



Churchill Church of England Primary School

Inspection Report

Unique Reference Number 118616
LEA Kent
Inspection number 285580
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Selwyn Ward AI

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

Type of school	Primary	School address	Rysted Lane
School category	Voluntary controlled		Westerham
Age range of pupils	4 to 11		Kent TN16 1EZ
Gender of pupils	Mixed	Telephone number	01959 562197
Number on roll	253	Fax number	01959 565676
Appropriate authority	The governing body	Chair of governors	Mr Jim Quaife
Date of previous inspection	12 October 1998	Headteacher	Mr Keith Blackwell

Age group 4 to 11	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 285580
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is of average size. The pupils are drawn from homes comprising a wide mix of social backgrounds. The overwhelming majority of pupils are White British and there are none at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is a little below average. An average proportion has learning difficulties or disabilities, but a relatively high number of pupils in Year 3 have complex learning needs. Because the numbers in each year group varies, in some years pupils are taught in single age classes and in others they are taught in mixed age classes. Children are of broadly average ability when they join the school. The headteacher has been in post for many years and is due to retire at the end of this academic year. The school is currently in the process of recruiting and appointing a successor. The last inspection determined that the school had serious weaknesses.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils do well. The school has a similar view of its effectiveness. It provides good value for money. Good provision enables children in the Foundation Stage to make good progress in the six areas of learning. By the end of the Reception Year, almost all achieve the expected levels and many do even better, especially in personal, social and emotional development. Pupils make good progress throughout the school so that by the time they leave at the end of Year 6, standards are well above average. Leaders and managers have been successful in tackling the weaknesses identified in the last inspection and in maintaining an ethos where pupils are keen to learn. As a result, the teaching is consistently good, pupils of all abilities achieve well, and the designation of serious weaknesses no longer applies. The linking of subjects makes learning fun for pupils, but the planning of the curriculum for the mix of single and mixed age classes is not robust enough to guarantee that pupils either cover all the work they should, or do not repeat some of it. Good use of targets helps pupils know how to improve their work but individual education plans for some of the pupils with learning difficulties or disabilities do not give enough guidance to staff on how best to support them. The school's good improvement since the last inspection and its success in sustaining its previously identified strengths show that it has the capacity for continued improvement.

What the school should do to improve further

- monitor curriculum planning to ensure that work cannot be duplicated or missed and that pupils are able to build steadily on their skills and knowledge as they progress through the school
- ensure that individual education plans for pupils with learning difficulties or disabilities give consistent practical guidance to staff on how best to support the pupils' learning.

Achievement and standards

Grade: 2

The pupils progress from broadly average standards when they first start school to significantly above average standards in English, mathematics and science by the end of Year 6. This represents good achievement for pupils of all abilities, including the more able and those with learning difficulties or disabilities. In the Foundation Stage, the vast majority of children meet, and many exceed, the standards expected by the end of the Reception Year. As a result of consistently good teaching, pupils continue to make good progress in Years 1 to 6 and they work at generally above average levels in English and mathematics. Some pupils who achieved highly when they were in Year 2 did not do quite so well in the 2005 Year 6 tests, even though the school exceeded its targets which were not challenging enough for them. However, pupils made good progress overall in relation to their starting points when they first joined the school.

Personal development and well-being

Grade: 2

Pupils' personal development is good. From the start of the Reception Year, children are encouraged to initiate their own work and play. They quickly learn and soon settle into the school's orderly routines. Pupils enjoy coming to school, develop very positive attitudes to their learning and co-operate well when working together. Attendance is average, and the school has good systems for monitoring and promoting attendance. Behaviour is very good because pupils understand the school's expectations about taking responsibility for their own actions. There have been no exclusions. A school council, established since the last inspection, has helped pupils to play an increased role in the school and they are looking forward to participating in the appointment process of the new headteacher. Pupils get on very well with one another. They have good relationships with adults, feel safe and learn how to keep themselves secure.

Pupils' spiritual, moral, social and cultural development are good. Pupils have good opportunities to learn about their own and other faiths and cultures. They are compassionate and regularly raise considerable funds for charities. Pupils have a good understanding of the importance of eating healthy food and taking exercise. They are very active in supporting wider communities through projects like their links with a school in Sri Lanka, following the 2004 Tsunami, and Mabudzani Primary School in Botswana. Pupils' good acquisition of basic skills and their strong personal development prepare them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, as shown in the pupils' good progress and the high standards they achieve by the time they leave. Very good lesson planning and preparation, and varied well-paced activities that keep the pupils well motivated, are notable features of the good teaching. On just a few occasions, the pace of learning drops, and this slows the pupils' progress.

