

Inspection of a good school: Churchfields Primary School

Churchfields Road, Beckenham, Kent BR3 4QY

Inspection dates:

26 and 27 April 2022

Outcome

Churchfields Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils are happy and kept safe in school. Bullying is not tolerated. Any incidents that occur are dealt with swiftly. Pupils have high standards of their own and others' behaviour. Consequently, behaviour is strong – not only in the classroom but also when moving around the school and outside in the playground.

Leaders and teachers have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). They want all pupils to achieve well. A well-planned and organised curriculum has been produced to ensure all learners maximise their full potential.

Pupils are enthusiastic about their learning. They work hard, whether on their own or with friends. The trust's LEARN (learners, engagement, ambition, relevance, nurture) principles are clearly embedded and seen across all lessons. They are an integral part of the school's culture. Pupils are well prepared for the next stage of their learning.

A wide variety of visits is planned to enrich the curriculum and deepen learning. Pupils enjoy the wide range of clubs on offer. They appreciate the opportunities provided to take on extra responsibility – for example, representing their class on the school council. They know leaders value their opinions and contributions.

What does the school do well and what does it need to do better?

Leaders have developed a broad and balanced curriculum. The curriculum in mathematics, physical education (PE), art and design, history, and geography matches, and in some areas exceeds, expectations nationally. Subject leaders are knowledgeable and are seen as experts within the school. They have identified the essential content to be learned, starting from the early years. This key knowledge is well sequenced, so it builds on previous learning. This helps

pupils learn more over time. In Reception, for example, pupils learn to add using a ten frame. This deepens early understanding of numbers to 10. Activities in continuous outside provision give them opportunities to practise so that learning sticks. As a result, they have a strong base to build on in Year 1.

Teachers also have detailed subject knowledge because of regular, high-quality, subject-specific training and coaching. Curriculum plans are detailed. They provide teachers with all the information they need to deliver their lessons effectively. Pupils are assisted to recall their previous learning and to understand how this helps with their current and future learning. Teachers continually check what pupils have learned. They adapt their lessons to help pupils overcome any misunderstandings or gaps in their knowledge. As a result, pupils remember what they have learned and deepen their understanding over time. For example, in PE, learning is deepened through teaching knowledge, skills and physiology in harmony. Pupils know about the individual muscles that need developing to bring improvement in a particular sport.

Reading is given high priority. All staff are well trained and deliver the phonics scheme with precision. This is monitored closely by leaders to make sure their high expectations are maintained. Children start learning letter sounds as soon as they start school. Books used to teach reading are carefully matched to the sounds pupils know. As a result, pupils learn in small steps and have the practice they need to become fluent readers as quickly as possible. Those at risk of falling behind are identified and supported through carefully planned interventions. This is to make sure they catch up. A love of reading is evident across the school. For example, pupils have the opportunity to share favourite books through a birthday book donation.

Pupils with SEND access the same learning as their peers. Tasks are adapted for individual pupils, as required. For example, in mathematics, workbooks are annotated with smaller learning steps to enable independent success. Those in the additional resourced classes receive a bespoke offer that helps them achieve from their individual starting points.

Behaviour is excellent. High expectations ensure that pupils understand the importance of good behaviour. They rise to these expectations. They are responsible, respectful and behave well in lessons. There is no low-level disruption and, as a result, pupils learn without interruption.

Pupils' wider development is prioritised. Leaders want pupils to develop a deeper sense of social responsibility. A programme is in place to encourage this for all classes, from Reception to Year 6.

Staff are overwhelmingly positive about leaders' support with their workload. This includes centralised planning and considerable professional development from the trust. Staff say leaders have an open-door policy. They feel listened to and valued.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well trained and can identify concerns when they arise. These are reported quickly. Regular updates are provided during weekly staff meetings to keep safeguarding at the forefront.

Leaders know families well. They work with a range of external agencies to get families the help they need.

The curriculum has been developed to give pupils the knowledge they need to make safe decisions. For example, the school is surrounded by trains and trams. Leaders know this presents a risk. Consequently, they have included workshops, assemblies and lessons about train track safety to mitigate these risks.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Churchfields Primary School, to be good in May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145204
Local authority	Bromley
Inspection number	10212304
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	500
Appropriate authority	Board of trustees
Chair of trust	Brian Ledbetter
Headteacher	Tom Hyndley
Website	www.churchfields.bromley.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a larger-than-average-sized primary school.
- The school converted to an academy after its last inspection.
- The school joined the Quality First Education Trust in November 2017.
- The school runs a breakfast and after-school club.
- The school does not use any alternative provision.
- The school has two additional resourced classes for pupils with SEND.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other senior leaders, a selection of subject leaders and members of staff.

- The inspector met with the chief executive officer of the Quality First Education Trust. They also spoke with two members of the trust board, including the chair of the local governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans, spoke to subject leaders and talked to pupils, with samples of pupils' work looked at for history, geography and art.
- The inspector considered early mathematics in the Nursery and Reception classes.
- The inspector looked at a range of documents, including leaders' priorities for improvement.
- The inspector reviewed the arrangements for safeguarding by scrutinising records, and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions, and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector

Her Majesty's Inspector

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