



# Chislehurst (St Nicholas) Church of England Aided Primary School

## Inspection Report

**Unique Reference Number** 101649  
**LEA** Bromley LEA  
**Inspection number** 276562  
**Inspection dates** 3 November 2005 to 4 November 2005  
**Reporting inspector** Christopher Gray AI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Voluntary aided		The Common
<b>Age range of pupils</b>	4 to 11		Chislehurst, Kent BR7 5PQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02084672993
<b>Number on roll</b>	218	<b>Fax number</b>	02084672993
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Vicky Cliff
<b>Date of previous inspection</b>	30 October 2000	<b>Headteacher</b>	Mr John Paddington

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 3 November 2005 - 4 November 2005	<b>Inspection number</b> 276562
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## Introduction

The inspection was carried out by two inspectors.

## Description of the school

The school is of a similar size to most primary schools. The percentage of pupils from minority ethnic backgrounds is lower than in most schools and all are fluent in English. Most pupils come from homes whose socio-economic circumstances are more favourable than average. The proportion of pupils entitled to a free school meal is below that found in most schools. The percentage of pupils on the special educational needs is below average. Children's attainment on entry to school is above what is normally found. The school is popular with parents and has a waiting list in most year groups. The buildings date from 1836 and were built for far fewer pupils than they currently serve. The school makes the best use it can of the premises to teach an up-to-date curriculum, but the lack of a sufficiently large hall or proper playground, the cramped classrooms and lack of extra teaching spaces impose a great burden on staff.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with the school that it provides a good quality of education that helps all pupils achieve well. It provides good value for money. The school is well led and managed and teaching is good. As a result pupils reach high standards in English, mathematics and science. The school's curriculum is broad and helps motivate the pupils to work hard and enjoy learning. For example, many children have good information and communications technology (ICT) skills which they use well to support their learning in other subjects. However there are weaknesses in the curriculum for personal, social and health education (PSHE) that lacks clear overall planning. Pupils behave very well in lessons and round the school and, when playing outside at break and lunchtime, display a good understanding of safety and of the school rules. They have to change into boots to go out and this is done in a very ordered and efficient way, though it inevitably takes up time. Children love being able to play outside but some parents are uneasy about the situation. Provision in the Foundation Stage is satisfactory and improving. Changes that ensure full coverage of all of the required areas of learning are starting to bear fruit. The school has made good improvement since the last inspection. Teaching has improved and standards in ICT are higher. The headteacher and other senior managers have a good understanding of the school's many achievements and those areas where further action is required. The school is well placed to continue to improve still further.

### **What the school should do to improve further**

\* achieve greater consistency across the school in the teaching of PSHE\* continue the work to update the Foundation Stage curriculum

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well throughout the school because of the good teaching they receive and because of their own very good attitudes to learning. Standards by Year 2 and Year 6 are significantly above average in English, mathematics and science and the value added by the school by the time pupils leave is also significantly above the average. Pupils reach the challenging targets they are set because teachers make very good use of assessment to direct extra support at those who need it most. Pupils have good skills in ICT and use computers easily and frequently in many subjects. Different groups of pupils, such as boys and girls or those with learning difficulties achieve at similar good rates. Standards by the time children leave the Foundation Stage are above average and children achieve well in personal development and in reading.

