

Chislehurst (St Nicholas) CofE Voluntary Aided Primary School

School Road, The Common, Chislehurst, BR7 5PQ

Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching is good, with some examples of outstanding teaching. Teachers are enthusiastic and plan interesting lessons that engage pupils' imagination and their love of learning.
- Pupils achieve well at all key stages. They make good progress and achieve standards by the end of Year 6 that are well above average in English and mathematics.
- Governors, senior leaders and staff are ambitious for the school. They know the school's strengths and areas for development very well and are committed to maintaining a happy and positive atmosphere where pupils are able to flourish.
- Systems to check the quality of teaching by senior leaders are rigorous. These mean that all teachers know what they do well and how to improve.
- Children in the Early Years Foundation Stage very much enjoy the wide range of good quality activities that enable them to achieve well.
- Pupils behave extremely well in lessons and around the school. They feel very safe at school and enjoy the wide range of activities that are planned for them.
- Pupils arrive punctually in school and quickly settle into their lessons. Attendance is consistently above average.

It is not yet an outstanding school because

- Pupils' progress in writing in some year groups is slower than in reading and mathematics.
- Some teachers do not encourage pupils to act upon their comments in their books to avoid ending up making the same mistakes.
- Teachers are not given opportunities to observe best practice beyond the school to improve the quality of teaching so that it is consistently outstanding.

Information about this inspection

- The inspection team observed 11 parts of lessons, of which five were observed jointly with the headteacher and deputy headteacher.
- Inspectors held meetings with senior leaders to discuss the progress that groups of pupils make throughout the school. They analysed the school’s information on pupils’ attainment and progress.
- Meetings were held with other leaders and staff, with two representatives from the local authority and with the Chair of the Governing Body and another governor.
- Inspectors considered parents’ views of the school through informal discussions at the start of the inspection and the 95 responses to the online questionnaire, Parent View. The inspection team talked to pupils and listened to them read.
- Questionnaire responses from 23 members of staff were analysed. Inspectors analysed a range of documents, including the school’s checks on how well it is doing, the school development plan, documents relating to safeguarding, policies, information about pupils’ progress, the minutes of meetings held by the governing body, and records of behaviour and incidents. They also looked at the school’s website and data dashboard, and records of the monitoring and evaluation of the quality of teaching and additional sports funding action plan.
- Inspectors examined anonymised documents about the management of staff performance. They looked at attendance figures and pupils’ work.

Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Julie Sackett

Additional Inspector

Full report

Information about this school

- The school is a one-form entry primary school, with an average number of pupils on roll. It has one class in each year group from Year 1 to Year 6.
- The school has an Early Years Foundation Stage, which is made up of one Reception class.
- The accommodation is very cramped, with little opportunity to expand and no designated play space outside the school buildings.
- The vast majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is average. Very few speak English as an additional language.
- Only a very small number of pupils are supported by the pupil premium (funding for pupils known to be eligible for free school meals, from forces families and looked after children).
- There are no disabled pupils or those with special educational needs supported through school action. The proportion supported at school action plus or with a statement of special educational needs is much lower than average. Where pupils do have particular needs, these mostly relate to moderate learning or speech and language development.
- The school meets the government's current floor standards for Year 6, which set the minimum expectations for pupils' progress and attainment in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise achievement in writing by making sure that:
 - pupils are given opportunities to practise their writing skills across different subjects
 - teachers insist that pupils act upon their marking and feedback so they do not repeat their mistakes
 - teachers have the opportunity observe and learn from the outstanding practice beyond the school.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is well above average and has been so over the last three years. The proportions of pupils making and exceeding expected progress by the end of Year 6 in reading, writing, grammar, punctuation and spelling and mathematics are high, compared with national figures. By the time pupils leave, they are well prepared for their time in secondary school.
- Children join the school with skills and knowledge that are above those expected for their age. They make rapid progress in the Reception class because of good relationships between adults and children and the enormous focus on language development alongside physical, social and personal development.
- Almost all pupils start Year 1 with levels of knowledge and understanding that are higher than those usually found for their age.
- The achievement of Year 1 pupils in the phonic screening check improved in 2013 and was well above average. The teaching of phonics (letters and the sounds they make) is well organised and this means that the vast majority of pupils reach the required standard.
- Good teaching enables pupils to build on the foundations laid in Reception and they continue to make good progress throughout Key Stages 1 and 2.
- Pupils' attainment is well above average in reading, writing and mathematics by the end of Year 2. In Key Stage 2 teachers make sure this good progress continues. Pupils achieve exceptionally well in mathematics. In 2013, 44% of pupils achieved the top Level 6.
- Achievement is not outstanding because pupils are not making sustained and rapid progress in writing in some year groups. The school's assessment information shows that progress in writing in some years is not as strong as in reading and mathematics. This is because pupils are not given enough opportunities for extended writing.
- There are only a very small number of pupils supported by the pupil premium grant. These pupils make good progress because of targeted support.
- Pupils from different minority ethnic backgrounds and those who speak English as an additional language make similar progress to other pupils in the school.
- The small numbers of disabled pupils and those who have special educational needs make good progress because of the very effective targeted support they receive.
- Pupils enjoy reading. The school is helping them to develop preferences for different types of stories and authors.

