

# The Churchill School

Haven Drive, Hawkinge, Folkestone, CT18 7RH

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Highly effective leadership, especially of the headteacher and deputy headteacher, has significantly improved teaching since the previous inspection. Teaching is now consistently good. As a result, pupils' progress in reading, writing and mathematics is at least good throughout the school.
- Leaders, including governors, have changed the culture and ethos in the school by raising the expectations of what pupils can achieve. Teachers receive excellent help and support to improve their teaching. They respond by working very hard and having a strong commitment to the school.
- Pupils' behaviour is outstanding. They recognise the commitment of the school to them and respond by working very hard in lessons. Their conduct around the school is excellent.
- The school's work to ensure pupils are safe and secure is outstanding. Pupils are happy and feel safe.
- Teachers use questioning well to deepen pupils' learning and challenge their thinking. This enables pupils to regularly reflect on their work and so they learn well.
- The provision for disadvantaged pupils and those who are disabled or have special educational needs is excellent. High quality support in lessons enables them to close the gap with their classmates.
- Checks on the progress of pupils are rigorous, regular and accurate. The school uses this information to identify pupils in danger of not meeting the higher demands of the new National Curriculum and helping them catch up.
- The good provision in the Reception classes enables children to make good progress. They are well prepared for Year 1.
- Governors are effective and provide an appropriate level of challenge and support to school leaders.

### It is not yet an outstanding school because

- Leaders in some subjects are not having as much impact on improving the quality of teaching as they could.
- Pupils do not get enough opportunity to apply their skills of reading, writing and mathematics in a wide enough range of subjects.
- The subject knowledge of some teachers in subjects other than English and mathematics is not strong enough. This sometimes slows down the progress of pupils.

## Information about this inspection

- Inspectors made 29 visits to classrooms to observe pupils’ learning. Senior leaders accompanied inspectors on some of these visits. Inspectors also spent time examining pupils’ work books. They also observed other aspects of the school’s work, including assemblies.
- Meetings were held with members and the Chair of the Governing Body, as well as with teachers and school leaders. The lead inspector also met with a representative of the local authority.
- Pupils took inspectors on a tour of the school. The inspectors met with a group of Key Stage 2 pupils, listened to Year 1 pupils read, and spoke to individuals in their classrooms about their work. They spent time in the dining hall and on the school playground, where they also spoke to pupils.
- Inspectors spoke to parents at the school gate. They also considered the 93 responses to the online questionnaire (Parent View). Inspectors reviewed 48 questionnaire responses from staff.
- Inspectors looked at a number of documents, including the school’s own information relating to pupils’ achievement, the school’s review of its work and plan of action. They also looked at reports of visits made by representatives of the local authority. They considered records relating to behaviour and attendance and checks on teaching as well as school documents relating to safeguarding. The inspectors also considered the school’s website.

## Inspection team

Martin Marsh, Lead inspector	Additional Inspector
Angela Podmore	Additional Inspector
Anne Sturman	Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- This is a larger-than-average-sized primary school.
- About one in eight pupils are supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who are looked after). This is below average.
- The proportion of pupils who are disabled or have special educational needs is below average.
- Less than one in ten pupils are from minority ethnic groups other than White British. Only a small proportion of pupils do not speak English as their first language.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs before- and after-school childcare. The before-school care takes the form of a breakfast club. Both were visited as part of this inspection.
- The Reception classes are full time.
- When the school was inspected in November 2013, it was judged to have serious weaknesses. Subsequently, the school received two monitoring visits from Her Majesty's Inspectors. The first judged the school's and local authority's plans for improving the school to be fit for purpose. The second judged it was making reasonable progress towards removal of the serious weaknesses designation.

### What does the school need to do to improve further?

- Improve teaching further so the progress of pupils is even more rapid by:
  - strengthening the subject knowledge of teachers in subjects other than English and mathematics so they are able to plan more precisely for pupils in all subjects
  - developing the skills of leaders of subjects so that all are having an even greater impact on improving the quality of teaching
  - providing even more opportunities for pupils to use their skills of reading, writing and mathematics across all subjects.

