

Churchfields Primary School

Inspection report

Unique Reference Number	101589
Local Authority	Bromley
Inspection number	376595
Inspection dates	3–4 October 2011
Reporting inspector	Jon Carter

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair	Sara Jeffrey
Headteacher	Tom Hyndley
Date of previous school inspection	20–21 January 2009
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 11 teachers and held meetings with school leaders and managers, representatives from the governing body and two groups of pupils. Inspectors observed the school's work and looked at assessment information, the school's analysis of pupils' progress, curriculum plans, minutes of governing body meetings, records of the school leaders' lesson monitoring and many other documents. They analysed responses from the 165 questionnaires received from parents and carers, as well as those from 108 pupils and 30 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively leaders and managers at all levels are identifying and addressing weaknesses in teaching and the curriculum in order to drive improvement and raise attainment in literacy, particularly in writing.
- How effectively the school works to improve attendance and reduce persistent absence.
- How effectively the Early Years Foundation Stage uses assessment information to provide well-targeted activities to build children's abilities in language for communication and thinking, and promote their physical development.

Information about the school

Churchfields is a primary school of slightly larger than average size. The largest ethnic group in the school is made up of pupils from White British backgrounds. The school has a higher than average percentage of pupils from minority ethnic backgrounds. A lower than average proportion of pupils speak English as an additional language, a small minority of whom are at a very early stage of learning English. The proportion of pupils known to be eligible for free school meals is slightly higher than average. The school has a higher than average proportion of pupils with special educational needs and/or disabilities. This is partly due to there being two classes provided specifically for pupils with severe and complex needs. Pupils' special educational needs are mainly autistic spectrum disorders and moderate learning difficulties. The Early Years Foundation Stage is made up of a Nursery class and two Reception classes. The school holds Healthy School status and Artsmark Silver award.

There is a children's centre on the same site as the school and the school buildings are used for an after-school club run by a private provider. These are subject to separate inspection arrangements and were not included as part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Churchfields is a satisfactory school. Pupils make satisfactory progress in their learning and show good development in their personal skills. They enjoy coming to school and taking part in lessons. Parents and carers are particularly pleased about how well staff look after pupils' well-being. One parent, whose views echoed those of many, wrote, 'The staff are friendly, helpful and go out of their way to make school a fun and happy place to be.'

School leaders have successfully brought the school through a period of significant change to staffing. Pupils' progress during this time has not been as rapid as seen previously. Consequently, attainment is low. Leaders and managers at all levels have an accurate understanding of where the school has strengths and the areas that need further development because self-evaluation processes are satisfactory. Restructuring of subject leadership throughout the school has ensured that a sharper focus on learning is beginning to improve lessons. While pupils make satisfactory progress overall, an increasing proportion of learning is good or better. This is ensuring that progress is improving securely and quickly, particularly in writing in Key Stage 1. The success of the actions taken by the restructured leadership team in a short period of time demonstrates that the school has satisfactory capacity to improve.

The quality of teaching is satisfactory overall. In a minority of lessons, where teaching is good, pupils make good progress because clear objectives are set for learning. In these lessons, pupils engage well with learning activities which are suitably challenging and well paced. As a result, their learning moves on swiftly. However, these levels of pace and challenge are not consistently established in all lessons. The quality of written feedback is also inconsistent across the school. Where good practice is seen, pupils have opportunities to put their teachers' suggestions into effect and their learning progresses well. Where these opportunities are not routinely provided, pupils' understanding develops less rapidly because some errors and misconceptions remain.

Leaders and managers have a sound understanding of where teaching is best around the school because their observations are regular and accurate and they identify areas for development. However, subsequent observations do not make rigorous use of this information to help gauge how well the quality of teaching is improving. Teachers are beginning to benefit from opportunities to observe their colleagues. This is helping to spread good practice but is not yet sufficiently widespread to have

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had significant impact on improving the quality of teaching, learning and progress.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and improve the quality and consistency of pupils' progress in lessons by ensuring that:
 - lesson planning sets suitably high expectations of achievement for all pupils by establishing clear learning goals that challenge pupils, based upon recent and accurate assessment of what they know and can do
 - the pace of learning is accelerated during lessons.
- Improve the quality of teaching by:
 - sharing good practice more widely across the school through increased opportunities for teachers to observe each other's work
 - ensuring that lesson observations by senior and middle leaders are strongly focused on specific areas for development.
- Improve the consistency with which high quality written feedback helps pupils to make rapid progress by ensuring that:
 - pupils are given regular opportunities to respond to teachers' written feedback
 - teachers follow up these opportunities by evaluating pupils' progress in the areas they were asked to improve.

