

# Parish Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	101644
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	376607
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Hilary Macdonald HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Michael Camp
<b>Headteacher</b>	Hilary Richardson
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	London Lane Bromley BR1 4HF
<b>Telephone number</b>	020 8460 7336
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<b>Email address</b>	head@parish.bromley.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. They observed 24 lessons taught by 19 teachers. Meetings were held with staff, pupils and with the Chair of the Governing Body. Inspectors observed the school's work and looked at documentation that included school improvement plans, monitoring of the quality of teaching and learning, and tracking of pupils' progress. Inspectors looked at 190 questionnaires returned by parents and carers, and those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The pace and challenge provided in lessons, particularly for the higher-attaining pupils.
- The strength of provision in the Early Years Foundation Stage and the range of experiences provided for the younger children in school.
- Leadership at all levels and the effectiveness of improvement planning and evaluation.
- The effectiveness of the school's strategies to raise rates of attendance.

## Information about the school

Parish Church of England Primary School is larger than most primary schools, with two forms of entry in each year group and three forms of entry in Reception. An above average proportion of pupils come from a wide range of minority ethnic heritages, although fewer than average are at the early stages of learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. Although a number of pupils join or leave school part way through their education, this is broadly in line with the national picture. The proportion of pupils with special educational needs and/or disabilities or with a statement of special educational needs is similar to that found in all other schools; these pupils predominantly have moderate learning difficulty or autistic spectrum disorders.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

Parish Church of England Primary School lives up to its value and vision statement by providing an 'excellent and creative education in a Christian setting'. As one Year 6 pupil reported: 'It's a really fantastic school, lessons are fun and we really learn a lot in a variety of different ways. Our teachers identify our challenging next steps in learning and we always respond.' Pupils' excitement and enthusiasm for learning was thoroughly demonstrated as the younger pupils cheered when it was time to return to class after playtime. Christian values, artwork and celebratory displays, as well as information to support learning, are prevalent in classrooms and throughout the school. Both inside and out, the environment and exciting curriculum support and inspire learning through the 'forest school' facility, through the use of information and communication technology (ICT), and through a well-devised range of musical, sporting and cultural activities. All but the very youngest children learn and display enthusiasm for Spanish, speaking with excellent accents.

Through their exemplary behaviour and attitudes to learning, pupils play a strong part in the success of the school. Pupils are polite and welcoming, and are keen to engage in conversation and express their views. During lessons, pupils support each other effectively in a focused manner, discussing possible solutions to problems. Equally, pupils demonstrate great levels of social skills, care and compassion when acting as playground 'buddies' or simply offering a helping hand to a younger pupil. Pupils' mature understanding about what they can offer to their community through the school council or positions of responsibility is remarkable yet commonplace.

Pupils' achievement is outstanding overall. Pupils make good progress throughout the school and, by the end of Key Stage 2, attainment is high for all groups of pupils in English and mathematics, with an above average proportion of pupils attaining the higher levels. Almost half of all teaching is outstanding. In such lessons, there is a great sense of purpose and challenge. All lessons, are well planned and pupils are clear about what they are learning and why. Despite this, some teaching remains satisfactory. There are not enough opportunities are provided for pupils to discuss and reflect upon their own learning. In addition, opportunities to engage all pupils actively in responding to questions or to develop their independent learning skills are missed.

The school has improved in many respects since its last inspection and this is a clear indication of the school's good capacity to continue on its upward path. Attendance has increased significantly and, as a result of partnership working with parents,

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carers and agencies, it is currently above the national average. All aspects of provision for the younger children in the Early Years Foundation Stage are now good, with an increasing range of exciting learning activities on offer. Leadership roles and responsibilities throughout the school are clear and systematic. Self-evaluation is highly accurate and all staff understand their role in securing further improvement. Recent changes to the leadership of the governing body and its structures are helping governors to become more involved in school improvement but these changes have not been in place long enough to have a discernable impact on the school's work. Adults in school are sensitive to the needs of families and pupils. Pupils' talents and needs are recognised and consistent care and timely interventions ensure all groups of pupils progress equally well.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - providing opportunities for teachers to observe best practice, teach together and learn from each other
  - ensuring a range of questioning methods are used, including those that involve all pupils in responding
  - ensuring all pupils have sufficient opportunities to reflect upon and discuss their learning.
- Increase the role of the governing body in school improvement by:
  - ensuring that its members are constructively critical of the school's performance and participate fully in strategic decisions and improvement planning
  - taking steps to seek out and act on parents' views, especially those who may be harder to reach.

