

# The Churchill School

## Inspection report

---

<b>Unique Reference Number</b>	133367
<b>Local Authority</b>	Kent
<b>Inspection number</b>	316103
<b>Inspection dates</b>	15–16 January 2008
<b>Reporting inspector</b>	Timothy Feast

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	322
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David McKivett
<b>Headteacher</b>	Jennie Carter
<b>Date of previous school inspection</b>	10 March 2003
<b>School address</b>	Haven Drive Hawkinge Folkestone CT18 7RH
<b>Telephone number</b>	01303 893892
<b>Fax number</b>	01303 894928

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	15–16 January 2008
<b>Inspection number</b>	316103

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

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

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

After the school opened in 2001 there was a great deal of pupil mobility as new estates were built. At this time, the school admitted a very high proportion of pupils with learning difficulties and/or disabilities (LDD) in addition to its regular annual intake. This is now changing as the school becomes established. The number of pupils on roll has risen substantially since the last inspection. Attainment on entry to the school is broadly in line with expectations for the age of the children. There are relatively few pupils from minority ethnic backgrounds. The proportion of pupils with LDD has fallen. It is broadly average in the younger classes, but is still well above the national average in Years 3 to 6.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's overall effectiveness is satisfactory. Since its beginning, it has established a well-deserved reputation for promoting pupils' personal development and providing good support for pupils with learning difficulties. These strengths remain and parents are highly appreciative of the school's provision. Outstanding care and support for pupils' personal development is reflected in their sensible behaviour and positive attitudes to learning. Pupils enjoy school and this results in good attendance. They have a good understanding of healthy living and feel safe and valued in the school. Academic guidance is satisfactory but is not sufficiently rigorous to ensure consistently good progress for all pupils.

Pupils' achievement is satisfactory and standards in Years 2 and 6 are in line with national averages. Children make good progress in the Foundation Stage as a result of good teaching and a well-planned curriculum. In Years 1 to 6, pupils are making satisfactory progress but the more able pupils do not always achieve high enough standards. This is because teaching and the curriculum do not always meet their needs well enough. They promote good personal and creative development but do not provide enough opportunities for independent learning.

The leadership and management of the school are satisfactory. The headteacher and governors are successful in promoting high standards in pupils' personal development and in meeting the needs of pupils with learning difficulties. The school has established effective links with external agencies and other schools that enhance pupils' well-being. There are effective systems for tracking pupils' academic progress but the targets that are set for individual pupils do not always contain enough challenge. The school has appropriate procedures for checking the quality of learning, but these do not always focus sufficiently on the impact of initiatives and actions on pupils' progress and development. The governors are supportive of the school but they are not yet fully effective in their role as 'critical friend'. The actions currently being taken to raise standards show that the school has a satisfactory capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress and exceed the goals expected for their age across most areas of learning. Their attainments in reading and writing are a little lower than in other areas of learning but in line with those expected of five-year-olds. Children's attitudes to learning are good. They enjoy their time in the Reception class, work together well, show consideration to others and provide support when others need it. They learn in a stimulating environment, supported by staff who provide them with a rich variety of practical activities and interesting resources. Pupils' independent learning skills are not developed sufficiently well because they are sometimes directed by too many adults supporting in the class.

## What the school should do to improve further

- Provide suitably challenging work for the more able pupils in order to accelerate their progress and enable them to reach higher standards.
- Ensure that the targets that are set for all pupils build in sufficient challenge, given their individual starting points.
- Evaluate the quality of teaching and the curriculum more rigorously by determining their impact on improving pupils' progress.