Outcomes for individuals and groups of pupils

3

Pupils enter the school with levels of development that are generally below age-related expectations, particularly in communication, language and literacy skills. Overall, pupils make satisfactory progress although, by the end of Year 6, attainment is low, particularly in writing. Accelerated progress for pupils has recently been established through changes to whole-school programmes. These have given pupils more opportunities for writing as well as better focused support for those with special educational needs and/or disabilities. Consequently, the attainment of an increasing number of pupils is improving quickly in writing, particularly for those in Key Stage 1.

In lessons, pupils make at least satisfactory progress. They particularly enjoy working together while learning. For example, a group of more able pupils in Years 3 and 4 enthusiastically discussed how the structure of a poem affects its meaning. In the best lessons, pupils respond enthusiastically to the challenges set for them. Pupils' literacy skills develop with increasing pace, from very limited starting points, through both the teaching of discrete skills and the use of those skills in other subjects. For example, older pupils with severe and complex needs developed their speaking skills and extended their vocabulary while sharing a story with their teacher. Progress in

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numeracy and information and communication technology (ICT) is satisfactory, as shown, for example, by the confident use of word processing software by Year 6 pupils. This familiarity supports their satisfactory development of skills which contribute to their future economic well-being. Pupils’ behaviour is almost always good in classrooms and around the school. However, where learning activities are not well matched to pupils’ needs, behaviour in lessons is only satisfactory.

Pupils with special educational needs and/or disabilities and those who speak English as an additional language make progress at similar rates to their peers because they are effectively supported in the classroom. Overall, boys do less well than girls, although girls do less well when compared with their peers nationally than boys.

Pupils make a particularly strong contribution to their school community. Their enthusiastic participation in schemes such as the ‘mini-mentors’ helps them to develop good social and moral skills while playing their part in creating a safe and friendly learning environment. Pupils are confident that they are kept safe in school. Their good adoption of healthy lifestyles through participation in physical activity and understanding of healthy eating is recognised by the award of Healthy School status. The majority of pupils respond well to the school’s strategies for managing absence. Pupils’ attendance continues to improve and is now broadly average overall. The proportion of pupils who are persistently absent from school is also falling rapidly.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Teaching is satisfactory, and improving due to the professional commitment of staff to continuously update their subject knowledge and understanding of different teaching methods. Consequently, activities that are planned to address the literacy needs of individual pupils are becoming more successful as they are better matched to how pupils learn best. Relationships between adults and pupils are positive and staff ensure that learning environments are bright and exciting. Satisfactory use is made of ICT to engage and motivate pupils. Lessons are planned satisfactorily so that pupils' learning is structured and takes account of the range of abilities, although expectations of what pupils can achieve are not always high enough. This is particularly the case in the provision for pupils with severe and complex needs. Where learning and progress are good in a minority of lessons, assessment of what pupils know and can do is both thorough and accurate. This detailed information is used well to ensure that planning takes good account of what pupils know and can do. Consequently, pupils are motivated to learn and progress because the work they do is suitably challenging. Teaching assistants are deployed effectively to ensure that the pace of learning is at least satisfactory.

Pupils benefit from a satisfactory curriculum which is broad, balanced and makes particularly good use of local partnerships. For example, adult volunteers support pupils' reading effectively and pupils in Year 6 gain inspiration for their writing activities from a visiting theatre company supporting their study of Macbeth. These are beginning to contribute to pupils' improved literacy skills, especially in writing. Provision made for pupils with severe and complex needs ensures that they receive satisfactory opportunities to develop their social and communication skills through collaborative working with their peers. Links between subjects, particularly to incorporate meaningful use of ICT, are established but not yet wide ranging or comprehensive.

Pupils are well cared for and given good guidance which has positive effects on their personal development. Arrangements to ensure that pupils settle in quickly to school and are well prepared for moving on to secondary school are good. Pupils who are particularly vulnerable, for example due to health needs, are provided with individually tailored support to ensure the transition proceeds smoothly. Relationships with parents are strengthened through the good support provided by staff, especially that provided by the school's Family Worker. This has been an important factor in securing improved attendance. The school has good systems for identifying and working with the most persistent absentees and for rewarding high attendance. The well-attended breakfast club also encourages pupils to be in school on time. However, pupils who fall slightly below average rates of attendance are not routinely given realistic but challenging targets that encourage improvement.

These are the grades for the quality of provision

The quality of teaching	3
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Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive for continued improvement over the past 12 months has been adversely affected by a significant turnover of staff at all levels in the school. Nevertheless, the headteacher has ensured that the staff team is well focused on what the school needs to do to improve. Leaders and managers at all levels communicate a consistent message about the way forward for the school. As a result, staff feel invigorated by their enthusiasm and there is a shared ethos of change for the better. While the impact of some changes, such as those made to improve writing in Key Stage 1, can be seen in pupils' better progress, other changes are too recent to have yet had a measureable effect. The governing body provide satisfactory support and challenge to the leadership team and visit the school regularly to gain an appreciation of its strengths and weaknesses.

