

# Churchill Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	118616
<b>Local Authority</b>	Kent
<b>Inspection number</b>	326858
<b>Inspection dates</b>	2–3 July 2009
<b>Reporting inspector</b>	Paul Missin

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	266
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Miller
<b>Headteacher</b>	Judy Duffield
<b>Date of previous school inspection</b>	20 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rysted Lane Westerham TN16 1EZ
<b>Telephone number</b>	01959 562197
<b>Fax number</b>	01959 565676

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This school is an average-sized primary school. The proportion of pupils with learning difficulties and disabilities is well below average but the proportion with statements of special educational needs is broadly average. Almost all pupils are of White British backgrounds. A small number of pupils have Traveller backgrounds. A well below average proportion is known to be eligible for free school meals. Children in the Early Years Foundation Stage are taught in two Reception classes. The Winnies Pre-School and the Westerham Day Nursery share the school's site but are subject to a separate inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Since her appointment, the headteacher has consolidated the several strengths of the school's caring approach but acted decisively in several areas that required change. She has dealt with a significant deficit budget, re-focused the work of the school on standards and attainment and secured an effective shared leadership by redefining the roles and responsibilities of the senior leaders. School improvement planning is comprehensive and centred on raising standards but there is insufficient use of all available assessment information to set rigorous overall school improvement targets. As a result, the monitoring of overall school effectiveness by staff and governors has not been sufficiently rigorous. Standards across the school are broadly average. Pupils make sound progress and achievement is satisfactory. Currently, pupils in Year 2 reach average standards, but those in Year 6 are below average. However, this represents satisfactory progress from their different starting points. Leadership and management are satisfactory because the changes introduced are only just beginning to impact on raising standards across the school. Progress in reading and writing is often good, especially in Year 2 and in Year 5, where standards are on track to be above average.

Teaching is satisfactory, but with several strong features. Teachers skilfully establish effective relationships in the classes where pupils show interest and are keen to do their best. There is a consistently strong emphasis on the specific learning intended in each lesson. This helps pupils' understanding of what is expected of them. Sometimes, teachers do not have sufficiently high expectations of the speed and quality of pupils' work, especially those who are more able. Progress in French is often good because of the quality of the teaching but that in mathematics is only satisfactory, mainly because teachers are less knowledgeable and confident in this subject. The curriculum is wide, varied and interesting. It is supplemented by a good number and range of well-planned enhancements through visits and visitors to the school. The curriculum is only satisfactory because provision in literacy, and particularly in numeracy, is not fully effective in securing the best possible progress for pupils. This is a caring school where the needs of individual pupils are met well. All adults in the school community support the school's caring ethos effectively and this is appreciated by pupils and parents. Pupils who are vulnerable or distressed are dealt with sensitively and parents and other agencies are involved when appropriate.

Pupils' personal development is promoted well. Pupils have an excellent understanding of what it means to be healthy and they make an outstanding contribution to the school and wider community. They have very mature views of the school and its work and are pleased to have a say in how things are done. They have a good appreciation of the importance of being safe, including some of the dangers of the internet. They behave well and most enjoy coming to school, although the rate of attendance is broadly average. Their spiritual, moral, social and cultural awareness is promoted well through their appreciation of what the school provides and their support of several charities, including links with Botswana and Sri Lanka. The drive and determination of the headteacher and the effective support provided by other leaders, the improvements already secured and the good focus on standards and achievement mean that the school is well placed to secure further improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Children start school with knowledge and skills that are in line with those expected for their age, but often language and communication skills are lower. By the end of the Early Years Foundation Stage, children reach standards that are above those normally found. Children achieve exceptionally well and make outstanding progress. Leadership and management are very effective. The leader ensures that very clear and effective links are established with parents. There are very well organised procedures for meeting and involving parents. Other strengths are the ways in which planning, observing and assessing children's learning are undertaken very thoroughly and effectively. However, the use of this data to ensure an effective transition to Year 1 is less strong. The Reception classes are particularly well resourced. For example, there are several realistic role-play areas which capture children's interest well and they learn about helping customers and paying for services and goods in the 'Garden Centre', 'Café' or 'Garage'. The bike-washing service was giving them a view of cost, value and economic awareness. Teaching is consistently good and the curriculum provided is outstandingly rich and varied. Skilful teaching and exciting learning opportunities ensure children are really interested in their learning and is the major reason for the excellent progress. Children's welfare and the promotion of their personal skills are addressed very well indeed. Staff place a high priority on encouraging children's independence in their learning. Children are quickly encouraged to take turns, work and play cooperatively and sustain their interest and concentration. Parents are rightly pleased with what is provided. One wrote, 'I can't believe how much my child has developed in one year in school – in knowledge and confidence.'