The quality of teaching is good

- Teaching across the school over time is good, with examples of some outstanding teaching. Pupils enjoy their learning because teachers plan well-differentiated and interesting activities.
- Learning is demanding and enjoyable because teachers have high expectations and the majority of teachers have good subject knowledge.
- Most teachers observe and question pupils skilfully during lessons to extend their thinking and deepen their understanding and knowledge.
- The teaching of mathematics is highly effective. For example, in an outstanding Year 6 lesson, pupils were challenged to use their imagination and knowledge to calculate event of multiple probability of winning a lottery. All pupils were able to work out the probabilities correctly when using three or four balls and the most able pupils were able to suggest ways of working out the probability if the number of balls increased to seven or more.
- There is a high focus on developing pupils' reading skills in different subjects. Pupils are taught a range of approaches to solving problems in mathematics.
- However, teaching is not yet outstanding because pupils are not given opportunities to practise

their writing skills across different subjects.

- The teaching of phonics through a range of activities is a strength that promotes children's good early reading skills. The quality of teaching in the Early Years Foundation Stage is good, as the activities are planned with care to interest and engage children and develop early literacy and number skills.
- Relationships between pupils and between pupils and staff are very good. Classrooms are attractive and well organised. Pupils' work is displayed with care so that pupils feel their work is valued.
- Pupils' books show that they make good progress over time. Teachers mark pupils' work regularly and give feedback but they do not insist that pupils act upon their comments. As a result, in some cases, pupils end up repeating the same mistakes.
- Additional adults are generally well deployed. They have a good understanding of pupils' needs and support them very effectively.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils across the school, in their lessons and during their free time is exemplary and there is an excellent atmosphere of shared enthusiasm and motivation for learning. Pupils take pride in researching information to make their work more detailed and of high quality.
- Pupils are very polite, courteous to school staff, visitors and each other. They move sensibly and responsibly around the school. This adds to the feeling of a purposeful and calm climate that fosters positive attitudes to learning.
- Pupils arrive punctually and are keen to begin the school day. They enjoy their lessons because teachers make them interesting. Pupils love the challenge and competition offered to them through clubs, especially the 'Gold Rush' club in mathematics and book club. Attendance is consistently above average.
- Pupils play well together and nearly always show each other a high level of respect. In classrooms, pupils work collaboratively, listen to different points of view and share their ideas with one another and with the class. There is no disruption in lessons.
- The school has a well-established behaviour management policy. It is clear, positive and consistently applied across the school.
- Pupils are fully aware of different forms of bullying such as racism and cyber-bullying. They have a sensible view of how they can help to keep themselves safe. Pupils told the inspectors that instances of bullying of any kind are rare, but the school is quick to respond to deal with such incidents. This is confirmed by the school's records of behaviour incidents over time.
- Pupils feel very safe and appreciate opportunities to express any concerns through a 'worry box' and are confident that adults will respond promptly.
- Pupils who spoke to the inspectors say that behaviour in the school is very good. All staff and the vast majority of parents agree with this. They agree almost unanimously that the school keeps the pupils very safe and are confident of the high levels of care they receive.

The leadership and management are good

- All leaders and staff want the best for pupils and have high expectations for the school.
- The headteacher and deputy headteacher work well together and regularly check the quality of teaching and learning. They accurately identify strengths and areas for development and share these with class teachers so that they know what they need to do to improve their practice.
- Senior leaders are successfully developing other leaders' roles, including well-targeted training. Subject leaders support the senior leaders in checking the quality of teaching well.
- The checking of teaching and learning is closely linked to the management of teachers' performance. However, teachers are not given enough opportunities to observe and learn from

the outstanding practice within the school or from the best practice in other schools.

- The school checks on how well it is doing to identify strengths and areas for improvement accurately. However, leaders judged the work of the school as outstanding.
- The school's analysis and tracking of progress of individual pupils are very good. This helps teachers to plan effectively to meet the different needs of pupils.
- Leaders in the Early Years Foundation Stage do well with the limited space available due to restrictions of the building to create a well-organised and attractive classroom.
- The curriculum is based around topics. There is high focus on pupils' religious and spiritual development. It is enriched through a range of clubs which are much enjoyed by pupils and promote excellence in music and sports. The curriculum encourages pupils' love of learning in reading and numeracy.
- The promotion of spiritual, moral, social and cultural development helps to promote equality of opportunity.
- The school uses the new primary sports funding to improve the provision for sports, increasing teachers' skills in teaching physical education and increasing pupils' participation in competitive sports. The impact of this is that pupils are winning a number of sports activities.
- The school works well with parents, for example by running workshops for parents in mathematics. Parents with particular experiences and skills regularly visit the school to enrich and enliven pupils' learning, such as actors who are parents, and for Chinese cultural events. Parents say that the school responds very promptly to any questions and feel that staff are very approachable.
- The local authority has not provided any support to this good school.
- The governors and senior leaders see safeguarding as an important aspect of their role, and as a result the school's safeguarding systems are robust and meet all statutory requirements.
- **The governance of the school:**
 - Governors know the school's achievement information very well. They are proud of its achievements and work well with the school. They visit regularly, including attending school council meetings. They have a good understanding of the information about performance and how to check the school's progress and achievement and ask challenging questions about all aspects of provision and its impact on pupils' progress. There is a link governor system to challenge and support the subject leaders. Governors set rigorous targets for the headteacher. They know how well good teaching is rewarded and make sure that hard work is appropriately rewarded. They monitor the use of resources carefully and are fully aware of how the pupil premium funding and sports funding are being spent and the impact on learning.
 - Governors attend training specific to their roles and responsibilities and make sure that statutory duties are met fully.

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

Unique reference number	101649
Local authority	Bromley
Inspection number	431277

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Vicky Cliff
Headteacher	John Paddington
Date of previous school inspection	26 March 2009
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