A small proportion of those schools whose 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**

Achievement is satisfactory and standards are broadly in line with national averages. Standards in Years 2 and 6 dipped to below-average levels in 2007, having been historically broadly average. Achievement was satisfactory overall in relation to pupils' starting points but too few pupils reached the higher levels of attainment, especially in reading in Year 2 and in English and science in Year 6. Standards are beginning to rise. Good teaching in the Reception class is helping many children to reach higher standards, especially in reading and writing, where they have lagged behind somewhat. A sharper focus on identifying pupils who are not making enough progress and providing specific support for them is helping to accelerate progress in Years 1 to 6. Initiatives to raise standards in mathematics are already having a good impact. Nevertheless, there is still a need to boost the achievement of the more able pupils in English, mathematics and science. Pupils with learning difficulties make satisfactory progress overall and good progress against their special educational needs targets. Pupils with English as an additional language progress at a similar rate to other pupils.

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

### **Grade: 2**

Pupils' good personal development reflects the high priority placed on it and the commitment of the headteacher and all the staff to promoting social and emotional learning. The pupils, including those with learning difficulties, build up their confidence and self-esteem, helped by an exciting range of out-of-school activities. They enjoy school, particularly working in the garden with the volunteers. Their attitudes to learning are good. They are articulate and confident and know what they want to achieve. The pupils engage well with other schools in the local community.

Pupils' spiritual and moral development is good. Pupils are adamant that there is no bullying. They are not afraid to speak to an adult if they think something is not as it should be. Their social development is good, particularly in the way the oldest pupils care for and support the younger ones, for example, supervising them in assembly. Cultural development is good. Pupils enjoy a wide range of experiences such as learning French and supporting their less well-off friends in Rwanda. Nevertheless, the school agrees that there is not yet sufficient emphasis on celebrating the rich cultural diversity that makes up modern Britain.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers focus appropriately on enabling the pupils to meet their targets and, as a result, pupils' progress is satisfactory. Teachers manage behaviour well and this results in calm and orderly lessons, with children well disposed to learning. Teachers have good subject knowledge and convey this in interesting ways that help pupils to enjoy learning. They mark pupils' books constructively throughout the school, giving both praise and sound guidance to show them how to improve.

In some lessons pupils spend too much time on the carpet listening to the teacher and there are too few opportunities for them to work independently. Observations during the inspection identified that teachers were not making sufficient use of information and communication technology to enhance learning. In most classes there are a good number of adults. They are usually used well to support lower-attaining pupils and those with specific needs, and their impact is good. Teachers do not always plan sufficiently challenging work for the more able pupils. When there is appropriate planning for these pupils, their progress is not always good, as they spend too long on routine tasks, such as writing down 'learning objectives' or writing out the mathematical problems they have been asked to do.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides pupils with an appropriate range of experiences that promote satisfactory progress. Its strengths lie in the opportunities it provides to promote good creative and physical development. Pupils respond well to these activities, both in lessons and after school. Displays of good quality artwork and specialist provision in French, music and physical education illustrate the school's commitment to providing a relevant and exciting curriculum. This specialist provision is extended well by strong links with external providers, for example, with the local specialist sports college. There is a good range of cultural activities and visits, although these are not used sufficiently well to develop pupils' appreciation and understanding of the diversity of modern Britain.

There are insufficient opportunities for the more able pupils to extend their learning and for all pupils to develop their skills of working independently, including children in the Foundation Stage.

## **Care, guidance and support**

### **Grade: 2**

Outstanding support for pupils' personal, social and emotional development throughout the school helps them to grow in confidence and develops their self-esteem. Academic guidance is satisfactory. Most pupils are aware of their targets, but some of these are not challenging enough, particularly for the more able pupils. The school provides a caring environment where every pupil is valued. Child protection procedures are robust and health and safety checks are secure. As a result, pupils feel safe and well cared for. Adults are sensitive to the needs and feelings of pupils as they listen to their problems and help them understand a way forward. The 'Snoezelen' provides an area for pupils to experience a calming environment. 'Sanctuary Time' is given to pupils who are having difficulties managing their behaviour while the Sensory Relaxation Room provides therapy for pupils with high levels of anxiety. As a result of this high quality provision, vulnerable learners make good progress towards their targets. The school works well in partnership with parents and has effective links with a wide range of agencies providing specialist support and guidance for pupils.

