

Churchfields Primary School

Churchfields Road, Beckenham, Kent BR3 4QY

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| Inspection dates | 24–25 May 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- Renewing the school's vision has been a catalyst for improvement. It has revitalised everyone's view of the school and its future direction.
- The close partnership with a teaching school has been key to improvements in teaching, outcomes and leadership since the previous inspection.
- Pupils make good and improving progress across the school. This is because of the close attention paid by all leaders to improving teaching.
- Governors are fully involved in identifying priorities for action and checking that challenging targets are met. Their questioning of school leaders has become much more searching.
- Specialist teaching gives the subjects involved a high profile. Pupil progress under these teachers is at least good and work is of a high standard.
- The pupils' school lives are greatly enriched by an extensive range of additional activities so their interests and talents can grow.
- Good teaching in stimulating and well organised classrooms both inside and outdoors is leading to children making good progress across the early years and thoroughly enjoying learning.
- Pupils are very keen to learn and immerse themselves enthusiastically in learning. Their attendance has risen and is now above average.
- Pupils conduct themselves responsibly at all times. They help to keep the school calm by reminding others what is expected of them.
- The needs of pupils who have special educational needs or disability in the resource unit are catered for well and they are helped to join in mainstream lessons where appropriate.
- Pupils are well cared for and this care is greatly valued by pupils and their parents. Pupils say that they feel very safe and are confident to talk to any member of staff.

It is not yet an outstanding school because

- Not all teachers have high expectations of what pupils can do. This leads to work and questions not being challenging enough to deepen pupils' understanding.
- Pupils need further opportunity to master new concepts in mathematics by applying their skills in different situations.
- Occasional technical inaccuracies lead to pupils misunderstanding the sounds made by combinations of letters in phonics (letters and the sounds that they make).

Full report

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - teachers have consistently high expectations of the pupils, set work that challenges them and use their questions to make them think more deeply
 - teachers provide regular opportunities for pupils to deepen their understanding of new mathematical ideas
 - subject knowledge in the teaching of letters and the sounds that they make is secure so that errors are eliminated.

Inspection judgements

Effectiveness of leadership and management is good

- The new vision of 'Aspiration, Citizenship and Excellence' has reinvigorated everyone. It provides an impetus for change by acting as a benchmark against which the school can plan for the future. Parents, pupils and staff are supportive of school plans, having been fully consulted over the development of this vision. It has led to parents being much more involved in school life and in their children's learning.
- The appointment of phase leaders has increased leadership capacity as the school expands. They have been trained well and are playing a vital role in improving teaching in their year groups. They are reflective as a group and have been given the responsibility to pilot new ideas. Some subject leadership appointments are new and have yet to show a record of sustained improvement.
- Teacher performance is rigorously checked. Action taken has led to its improvement across the school since the previous inspection. Leaders are clear where strengths lie and how they secure improvements where less effective practice exists. Partnerships with a teaching school and the local authority have been significant factors in teacher development and in providing guidance for new phase leaders.
- There is effective oversight of provision for pupils who have special educational needs or disability. The close partnership between leadership of the unit and staff in the main school enables programmes of support to be sharply focused on individual need and their impact quickly evaluated.
- The school uses the pupil premium, funding provided to support disadvantaged pupils, well. The additional staff this funding provides are enabling disadvantaged pupils to make good progress.
- The school's vision underpins the rationale behind curriculum planning. Key skills of reading, writing and mathematics are given due attention. Specialist teaching is a major feature in art, music, computing, Spanish and physical education. This raises the profile of these subjects and ensures that they are taught in depth so that skills develop progressively over time.
- The school values are used to promote the pupils' spiritual, moral, social and cultural development well. They also effectively support pupils to reflect on how they can take their place in modern British society.
- Extra-curricular activities are seen as a major highlight by parents and much appreciated by pupils. They range from a wide array of sports, to musical theatre, creative writing and art. The cultural life of the school is strong, particularly through music. Many pupils learn a musical instrument and have the opportunity to perform in ensembles in public. The community choir is very popular and brings staff and parents together in a joint venture.
- Sports premium funding is used well. Opportunities to participate in competitive sports within school and against other schools have increased, which is developing teamwork skills among pupils. Furthermore, three quarters of disadvantaged pupils now attend sports clubs.
- **The governance of the school**
 - Governors have developed their expertise and their understanding of the school considerably over the last two years, including in their interrogation of assessment data. This enables them to participate fully in shaping priorities for action.
 - Governors set challenging performance targets, including for pupils who have special educational needs or disability and the disadvantaged. They check carefully that these targets are being met through their 'governor improvement groups'.
 - Governors are fully aware of action taken to improve teaching and its impact. They engage closely with parents, staff and pupils and build their views into governing body planning.
- The arrangements for safeguarding are effective. Training keeps staff very vigilant in spotting concerns. Policy and practice are reviewed very frequently to reflect changes in guidance and requirements. External reviews and careful monitoring of procedures by governors give the school additional confidence that it is doing all it can to eliminate risk to pupils. Early preventative work identifies families that might be at risk and supports them to ensure the safety and well-being of their children.