### What the school should do to improve further

Raise standards and accelerate achievement by: improving the effectiveness of teaching by raising teachers' expectations of what pupils can achieve, especially those who are more able, in order to accelerate the rate of their learning; ensuring that leaders use all available assessment information to set clearer overall school improvement targets; and capitalising more effectively on the excellent start which children get in the Early Years Foundation Stage. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards in Year 2 have been mostly average recently. The pupils in the current Year 2 reach standards in reading, writing and mathematics which are broadly average. This represents satisfactory progress from their starting point in Year 1. The proportion reaching the expected Level 2 is much higher than in 2008, especially in reading. Standards in Year 6 have been mostly average but the current group are reaching standards in English, mathematics and science that are below average. However, this group are nevertheless making satisfactory progress from their lower starting points in Year 2. Indications are that standards are rising and progress is being accelerated, particularly in Year 5. Here, pupils make good progress in reading and writing and are on track to reach above average standards when they leave Year 6. The new setting arrangements in Years 3 to 6 help to consolidate strengths in the provision of reading and writing but have been slower to impact on standards and progress in mathematics. Pupils make

good progress in French because of the excellent support they get. Pupils who need extra help with their learning make satisfactory progress.

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

### **Grade: 2**

Pupils' interest in sport, exercise and living healthily is outstanding. Spiritual, moral, social and cultural development is good and its importance was captured by a younger pupil who said, 'Our school motto is 'others' and that means respecting and looking after other people.' Pupils get on well with one another and enjoy a wide range of arts and cultural events. They have very good involvement in school and local communities and are knowledgeable about global issues, but less aware of the varied cultural groups within Britain. The responsibility they take on in school is outstanding. Fundraising, led by a school council representative, is done with real professionalism, giving everyone a purposeful insight into wider social and moral issues. Pupils behave well in class and around the school and understand the importance of keeping safe, including the possible dangers of the internet. Pupils are clear about who can help them if they have any worries. Younger ones particularly value help from the oldest children who take on responsibilities as 'Red Cap' helpers, saying 'they're helpful and they know how it feels to be unhappy so they can sort things out'. Even though pupils clearly enjoy school life, attendance is average, despite efforts to ensure everyone is aware of its importance. The acquisition of key literacy and numeracy skills prepares pupils satisfactorily for their economic future and their good personal qualities enable them to be useful citizens in the wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons usually make clear reference to the learning intended in the lesson and appropriate activities to follow. This means pupils know what is expected of them and what they are expected to learn. Teachers manage pupils well and skilfully encourage pupils' good behaviour. In the best lessons, teachers use questioning effectively, provide appropriate activities for the different ability groups in the class and use resources imaginatively. However, occasionally, insufficient extension activities are provided to challenge the more able. The pace of lessons sometimes drops and teachers do not all have sufficiently high expectations of what pupils can achieve and the speed with which they can work. The teaching of French by a specialist teacher is very effective. The way in which French is integrated with other subjects, such as information and communication technology, is exemplary. However, teaching in mathematics is not fully effective. The school has already introduced several initiatives using internal and external support to improve teachers' knowledge and confidence but there is still some way to go. Pupils who need extra help receive sound support which enables them to make satisfactory progress.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is matched closely to the requirements of the National Curriculum. Evidence from pupils' workbooks and from the many attractive and interesting displays around the school shows that the curriculum is rich and varied. Interesting topics are taught to an appropriate depth. Provision is supported well by a good number of well-planned enhancements. French