## Inspection judgements

### The leadership and management are good

- Inspiring leadership by the headteacher and deputy headteacher since the previous inspection has changed the culture and ethos at the school. The higher expectations of teachers and pupils have been very successful in ensuring that pupils' behaviour is now outstanding and teaching and achievement are both consistently good.
- Leaders, including governors, have been very successful in improving outcomes for disadvantaged pupils. The use of the additional funding for extra qualified teachers working with this group alongside class teachers has been very effective in closing the gap in attainment between them and their classmates. The extra focus on this group means leaders and governors always know how well they are doing and can identify and put in extra support if any pupils are not making fast enough progress.
- Checks on the progress of all pupils are very rigorous. Leaders use this information to identify if any pupils are in danger of not meeting what is expected of their age within the new National Curriculum.
- Leaders regularly check on the quality of teaching. Using a wide range of evidence in addition to visits to classrooms, leaders are able to identify where improvements are needed. The additional help and training that teachers receive allows them to routinely reflect on their practice and so they are continually striving to make improvements. Staff are totally behind what the school is doing. Leaders have completely eliminated teaching that previously was inadequate or required improvement.
- Improvements in the quality of teaching have also contributed to the much lower proportion of pupils who are being identified as having special educational needs. Where previously they had been given additional support because they were not making progress due to weaker teaching, now resources are more carefully targeted for pupils who really need it. This additional help is enabling them to overcome the barriers they may have to learning, to learn well and to take a full part in school life.
- Since the previous inspections, the school has rightly focused on developing what is taught in English and mathematics. This has been very successful. For example, in Year 5 pupils are learning to use figurative language to describe settings using scenes from a computer game. This together with the excellent subject knowledge of the teachers to support this type of writing is ensuring pupils are highly motivated and making rapid progress. Subject leadership of English and mathematics is strong, and leaders are good role models, provide additional help and support to teachers and plan and lead training for teachers.
- The school has worked hard to develop the capacity of its middle leaders who are increasingly effective in helping teachers to improve especially in English and mathematics. However, some leaders are not having as great an impact on improving teaching as they could. As a result, in some subjects and with some teachers, subject knowledge to teach the curriculum is not as strong as it is in English and mathematics.
- The curriculum (subjects that are taught) is broad and balanced. All aspects of pupils' spiritual, moral, social and cultural development is promoted well. The school motto – 'Honesty, Responsibility and Moral Courage' – is a tribute to those who gave their lives during the Second World War. The school has these British values at its heart and celebrates them in its work. Recently, there was a celebration to commemorate VE day. Also, during the week previous to the inspection, the school organised a day to reflect on the recent earthquake in Nepal and raise money for the appeal. There are strong links to the Brigade of Gurkhas based nearby with children from Gurkha families attending the school. The school develops democratic principles well through elections to the school council and to become an 'eco champion'. There was also a range of events linked to the 2015 General Election. The school is very successful in fostering good relations, tackling discrimination and preparing pupils for life in modern Britain.
- The school has fully involved parents in its work since the previous inspection. It has kept them very well informed about what is happening and the impact it is having. The vast majority of parents are fully behind what the school is doing for their children.
- Leaders have used the sports funding well to provide specialist sports coaches and increase the range of after-school clubs. Pupils know how playing sports can keep them healthy and have a good understanding of what constitutes 'fair play'. In the playground, a pupil who missed a penalty was commiserated by his teammates and a pupil apologised when his tackle resulted in his opponent falling.
- Leaders, including governors, ensure that all aspects of safeguarding are very strong. They are aware of those pupils whose circumstances might make them vulnerable to abuse. They ensure that all staff are fully trained to recognise signs that might indicate a child is being harmed and what to do about it. All aspects of health and safety meet requirements. Rigorous systems are in place when appointing staff. Equal opportunities are promoted effectively and discrimination of any sort is not tolerated.
- The school's 'wrap around' care in the form of before- and after-school clubs is well led and managed. For

pupils who attend the breakfast club they get a meal and get a chance to take part in a range of activities. They are well prepared for the day.