**Outcomes for individuals and groups of pupils****1**

Pupils are highly enthusiastic and self-motivated learners. When asked to talk or work together, they do so very effectively, promoting learning and planning and reviewing their work carefully. The pupils' keenness to succeed was demonstrated throughout the inspection. Informally over lunch, one pupil asked an inspector: 'How are we doing?'; another asked: 'Are you here to look at behaviour and being healthy as well as learning?' This curiosity and aspirational approach, coupled with excellent behaviour for learning, results in pupils' outstanding achievement.

Children enter the Early Years Foundation Stage with levels of skill and understanding that vary but are in line with those typical for children of this age. All groups of pupils, including those from different ethnic heritages, pupils with special educational needs and/or disabilities, and high-ability pupils make good progress and achieve very well, although it is inconsistent at times. The very effective work of the inclusion coordinator and the priority the school gives to knowing every child and meeting their needs is reflected in all interventions, induction and transition procedures.

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Pupils are unanimous in saying that they are safe in school and many referred to the highly effective systems of support, which include playground ‘buddies’. Positions of responsibility are held in high esteem and all groups of pupils are represented in such positions. As well as an outstanding commitment to supporting the running of their own school, pupils contribute to the wider community, including taking part in religious festivals and singing at events and for the elderly. Additionally, pupils have a keen understanding of the importance of keeping fit and healthy. Many reported enjoying nutritious school lunches and a particularly high proportion of pupils talked about the ‘fantastic’ physical education lessons and range of clubs.

The pupils at this school are mature, thoughtful and respectful. Spiritual, moral and social development is outstanding. Assemblies, support for charities, links with Malawi, music, school visits, and particularly the residential trip to the Isle of Wight are some of the ways in which pupils widen their skills and experience wonder in the world. Relationships between all members of the school community are excellent. Pupils treat each other, and adults, with kindness and respect.

Attendance is above average and punctuality is very good. Excellent attitudes towards learning, strong motivation and independence skills, as well as good progress and high attainment, mean that pupils are well prepared for the next stages in their lives and education.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Observations of teaching and pupils’ work during the inspection confirm that teaching is good overall, and is frequently outstanding. However, there is variation from the satisfactory to the most inspirational, resulting in some unevenness in the profile of progress through the school. Assessment data are used accurately to track individual progress and to set individual pupil targets. Despite this, pupils know what they are learning and what they need to do to improve further as teachers provide learning questions at the start of all lessons and detailed, regular feedback, orally and in writing. Questioning is frequently used well to ensure pupils understand and are being challenged in their learning. Some of the better questioning allows all pupils in a class to respond. In a Year 2 class, questioning was effectively combined with pace as the teacher challenged the pupils to respond to a question with ‘three possible answers in 30 seconds’. All pupils take part in self- and peer-evaluations, although sometimes opportunities for pupils to reflect upon and discuss their learning are limited.

The curriculum is vibrant and exciting, makes strong links between areas of learning and supports a range of learning styles. It is enhanced by school trips and visits as well as the ‘forest school’ facility. Pupils in Year 3 used recording and observation skills when digging on a site in their role as palaeontologists. In the classroom, they combined science and mathematics skills when using Venn diagrams to classify species of dinosaur. Pupils of all ages are enthusiastic about recently introduced extended-writing sessions. The defined structure of such programmes has developed the skill of staff, and pupils throughout the school are making equally good progress in their writing. Partnerships, including with local secondary schools, enhance the curriculum further. Talented musicians, for example, have benefited from the use of recording studios.

The positive impact of the school’s outstanding care, guidance and support is evident in the harmonious nature of the school, in pupils’ well-developed social skills and in their overwhelmingly positive and ambitious outlook on life. Pupils are confident that there is always someone in school that they can turn to in times of difficulty.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Highly effective and strategic senior leadership is underpinned by an ethos of care and a relentless determination to pursue constant improvement. Morale is high.

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Leadership is well distributed throughout the school, with subject, phase and team leaders playing vital and complementary roles in raising ambition, and in monitoring quality of provision and pupils’ progress. Improvement plans consistently provide clear direction and identify actions to address current priorities. Staff are held to account for their performance. Formal and informal support structures are in place to increase the consistency of teaching and to share best practice.

The governing body has recently led a review of school values and vision, and has implemented committee structures aligned to the school improvement plan. A review of roles and responsibilities is underway to ensure that school visits are increasingly focused, that challenge is rigorous and has an impact on outcomes. Although parent governors are accessible to parents and carers, governors do not yet systematically gather or respond to the views of parents and carers. Arrangements to safeguard pupils are secure. Effective steps are taken to ensure the school is a safe, healthy environment and regular checks are made to minimise risk.