## **Leadership and management**

### **Grade: 3**

The headteacher has led the school since it opened in 2001. She has successfully established a school with an exciting learning environment and an ethos of valuing everyone in the school

community. Staff, governors and parents have bought into this vision and the school has a good reputation. School leaders and governors are aware of the changing nature of the school's intake and their improvement planning reflects appropriate priorities to focus on, for example, the provision for gifted and talented pupils. The governors make an appropriate contribution to strategic planning but have not given sufficient attention to checking pupils' progress. The school does not yet set itself sufficiently challenging targets for pupils' progress and attainment, especially for the more able. School leaders monitor the quality of provision but there is insufficient emphasis on evaluating the impact of what they do on pupils' achievement. This results currently in an inflated view of some aspects of the school and limits its capacity to move forward. Financial management is good and the school has been very successful in attracting additional funds to improve the quality of its provision.

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

## Annex A

## Inspection judgements

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

### 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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### 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 disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	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

<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.

## Annex A

**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 tackled so that all learners achieve as well as they can	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

## Text from letter to pupils explaining the findings of the inspection

18 January 2008

Dear Pupils

Inspection of The Churchill School, Hawkinge, Folkestone, CT18 7RH

Thank you for helping us with the inspection and making us feel so welcome in the school. We really enjoyed talking with you about your work and about the school during our recent visit. We think your school is improving and giving you a satisfactory education. You are making satisfactory progress but we believe that you could do even better and reach higher standards. We have asked the school to help you by challenging you to make this better progress, especially those of you who are capable of reaching higher levels than those expected of children your age. We have also asked the staff to look at how well all the aspects of the school have an influence on how well you make progress.

We think you make good progress in the Reception class. This is because you have lots of interesting things to do in the classroom and outside that help you learn. In every class, we saw you working hard in lessons and enjoying your work. Most of you behave well in lessons and around the school. You are proud of your school and feel that it is a safe place to be. This shows in your good attendance. The adults take good care of you and support you well when you need help. You have a good idea of how to live a healthy and active life.

The teachers make lessons interesting for you but sometimes you spend too long sitting on the carpet and do not have enough opportunities to work independently and find things out for yourselves. You told us you liked the aspects of the curriculum where you could be creative or active, for example, growing things in the polytunnel and taking part in the wide range of after-school activities.

We are sure that the school will continue to improve and you will continue to enjoy your time at The Churchill School. We wish you all success this year and in the future.

With best wishes

Tim Feast Lead Inspector

18 January 2008



Dear Pupils

**Inspection of The Churchill School, Hawkinge, Folkestone, CT18 7RH**

Thank you for helping us with the inspection and making us feel so welcome in the school. We really enjoyed talking with you about your work and about the school during our recent visit. We think your school is improving and giving you a satisfactory education. You are making satisfactory progress but we believe that you could do even better and reach higher standards. We have asked the school to help you by challenging you to make this better progress, especially those of you who are capable of reaching higher levels than those expected of children your age. We have also asked the staff to look at how well all the aspects of the school have an influence on how well you make progress.

We think you make good progress in the Reception class. This is because you have lots of interesting things to do in the classroom and outside that help you learn.

In every class, we saw you working hard in lessons and enjoying your work. Most of you behave well in lessons and around the school. You are proud of your school and feel that it is a safe place to be. This shows in your good attendance. The adults take good care of you and support you well when you need help. You have a good idea of how to live a healthy and active life.

The teachers make lessons interesting for you but sometimes you spend too long sitting on the carpet and do not have enough opportunities to work independently and find things out for yourselves. You told us you liked the aspects of the curriculum where you could be creative or active, for example, growing things in the polytunnel and taking part in the wide range of after-school activities.

We are sure that the school will continue to improve and you will continue to enjoy your time at The Churchill School. We wish you all success this year and in the future.

With best wishes

Tim Feast  
Lead Inspector