- The local authority has provided good support in helping the school to make the improvements to become a good school.
- **The governance of the school:**
  - Governors are effective. They know the school well and so are aware of how it compares to other schools nationally. Focused visits to the school by governors are giving them a deeper understanding of the impact of the school's work. This enables them to challenge and support appropriately.
  - Governors have fully supported school leaders in eliminating inadequate teaching. They understand about the quality of teaching and the improvements that are still needed to move it to outstanding.
  - Governors are fully involved in decisions about teachers' pay and know how this is linked to their performance. They understand how school leaders check on teaching using a wide range of evidence, especially the progress of pupils.
  - Regular audits of the skills of governors enable training needs to be identified which will make governors even more effective.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils' conduct around the school is impeccable and their behaviour in lessons is excellent. Pupils appreciate how much the school cares for them. They repay this by being extremely well mannered, polite and courteous to adults and being kind and thoughtful towards each other.
- Pupils work hard and their work is invariably finished and very well presented. Teachers have very high expectations and when pupils' behaviour on rare occasions falls short of what is expected it is managed very fairly and effectively.
- There are plenty of opportunities for pupils to be involved in decisions in the school. They can become members of the school council or get involved in issues to protect the environment and the school. It is in the small things though that all pupils take most responsibility. One way they do this is in ensuring that anyone who may be unhappy at break times has someone to talk to. Pupils showed great pride in showing inspectors around the school and talking to them about their work.
- Attendance is well above average and punctuality is excellent. The family liaison and the forces family officers ensure that strong links are made with families whose circumstances may make them vulnerable. They provide excellent support contributing to the excellent attendance of pupils.
- Although behaviour in lessons and around the school is exemplary, achievement is not yet outstanding because aspects of teaching are holding back progress from being rapid.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Systems and processes are very robust. Pupils feel very safe and nearly all parents spoken to during the inspection or who responded on Parent View agree that their children are very well looked after. The school site is secure and no one is allowed into the school without the required checks.
- Pupils have a very good understanding of what bullying is including how social media and mobile phones could be used to hurt people. E-safety is promoted very well and so pupils know how to stay safe when using electronic media.
- Pupils say that bullying is extremely rare and the school's records support this. Pupils feel free from prejudice-based language and abuse. The school promotes tolerance and understanding extremely well through assemblies and its curriculum. This results in a very harmonious and happy school where everyone gets on well together.
- School staff regularly receive training in recognising signs of child abuse and what to do should it happen. School leaders and governors regularly review policies and procedures. Teachers receive an excellent induction when they are appointed to the school on all aspects of keeping children safe.

**The quality of teaching** is good

- Teaching is at least good throughout the school. Teachers question pupils well, giving them time to think and reflect on their learning. This helps them to deepen their learning. They plan lots of interesting things for pupils to do and use school visits to provide opportunities to write. A group of Year 6 pupils were learning how to write about their feelings following a visit to Tenterden Station where they experienced being evacuees.
- Teachers use what pupils know and understand in reading, writing and mathematics very well so that they can plan activities that build on and deepen their learning. They have an excellent understanding of what is expected of pupils for their age within the new National Curriculum.
- Reading is very well taught. In Reception, children learn the sounds that letters represent (phonics) and this is developed well when pupils move into Year 1. Only a tiny proportion of pupils are not confident readers by the end of Key Stage 1. Those who are less confident are heard read daily by an adult. Teachers promote reading well. Each class has a text that they study which is used to support what is learnt in English lessons. Classrooms have well-stocked book areas often linked to the topic they are studying.
- There are also significant strengths in the teaching of writing. Teachers use imaginative ideas to provide stimuli for writing and as a result pupils are highly motivated to write. Pupils are taught how to write in a variety of different styles and the work in their books shows they understand how to do this. Spelling, grammar and punctuation are taught well.
- Teachers carefully follow the school's calculation policy. This ensures that pupils progress well because new skills are only taught when pupils have mastered earlier ones. On a few occasions, there are opportunities missed for pupils to apply their mathematics in a wide range of problems, especially in subjects other than mathematics.
- Pupils' work is marked regularly and they get good guidance as to how their work could be improved. Teachers' good questioning enables them to assess pupils well in lessons and identify where pupils may not understand or have misconceptions. They are then able to help them in the lesson.
- Teachers have strong subject knowledge in English and mathematics. They have benefited greatly from the training they have received to develop their understanding. In some other subjects, there are a few occasions when teachers' subject knowledge is not as strong. They are unable to plan precisely for the range of different learners and this sometimes slows down pupils' progress. Sometimes teachers do not plan opportunities for pupils to apply their reading, writing and mathematics skills in other subjects. Where this is done well it helps pupils make rapid progress. For instance, pupils in a Year 2 science lesson were using a range of books to find out about different insects. This was challenging their reading and writing skills and so they made excellent progress as a result.