is taught across the school and a wide range of sporting activities are available. Plenty of opportunities are provided for pupils to develop their social skills and cultural awareness, for instance as a result of the school's involvement in providing a water supply for a school in Botswana. The school promotes a wide range of visits both to the school by visiting artists, and to exhibitions and performances. There is an excellent range of extra-curricular clubs. Pupils say how much they enjoy these and the take-up is high. A good number of visits to places of local interest and further afield strengthen provision well. All these activities, and the many opportunities to take on responsibilities in school, make a good contribution to pupils' spiritual, moral, social and cultural development. Provision in literacy and numeracy is not fully effective in ensuring that pupils make the best possible progress in their learning.

## **Care, guidance and support**

### **Grade: 2**

This is a caring school where pupils feel safe and secure. One parent commented, 'The school has a wonderful feel to it, with all the staff and pupils being very caring.' All staff know pupils well and this underpins the effective provision. Pupils are looked after well and all the statutory requirements relating to their welfare are met. This includes the required check on the suitability of adults working in the school and the elimination of potential risks. Pupils who may be vulnerable or distressed are quickly identified and good support is provided to settle and encourage them. Pupils with particular gifts and talents are encouraged and enabled to pursue their interests further. Procedures to promote better attendance are satisfactory. New systems to enable teachers to monitor the progress that pupils make have recently been introduced and are having an impact on raising standards, particularly in reading and writing. Assessment information is being used well to devise learning targets for pupils. Pupils have an exceptionally thorough knowledge of their targets and agree that these are helping them to do better. The support for pupils as they move on to secondary school is especially well managed.

## **Leadership and management**

### **Grade: 3**

The whole staff work effectively together as a strong team and the recent redefinition of the roles and responsibilities of senior staff has been done well and has secured their commitment to school improvement. The new systems to monitor the progress that pupils make are increasing teachers' accountability for, and commitment to, pupils' progress and these are beginning to be reflected in rising standards. The strong caring ethos of the school has been maintained well and the support for vulnerable pupils continues to be a high priority. The school improvement plan is very detailed and is helpfully focused on the development of Every Child Matters criteria as well as the priority to raise standards and accelerate progress. A weakness is that staff and governors have not used all the available assessment information to set and monitor targets for overall school development in order to provide a clearer view of the pace of improvement. The school has a good understanding of its own community. It has developed good links with more distant communities, such as Botswana and Sri Lanka, but fewer with contrasting communities closer to home.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

6 July 2009

Dear Pupils

Inspection of Churchill Church of England Voluntary Controlled Primary School, Westerham  
TN16 1EZ

Thank you for making us so welcome when we came to the school recently to see how well you were doing. We enjoyed talking to you and seeing you at work and at play. We were impressed with the very appreciative reports from Year 6 of their recent visit to Dorset. Your school is providing you with a satisfactory education, which is improving.

Here are some of the best things about your school:

- Children get off to an exceptionally good start to their time at school. Provision in the Early Years Foundation Stage is excellent.
- You have a very mature appreciation of healthy living and you make an outstanding contribution to the school and wider community.
- Your headteacher sets a good example in the way that her sensitive and caring attitude is an important part of the strong ethos of the school.
- School leaders and teachers have worked hard recently to make sure that you are now beginning to make better progress in your learning, particularly in your reading and writing.
- You have very good opportunities to help and support those less fortunate than yourselves.

Here are a few things that we have asked the school to improve:

- Teachers need to focus even more clearly on activities which will help all of you to make better progress, especially those who can do harder work.
- Leaders should use assessment information better to judge how quickly the school is improving.
- The school should ensure that it builds well on the excellent start that children get in the Early Years Foundation Stage.

You can help by always working as hard as you can to make the best possible progress in your learning, especially with your mathematics. Thank you again for your welcome. We wish you well for the future.

Yours faithfully

Paul Missin

Lead inspector