Arrangements for ensuring that pupils are adequately safeguarded are good. Staff are trained regularly and recruitment procedures are robust. The effectiveness with which the school promotes community cohesion is satisfactory. School leaders have an accurate understanding of pupils' backgrounds. They ensure that pupils have suitable opportunities to enhance their understanding of the diversity of different heritages within the school. However, school leaders recognise that links with children in different areas of the UK and globally are less well developed and appropriate plans are in place to redress this balance.

The promotion of equality of opportunity is satisfactory in all aspects of the school's work, and it takes suitable steps to tackle discrimination. The progress of the most vulnerable groups of pupils is monitored. No groups of pupils perform significantly differently to their peers. Pupils have positive attitudes towards their peers and the school operates harmoniously on a day-to-day basis.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. A good range of purposeful and engaging activities are provided which ensure that all areas of learning are covered comprehensively. Links between activities in the classroom and the outdoor environment are strong. As a result, children experience continuity in their learning. In the nursery, children are settled into the routines established for them and show good levels of independence. They make choices and take responsibility for clearing up after themselves. Children in the Reception classes make good progress in their literacy skills because teachers effectively help them to develop good awareness of the sounds letters make. Good opportunities to talk with adults, who question the children skilfully, is enabling them to develop better skills in language for communication and thinking. This area remains a key priority for the staff of the Early Years Foundation Stage, as progress still lags behind other skills such as reading and writing. Children’s physical development is well provided for, although some summer-born boys still make less progress than their peers.

Leaders and managers make good use of assessment information to inform their development planning. For example, a more relevant range of writing opportunities has been provided for boys in the outdoor area in response to early identification of potential under-achievement. Consequently, both boys and girls make improved progress in writing and a greater proportion than average meet national expectations for their age. Transition arrangements are strong and parents are increasingly engaged as partners in their children’s learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A higher than average proportion of parents and carers returned questionnaires.

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Most responses were positive and appreciative of the work of school staff and leaders. They were particularly impressed with the care shown to their children, especially in the Early Years Foundation Stage. Inspectors found the care, guidance and support provided by the school to be good. Parents and carers also recognised the recent staffing changes as having a positive effect on their children's learning.

A few raised concerns about the information provided by the school about their children's progress and how they could support this better, as well as the extent to which the school takes account of their suggestions and concerns. Inspectors found that communication with parents and carers is well established and provides suitable information to parents and carers using a variety of media. The headteacher has plans to survey parents' and carers' opinions more specifically about communication in order to find out how best to address their concerns.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Churchfields Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 165 completed questionnaires by the end of the on-site inspection. In total, there are 318 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	66	52	32	4	2	0	0
The school keeps my child safe	96	58	67	41	0	0	0	0
The school informs me about my child’s progress	57	35	84	51	16	10	3	2
My child is making enough progress at this school	62	38	84	51	10	6	3	2
The teaching is good at this school	81	49	74	45	5	3	0	0
The school helps me to support my child’s learning	75	45	73	44	16	10	0	0
The school helps my child to have a healthy lifestyle	71	43	91	55	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	33	80	48	8	5	1	1
The school meets my child’s particular needs	70	42	77	47	12	7	1	1
The school deals effectively with unacceptable behaviour	53	32	86	52	14	8	3	2
The school takes account of my suggestions and concerns	52	32	85	52	15	9	1	1
The school is led and managed effectively	67	41	80	48	10	6	2	1
Overall, I am happy with my child’s experience at this school	91	55	63	38	9	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 October 2011

Dear Pupils

Inspection of Churchfields Primary School, Bromley BR3 4QY

Thank you for giving us a warm welcome when we visited your school recently. We enjoyed speaking with you and watching you enjoy your lessons.

I am writing to tell you that Churchfields is a satisfactory school. You make satisfactory progress in your lessons and you develop good personal skills. Your behaviour is good and you told us that you feel safe while you are in school. We were impressed by how well you take part in activities that help other people in your school community. We can see that teachers are making changes that are helping you to get better at some of the subjects you find most difficult. The younger pupils are already making better progress in their writing, for example.

To help your school get even better, we have asked the headteacher to focus on three main things. We have asked him to improve:

- your progress in lessons so that you achieve more
- how well the teachers deliver their lessons by getting them to share the things they do well with each other
- how teachers get you to use and respond to their marking of your written work so you make quicker progress.

You can all help by showing your teachers how you have used their feedback to improve other pieces of work that you do.

Yours sincerely

Jon Carter
Lead inspector

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