**The achievement of pupils** is good

- In 2014 Key Stage 2 statutory assessments, pupils achieved standards in reading, writing and mathematics which were well above average overall. This represents good progress through Years 3 to 6. In 2012, attainment was below average and in both 2012 and 2013 progress through Years 3 to 6 was well below average. This is a measure of the considerable improvement in achievement since the previous inspection. The school's data indicate further improvements in progress and attainment this year in end of Key Stage 2 assessments.
- Attainment in 2014 statutory assessments at Key Stage 1 in reading, writing and mathematics was broadly average. This represents good progress from their starting points at the end of Reception. The school's data, borne out by the pupils' workbooks, indicate that the improvements in teaching are set to raise attainment for the current Year 2 pupils. Standards of attainment in other year groups show most pupils to be on track to reach what is expected of them for their age in reading, writing and mathematics.
- The progress of disadvantaged pupils in reading, writing and mathematics is faster than both their classmates and other pupils nationally. Compared to other pupils nationally, they were four months ahead in mathematics, six months ahead in writing but eight months behind in reading. Compared to their classmates the gaps were similar in reading and mathematics but they were four months ahead in writing. The school's data show the gap is continuing to close because of the excellent provision for this group. This is most noticeable this year in the rapid progress disadvantaged pupils are making with reading.
- Overall pupils make good progress in reading. The strong start to learning to read in the Reception class is built upon well in Year 1. This is evidenced by the well above average pass rate on the Year 1 phonics

screening check. Progress continues to be good throughout the school. By the time pupils leave in Year 6, they enjoy books and are confident finding out information including from electronic sources.

- Only a very small number of the most able pupils failed to achieve Level 5 in the 2014 Key Stage 2 tests. A good proportion achieved Level 6 in mathematics and some achieved Level 6 in writing. This represents good progress from their starting points. The small number of pupils who exceeded a good level of development at the end of the Reception class is on track to achieve Level 3 at the end of Year 2.
- Pupils who are disabled or have special educational needs make very good progress. Their attainment was in line with other pupils' nationally in 2014 Key Stage 2 assessments. Pupils from minority ethnic backgrounds and those who speak English as an additional language make similar good progress to their classmates. The school is therefore very successful in providing equality of opportunity for learning for all its pupils.

### The early years provision

is good

- Progress of children in the Reception classes is good. In 2014 the proportion reaching a good level of development was in line with national averages. This is set to rise significantly this year because of the improved provision and additional well-targeted support for disadvantaged children. They are rapidly closing the gap with their classmates as a result.
- Teaching is good and provision both inside and outside the classroom is also good. There are lots of interesting things for children to do which support the focused work to help them to read and write their letters and numbers properly. Adults support learning well and routinely challenge children's thinking. They know the children well and so plan things for them to do that are based on their interests. On occasions, the most able children are not challenged as much as they could be which slows down their progress.
- As with the rest of the school, the behaviour of children is outstanding. They play well together, and when brought together to be taught as a group they behave very well and listen attentively. Routines are very well established and the Reception classes are calm and happy places for children to learn.
- Leadership and management are good. Leaders have successfully made the improvements that were identified in the previous inspection. Leaders have established good links with parents who are very happy with what is provided for their children. This good relationship also gives leaders valuable information about the children enabling plans to more precisely meet their needs and interests.
- The provision meets all statutory requirements for ensuring children's health, safety and well-being.

## 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

<b>Unique reference number</b>	133367
<b>Local authority</b>	Kent
<b>Inspection number</b>	462649

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Russell Sauntry
<b>Headteacher</b>	Phil Chantler
<b>Date of previous school inspection</b>	20–21 November 2013
<b>Telephone number</b>	01303 893892
<b>Fax number</b>	01303 894288
<b>Email address</b>	office@churchill-hawkinge.kent.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