## **Personal development and well-being**

### **Grade: 2**

Pupils behave very well and their attendance is good. Moral, social and cultural development is good. Spiritual development is outstanding because assemblies provide pupils with good opportunities to think and reflect and they are inspired and motivated in their lessons. For example, they spoke of their amazement at experiments on air resistance and vacuums. Healthy lifestyles are clearly understood by even the youngest children: 'Fizzy stuff makes you fat, but this [water] is good for you.' They enjoy sport and take part in a variety of physical activities outside the school day. Children feel safe in school and that there is always someone to turn to if they have a problem. Community links are strong and children are very aware of the needs of those who are less fortunate than themselves. Pupils enjoy the responsibilities they are given. The school council represents the pupils well and feels strongly that its voice is heard. Pupils' good levels of basic skills prepare them well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils learn well because teachers engage the pupils in interesting and challenging tasks. Pupils said how much they enjoy practical problem solving because they have to use their initiative and think for themselves. Teachers' good knowledge of the whole curriculum enables them to link subjects together well so that pupils are keen to learn and find out for themselves. This approach gives good support to pupils' literacy and numeracy skills while extending their understanding in other areas. For example, pupils' recent work shows very good use of extended writing about the Great Plague of 1665. Pupils also searched the internet to discover 'gruesome facts' about the disease. The Foundation Stage teacher is adapting well to the changes in the curriculum, as is shown by the good provision for pupils' outdoor play. In the classroom, children are not given enough opportunities for independence in their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has many strengths and is good overall. It enables pupils to make good use of their basic skills in literacy, numeracy and ICT. Core and foundation subjects are interestingly linked through detailed planning. All learners' needs are matched well to the work that is provided for them. A good range of over-subscribed extra-curricular activities enhances pupils' learning. However, the school currently lacks a coherent curriculum framework for PSHE. Many pupils benefit from circle time, an opportunity that can help young people develop skills such as listening and empathising and which can promote respect for others and self-esteem. But, the absence of precise guidance means that this provision is inconsistent across the school. Despite the physical limitations of the school site and buildings, the staff strive

successfully to ensure that all aspects of the physical education curriculum are delivered in full. As a result pupils are further encouraged to develop a healthy life-style. The curriculum in the Foundation Stage has improved considerably thanks to the work of the teacher and senior management.

## **Care, guidance and support**

### **Grade: 2**

Children are cared for well. The school deals effectively with the problems of the outdoor play spaces, which are a concern for some parents, and for the school itself. This was an issue at the last inspection. A high level of supervision and awareness of the need for rigorous reinforcement of out-of-bounds areas ensure that children play safely outside. All risk assessments and child protection procedures are carried out in accordance with regulations. The school has worked hard to establish good links with parents and the new web site provides a further means of communication. Pupils with special educational needs are given clear targets and suitable support. The school works very well with other agencies so that children benefit from specialist help when needed. There are good systems for tracking children's progress including those with learning difficulties. Pupils know how well they are doing and what they need to do to improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a clear understanding of the school's strengths and areas for development. There is a drive for further improvement, shared by all teachers. The headteacher and senior managers are relatively new and have formed a strong team who use their individual strengths and expertise to provide good leadership and support for colleagues. The plans for school development are detailed and provide a good basis for improvement. Self-evaluation is thorough and accurate and is used effectively, as in the current drive to improve teachers' skills in assessing the level of pupils' writing. Coordinators work hard to support their colleagues. Monitoring of teaching and learning is used to pinpoint areas for improvement - such as greater use of investigative science, which pupils enjoy. Very good use is made of tracking and assessment data to give help where it is most needed and to direct the work of learning assistants. There is a constant drive by management to work around the limitations of the accommodation, both inside and outside, to maintain the good standards achieved. The school very successfully uses the goodwill and expertise of parents, governors and others in the community. Governors have a good grasp of the school's strengths and weaknesses, and provide a good balance of support and challenge to the school. The school has made good improvements over the last few years and it is well placed to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Inspectors enjoyed visiting your school this week and want to thank you for the very friendly way you welcomed them and shared your work with them. They especially liked meeting groups of you, such as the school council, and watching you at play outside, where you behave very sensibly.

You are clearly fond of your school and enjoy most of your lessons. Problem solving is a particular favourite of many of you, as well as using the computers in the ICT suite. Your parents too have many good things to say about the school. You do very well in English, mathematics, science and ICT. You have an exciting range of after-school activities and, when you leave, you take away a wealth of happy memories, as the Leavers' Yearbooks show. The headteacher and his staff run the school well. Teaching is good and teachers and classroom assistants give you clear help when you need it. They make lessons interesting, linking subjects together, such as history and ICT. Adults look after you well and have your interests at heart. Because of where your playtimes take place, they have to spend a lot more time in supervising you than teachers in other schools. This includes the caretaker, who has to clean up the mud on the cloakroom floor every day. You do your best here by changing into and out of your Wellingtons very sensibly.

Some of you enjoy regular circle time, as Year 6 pupils told us, though others of you do not often have such lessons. We have asked the school to make sure that all of you have similar types of lessons in personal and health education. When we all watched the reception children presenting their assembly last Friday, many of you noticed how different that class is now from when you were in it. Inspectors have asked teachers to carry on with the sort of changes you noticed.

Yours sincerely

Christopher Gray, Lead Inspector