Quality of teaching, learning and assessment is good

- At its most effective, teaching is adapted quickly in response to how pupils are learning. Teachers and support staff move between individuals and groups so they can focus individual support or provide further challenge. They are skilled at building pupils' confidence to try out new ideas and to learn by any mistakes they make.

- Lively and enthusiastic specialist teaching reflects strong and confident subject knowledge. Teachers have a passion for their subjects, which leads to pupils thoroughly enjoying their lessons and learning being extended.
- Clearly established routines across the school for how pupils should behave and respond in lessons enable learning to move forward unhindered by disturbances. Classrooms are calm and purposeful. Expectations are usually high so learning develops well. Where they are not, learning is not pushed forward rapidly and the impetus to the pupils' learning slows.
- Pupils are increasingly given the opportunity to challenge themselves through the activities they choose and the targets they set for themselves. Teaching mostly makes pupils think deeply, particularly the most able. This is not always the case, as at times questioning does not probe or check the pupils' understanding carefully enough.
- In many cases, pupils are enabled to deepen their understanding of mathematical concepts through their application to puzzles, problems, investigations and practical activities. However, not all teaching has fully met this changing demand of the national curriculum. When this is the case, pupils do not master ideas as quickly. It is recognised by school leaders that further training is needed here.
- Basic reading skills, including the sounds made by letters, are generally taught well. However, some staff have weaker technical expertise and this can lead to pupils receiving confusing information. The teaching of wider reading skills has improved this year and these sessions are planned well.
- New assessment systems in English and mathematics are used well to track the pupils' progress and identify gaps in their learning. This then informs planning and identifies personal targets for pupils in English and mathematics. Teachers regularly encourage pupils to refer to their targets, such as when writing in other subjects. The school is now working to extend these systems to other subjects.
- Teaching for pupils who have special educational needs or disability is good. There are very clear systems to ensure that pupils in the resource unit engage in mainstream classes where appropriate. They become fully involved in lessons because adults explain instructions clearly. This helps them to be able to work by themselves.
- Teachers' marking now follows school policy. This and other feedback is particularly helpful in enabling pupils to correct mistakes and improve their work quickly.
- Science teaching is also effective and supported by assessment that tracks the progress of the pupils' skills. Pupils are encouraged to explain their scientific understanding and use terminology correctly.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils take great pride in their achievements and are determined to succeed. They take care in the presentation of their work and identify personal targets in writing and mathematics. Pupils greatly enjoy embracing new experiences through their participation in clubs and other activities.
- Pupils get on with each other exceptionally well. They say it is easy to build lasting friendships and they take great care to look after each other. Pupils show great respect and tolerance of others. This is particularly evident in the way they welcome pupils from the resource unit into their classes and take responsibility for helping them to understand and meet expectations for their behaviour.
- Pupils develop very mature attitudes to difference and diversity. Year 6 pupils articulate clearly how they challenge stereotypes. They say they are encouraged to be themselves and develop their talents, in whatever sphere they might lie.
- Pupils say any rare incidents of bullying, including on social media, are dealt with quickly. They are very clear about e-safety and that there is an adult to talk to if they are concerned about cyber bullying.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils help to make the school a calm and purposeful place in which to learn and develop. They respond to the high expectations for their behaviour and strive to meet the school's vision. Routines are firmly established and pupils adhere to them at all times.
- Pupils readily share ideas in discussion and take roles amicably when working in groups. They listen carefully and respond thoughtfully to their teachers and to each other.
- Pupils sustain their concentration for long periods, such as when undertaking extended pieces of writing. This includes pupils who have special educational needs or disability in the unit.

- Pupils show how sensibly they are able to take on responsibilities, such as when running a book club for key stage 1 pupils. 'Digital leaders' in each year group support learning in computing well. Pupils also have a strong voice in the school through their council. As one pupil said, 'We all had a chance to suggest what kind of playground equipment we wanted. It wasn't just the teachers deciding.'
- Attendance has improved because of the action taken to reduce persistent absence. The headteacher's meetings with individual parents have led to a change in attitudes and less absence by their children.