In the Reception classes, staff work well together to plan and provide interesting activities which fire the children's imagination and curiosity, such as finding out if they can thread beads in the dark. Teachers have a good understanding of the needs of young children, especially their personal, social and emotional needs, which are met well. As a result, children grow in confidence and work well, both on their own and with each other.

Teaching in Years 1 to 6 has improved since the last inspection as a result of systematic monitoring and evaluation. Work is well matched to pupils' needs. It provides good challenge for more able pupils and those with learning difficulties or disabilities. Good marking ensures that pupils know what they can do well and what they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It has good features which promote pupils' enjoyment and enthusiasm for learning. An exciting and very well planned curriculum for Reception children contributes to their good progress. Changes to the curriculum, whereby subjects are linked together and taught as part of a theme or topic, have been successful in making learning more relevant and fun for pupils. Curriculum planning does not, however, give a clear enough picture of coverage and progression from Years 1 to 6 to ensure that there is no risk of pupils either missing out or repeating work, particularly as they move between mixed and single age classes.

A good range of clubs, well attended and enjoyed by boys and girls of all ages, enriches the curriculum. These include many sports activities which promote healthy lifestyles and keeping fit. Well-planned visits fit in with topic themes, such as a Year 6 visit to the Globe Theatre, which produced good quality work in literacy and art. Pupils with particular talents are involved in special projects mainly through productive links with local secondary schools.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Pupils feel that they are looked after well, and their parents agree. Pupils have fruit and water during the day and, to further promote healthy eating, action has been taken to improve school dinners. Safety procedures are good. Child protection and welfare arrangements are thorough and staff training is up to date. Appropriate arrangements are in place for vetting adults who work with pupils.

Personal guidance and support are good because staff use assessment well to identify individual pupils' needs, which is an improvement since the last inspection. Pupils know their individual targets well and this contributes to their good progress, particularly in English and mathematics. Older pupils are encouraged to set their own targets and to become involved in assessing their own and others' work. Pupils with learning difficulties or disabilities are usually supported well but their individual education plans do not always specify clearly enough the practical steps needed to help them learn.

Leadership and management

Grade: 2

Leadership and management are good. By responding well to the issues raised at the last inspection, the school has improved significantly whilst continuing to maintain its many strengths. The school's ethos successfully encourages pupils' strong personal development and their enthusiasm for learning. Through improved monitoring of teaching and learning, the school's leadership has established a strong and effective teaching team. As a result, pupils now make consistently good progress throughout

the school. Although several are new to their role, subject leaders fulfil their responsibilities well. They are increasingly involved in monitoring the pupils' performance and have opportunities to further develop their expertise, for example by visiting and learning from practice in other schools. Parental confidence has been maintained throughout the period in which the school was considered to have serious weaknesses. Parents now express strongly favourable views about all aspects of the school, including communications, which had previously been an area of concern. Leaders and managers have recognised the need for more robust arrangements for ensuring curriculum continuity but have not yet put these in place.

Visiting the school regularly and routinely sitting in on, and reporting on, lessons have helped to give governors a strong appreciation of the school's strengths and its areas for development. Though fiercely supportive of the school, they are not complacent about the need to continue to monitor performance and secure further improvement. They have contributed to the school's self-evaluation, which is accurate and takes full account of the views of parents and pupils.

The good improvement since the last inspection, coupled with a vision for the future of the school shared across an enthusiastic staff and a committed governing body, demonstrates the school's good capacity to build on its success.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	2	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Pupils,

I am writing to let you know how much we enjoyed our visit to your school. Thank you all for making us so welcome and helping us.

Here are the important things that we want you to know

- You are proud of your school and you enjoy coming to school.
- You behave very well and you get on very well with each other.
- Your teachers are making learning fun and you are doing well in lessons.
- You know your targets and these are helping you to improve your work.
- Most of you do well when you take tests in English, mathematics and science.
- The headteacher, staff and governors have done a good job in improving the school in the time since it was last inspected.

These are the things that we think could be better

- The school could be more careful to make sure that there is no risk of you either repeating or missing out on topics as you move from class to class.
- Teachers do not always set out clearly enough the extra help that some children need to help them learn.

Thank you again for being so helpful and friendly when we came to see you.

Yours faithfully, Selwyn Ward Lead Inspector