pupil premium attained similar standards to the others in the school in reading and writing. The disadvantaged pupils made faster progress than the others in these areas. However, these pupils were about two terms behind the others in mathematics. Both groups made inadequate progress in mathematics.
- When compared to other pupils nationally, disadvantaged pupils at Charville attained similar standards in reading and made faster progress than other pupils. However, they were about three terms behind in writing and mathematics, and their progress was slower than other pupils nationally. Better teaching and well-targeted support are helping to ensure that gaps in attainment between disadvantaged pupils and the others are closing.
- The achievement of the most able is improving but is not consistently good. In 2014, an average proportion of Year 2 pupils attained the higher levels in reading and mathematics. However, a below average proportion reached the higher levels in writing. In Year 6, an average proportion of pupils attained the higher levels in reading, but the proportion reaching the higher levels in writing and mathematics was below average. In the current Year 6, more pupils are on course to attain the higher levels, although there are occasions in lessons where learning activities are not sufficiently demanding to extend the most able.
- The progress of disabled pupils and those who have special educational needs is improving because of

stronger teaching. Pupils receive well-focused and specific support that meets their needs.

- Pupils in Years 1 and 2 make good progress in reading and mathematics, and attain average standards by the end of Year 2. Attainment in writing is below average and the academy is correctly striving to improve pupils' writing in all year groups.
- Pupils across the academy make good progress in reading. The proportion of pupils that reached the required standard in the Year 1 phonics check was broadly average 2014. Pupils enjoy reading and apply their reading skills well to further their learning in different subjects.
- Pupils' achievement in writing is less strong than reading and mathematics. They write for a range of purposes. There are some good examples of pupils applying their writing skills well in subjects other than English. Pupils' grammar, punctuation and spelling are developing well. However, pupils, especially the most able, are not always writing with sufficient detail and depth.
- Pupils' progress in mathematics is improving rapidly. Most pupils show a clear knowledge and understanding of how to make calculations and carry out mathematical operations. Their ability to apply numeracy skills to solve interesting and relevant problems is improving. For example, pupils in Year 6 made good progress in using efficient strategies to solve percentage problems.

The early years provision

is good

- The early years provision is well led and managed, and so children have a good start to their school life. Staff in the early years work well as a team in planning and providing interesting learning activities for children. There are effective systems for checking and recording children's attainment.
- Children enter the Nursery with knowledge, understanding and skills that are lower than typically found for their age, particularly in their communication, language, personal and social skills. About a third of the children entering the Nursery are at an early stage of learning English.
- Children make good progress in all areas of learning because they are well taught and are provided with interesting indoor and outdoor activities.
- Girls have attained higher standards than the boys but positive steps are being taken to tackle this issue. Boys receive specific support where needed, and teachers are providing learning activities and resources which appeal to boys. This action is beginning to close the gaps between girls and boys.
- Good emphasis is placed on developing children's speaking and listening skills. Children are keen to talk about their learning and respond well to clear prompts and questioning from adults. Children, including those at an early stage of learning English, make good progress in developing language skills.
- The development of children's reading skills, particularly phonics, is well organised and structured, and children make good progress. They make good gains in working with number and solving basic problems. The academy's drive to improve writing starts in the Nursery. Children make good progress in mark making and letter formation. In Reception, children are beginning to write simple sentences.
- Children in Nursery and Reception make rapid progress in their personal and social development. Adults establish very positive relationships with the children. The behaviour of children is often exemplary. In Nursery and Reception, children are safe and well cared for. There are high levels of enjoyment and engagement. Children are well prepared for Year 1.

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

Unique reference number	139609
Local authority	Hillingdon
Inspection number	449978

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

Type of school	Primary
School category	Academy alternative provision converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	662
Appropriate authority	The governing body
Chair	David Coleshill
Headteacher	Nicola Kelly
Date of previous school inspection	Not previously inspected
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