Parents and carers are kept regularly informed including through the school website and newsletters. There is an active ‘friends’ association raising funds and adding to the sense of family and school community through activities such as ‘bonfire night’. Community cohesion is promoted well. The school has a sound understanding of its own context, plays a role in the local community and has established relationships with schools further afield and abroad. Staff, pupils and governors have a strong understanding of equality and pupils are supported as necessary to ensure that they all have equal access to the full range of learning and extension activities. Pupils from all groups achieve very well. Partnerships with the church and other agencies, such as the Bromley Business Enterprise and educational psychologists, contribute well to learning and pupils’ well-being.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

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## Early Years Foundation Stage

Children enter the Reception classes with the knowledge and skills typical for children of this age. Some children have particularly well-developed dispositions and attitudes for learning, with good knowledge, understanding, and speaking and listening skills. Children settle happily and easily into life at school, they behave well and respond appropriately to questions and requests. Relationships between children and staff are warm and sensitive, and this contributes well to children’s personal development and well-being. Consequently, children are confident to ask and answer searching questions and display confidence when tackling new challenges. Children make good progress with their learning in the Early Years Foundation Stage.

Staff use a good range of teaching methods, styles and resources which supports learning and fosters excitement and enjoyment. There is a good balance between activities led by adults and those that the children select for themselves, encouraging them to develop independent learning skills in all the required areas of learning. However, staff do not yet take sufficient observations to fully inform lesson planning so that it accurately meets the learning needs of every child. Although children enjoy outdoor learning activities, this has rightly been identified by the Early Years Foundation Stage leader as an area for improvement. The environment is not yet exciting and engaging enough to promote all areas of learning equally well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Just under half of all parents and carers returned questionnaires. Parental views as expressed during the inspection are extremely positive. Parents, carers and pupils alike are unanimous in their views that school is enjoyable. The vast majority of parents and carers say that school is a safe place to be, that teaching is good and that the school is led and managed well. ‘My child has done extremely well and she thoroughly enjoys it. The school is very caring and the teachers are great.’ is typical of the comments received. Only a very few negative comments were made and these mostly referred to insufficient communication. Inspection evidence found that a broad range of systems of communication are in place and that the school works hard to keep parents and carers well informed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parish Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 201 completed questionnaires by the end of the on-site inspection. In total, there are 452 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	65	67	35	0	0	0	0
The school keeps my child safe	126	66	62	33	0	0	1	0
The school informs me about my child's progress	67	35	106	56	10	5	2	0
My child is making enough progress at this school	72	38	103	54	14	7	1	0
The teaching is good at this school	86	45	97	51	6	3	0	0
The school helps me to support my child's learning	79	42	100	53	7	4	1	0
The school helps my child to have a healthy lifestyle	110	58	77	41	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	75	39	93	49	6	3	0	0
The school meets my child's particular needs	86	45	90	47	8	4	1	0
The school deals effectively with unacceptable behaviour	72	38	102	54	8	4	1	0
The school takes account of my suggestions and concerns	65	34	110	58	4	2	1	0
The school is led and managed effectively	106	56	79	42	0	0	1	0
Overall, I am happy with my child's experience at this school	113	59	73	38	1	1	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

7 November 2011

Dear Pupils

**Inspection of Parish Church of England Primary School,  
Bromley BR1 4HF**

Thank you so much for the extremely warm welcome that you gave to inspectors when we visited your school recently. It was wonderful to have the opportunity to meet and talk to so many of you, to look at the work in your books, and to see the many excellent displays in your classrooms and in the corridors around school that record your learning. We could see that your school takes very special care of you and your families, and provides you with an outstanding education overall.

Most of your lessons are interesting and exciting. Sometimes you learn outside and you also take part in lots of extra-curricular activities and visits. I enjoyed hearing about the Year 6 trip to the Isle of Wight! Lessons are well planned so that you are all given the right amount of challenge with your work and your teachers make sure you are clear about the learning question for each lesson. You make good progress in most of your lessons and reach high standards by the time you leave school. As a result, your achievement is outstanding. In your school, you have lots of opportunities to take part in musical and sporting activities, and you are very good at learning Spanish. Many things impressed us, particularly your very sensible behaviour, the responsibilities that you carry out maturely, and the way you work so well together and help each other learn. Everyone we spoke to told us how much they enjoy school and that you feel safe and happy.

To help your school improve even further, we have asked your headteacher to make sure that all of your lessons are good or better, with opportunities for you all to answer questions and to discuss and reflect upon your learning. As well as this, we have asked the governing body to become even more involved in school life, particularly supporting Mr Richardson in planning ways in which the school can become even better. All of you can help by ensuring you come to school every day you possibly can and by continuing to approach all aspects of school life with the enthusiasm and determination that you showed to inspectors on our visit.

Yours sincerely

Hilary Macdonald  
Her Majesty's Inspector





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