Outcomes for pupils

are good

- Pupils reach the end of Year 6 well prepared well for secondary school. Most meet expectations for their age in reading, writing and mathematics. The most able pupils also make good progress, with significant numbers working at greater depth in each subject.
- Pupils develop a quick and accurate mental recall of number facts and secure formal methods of calculation. Their enquiry skills are also strong, including in science. Pupils are confident about making predictions and controlling variables when undertaking scientific investigations.
- Pupils write at considerable length in a wide range of styles using new and more ambitious vocabulary. Much of their writing is linked to texts being studied, such as 'Goodnight Mr Tom', about the experiences of an evacuee in the Second World War, and Year 6 pupils have produced their own versions of the Shakespeare plays 'Macbeth' and 'A Midsummer's Night Dream'. They write in a neat joined style starting from Reception.
- Outcomes in reading at the end of Year 6 in 2015 were not as strong as in writing and mathematics. This gap has been closed successfully. Pupils now have very secure research and comprehension skills. They read widely by selecting books from the revamped school library, some of which are donated by pupils.
- Pupils learn about musical terminology such as rhythm and dynamics and how to read musical notation. They work in a variety of media, including three-dimensional, and have produced paintings in the style of different Japanese artists. Year 6 pupils have written lengthy letters to pen pals and also explained features of the weather in Spanish. Pupils develop secure computing skills such as when Year 5 pupils created a simple animation game, with some voluntarily continuing their work at home.
- Attainment gaps between disadvantaged pupils other pupils nationally are closing, particularly by the end of key stage 1. The Year 6 gap had widened to over one year in reading in 2015 but has narrowed this year as progress for all groups of pupils has risen.
- Pupils who have special educational needs or disability, including those in the unit, make at least good progress. The early assessment of their needs means that effective programmes of support can be swiftly put in place.

Early years provision

is good

- Improvements in the children's outcomes by the end of Reception are directly attributable to the way the strong leadership of the early years focuses continually on improving teaching. If a child's progress slows, then effective action is taken. Strengths of the setting are clearly understood and rigorous action taken to drive up the quality of teaching and outcomes for the children.
- Attainment is above average and rising by the end of Reception. The previous gender gap in attainment has narrowed by focusing on ways to improve the reading and writing of boys through adapting activities to meet their needs and interests more closely.
- Children are given a firm grounding in basic skills and develop very positive approaches to learning which stand them in good stead for key stage 1. Language development is strong in part because children are expected to explain what they are doing and answer questions in full sentences. There are still odd occasions when questioning by staff misses opportunities to deepen the children's understanding further.
- Adults pay close attention to the children's personal development and to ensuring that they always feel safe. Relationships are respectful throughout the early years. Children behave well because they understand their teachers' high expectations. They know to be polite and look after equipment carefully. Children move without fuss between activities, choosing resources and sharing their learning happily with others.
- The needs and interests of the children are met well. The purpose behind each activity is made clear so that they know how these activities will help their learning. The outside classrooms largely mirror learning inside, although opportunities to practise writing at activities outside are not as plentiful or well planned.

School details

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| Unique reference number | 101589 |
| Local authority | Bromley |
| Inspection number | 10002011 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 413 |
| Appropriate authority | The governing body |
| Chair | Gill Hannan |
| Headteacher | Tom Hyndley |
| Telephone number | 020 8650 5247 |
| Website | www.churchfields.bromley.sch.uk |
| Email address | admin@churchfields.bromley.sch.uk |
| Date of previous inspection | 21–22 November 2013 |

Information about this school

- This school is well above average in size compared with other primary schools. Pupil numbers are rising as the school moves to two classes in each year group.
- The proportion of pupils from a wide range of minority ethnic backgrounds is above average.
- The proportion of pupils who have special educational needs or disability is above average. This is because the school has an additional resource unit for pupils with severe and complex learning needs. This unit currently has 17 pupils on its roll.
- The proportion of pupils supported by funding through the pupil premium is below average and falling. The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals.
- Children in the early years provision attend the Nursery either part time or full time and in the two Reception classes full time.
- The school provides child care before school. Care after school is provided by a private group and is inspected separately.
- Since its previous inspection, the school has worked in partnership with Belleville Primary School. This is a teaching school and its headteacher is a national leader of education. This partnership has supported teacher induction and training along with leadership development.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's website meets requirements on the publication of specified information.

Information about this inspection

- Inspectors observed pupils' learning in 26 lessons. School leaders accompanied inspectors to nine of these. They looked at work in pupils' books from the current academic year.
- Meetings were held with groups of pupils, school staff, with the chair of the governing body and three other governors. A meeting was also held with a representative from the local authority.
- Inspectors took account of the 168 responses to Ofsted's online Parent View questionnaire and written contributions from 98 parents. They also met informally with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 36 responses to the staff questionnaire and 112 responses to the pupil questionnaire.

Inspection team

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