

# Charville Primary School

Bury Avenue, Hayes UB4 8LF

## Inspection dates

25–26 April 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, together with other senior leaders, has worked diligently to improve the quality of teaching and learning across the school since its last inspection. Teaching, learning and assessment are now good. Consequently, pupils make good progress in a wide range of subjects.
- Middle leaders play an active role in checking the quality of teaching and learning. They regularly monitor pupils' progress. As a result, standards have risen.
- Governors know the school very well. They are ambitious for the school and its pupils. They offer support and effectively hold senior leaders to account for pupils' progress.
- Pupils are an asset to the school. They are well behaved, considerate and respectful. Pupils have a good understanding of the school's values and display this in their behaviour around the school and towards one another.
- Pupils spoken to during the inspection say that they enjoy reading. The most able pupils enjoy being encouraged to read challenging texts.
- The early years learning environment is colourful and stimulating and motivates children to engage in their learning. Children from different backgrounds play and learn harmoniously together. They make good progress and leave the early years well prepared for their learning in Year 1.
- Leaders use the pupil premium funding to good effect to target the specific needs of disadvantaged pupils and improve their outcomes. As a result, disadvantaged pupils also make good progress.
- The most able pupils, including those who are disadvantaged, are not consistently challenged sufficiently, particularly in mathematics. As a result, they do not make as much progress as they should.
- Attendance is below the national average. Consequently, some pupils miss out on valuable learning time and this affects their progress.

## **Full report**

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

- Increase the rates of progress in mathematics by ensuring that the most able pupils across the school are challenged and provided with opportunities to apply their mathematical skills to problem solving and develop their reasoning skills more quickly.
- Improve attendance, particularly for those pupils who are eligible for free school meals and who have special educational needs and/or disabilities, so that pupils maximise their time for learning and make even better progress.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher is ambitious and fully committed to improving the quality of teaching and learning in order to raise standards for all pupils. She places the best interests of pupils at the heart of the school's work. The headteacher is ably supported by the deputy headteacher and other senior leaders. They work efficiently and effectively to continually improve the school to secure good outcomes for pupils.
- Leaders are precise in identifying the essential priorities for improvement. They and class teachers alike contribute to the school's priorities and there is a common shared vision and approach to ensuring that these priorities are met. As a result, there is strong capacity to secure further improvements for the benefit of all pupils.
- Leaders have high expectations of themselves, staff and pupils. Respect and courtesy are the norm at Charville Primary and are very well embedded through the school's values and attitudes to learning. Staff are good role models for the pupils. This has resulted in a school community where pupils flourish in their learning.
- Middle leaders are now fully effective in checking on the quality of teaching and the progress pupils make. They are knowledgeable about the strengths and areas for improvement in both their respective subjects and the school's priorities. They regularly visit lessons and look at pupils' work to check the progress pupils are making and this has improved the quality of teaching and learning. As a result, achievement has risen since the last inspection.
- The leadership of special educational needs is effective. Leaders use the special educational needs funding wisely. They know the pupils who have special educational needs and/or disabilities well. Leaders are meticulous in checking the progress of these pupils. They swiftly identify their learning needs and put into place support and interventions for them. Consequently, this group of pupils make good progress.
- Leaders at all levels have been involved in designing the school's curriculum, which is underpinned by the school's values. It focuses on developing pupils' attitudes to learning and meeting the needs of all pupils so that standards are raised. It is well adapted for the different groups of pupils and delivered effectively to prepare pupils as lifelong learners and for life in modern Britain. For example, pupils are taught about different religions, which gives them a better understanding of diverse cultures. In the words of a pupil, 'It helps us understand different cultures more.'
- Pupils told inspectors that they learn a wide range of subjects such as science, history and computing. The curriculum enables pupils to make connections between aspects of their learning. For example, during a visit to one lesson, an inspector saw pupils in Year 5 reading about the life of the scientist, Galileo. This was linked to their science topic on forces and resistance. This makes learning more relevant and develops pupils' appreciation of the achievement of people in history.

- Pupils' learning is enriched in a variety of ways. Highlights include whole special weeks such as 'Arts Week', which provides opportunities for pupils to work with artists, and visits to museums and after-school clubs. For example, pupils talked proudly about the athletes who visit their school who have disabilities. Pupils say, 'This inspires us to be the best we can be.'
- Leaders use the pupil premium funding prudently. They have researched the best approaches to improving outcomes for disadvantaged pupils. This has made a positive difference. In 2016, disadvantaged pupils' progress at the end of key stage 2 in writing was well above the national average. They made better progress in mathematics and were in line with other pupils nationally in reading.
- The physical education (PE) and sport funding is used effectively to recruit a PE leader to improve the quality of teaching. In addition, the leader offers pupils a range of sporting clubs at lunchtime and after school. Girls have equal access to football. The funds are also used to increase the school's profile in sporting competitions and inter-school festivals. The school has introduced a programme to promote healthy lifestyles. Leaders say that pupils' fitness levels have increased.
- Charville is an inclusive school where pupils from different backgrounds and abilities learn amicably together. Leaders promote equality of opportunity well. For example, leaders track carefully the progress of all groups of pupils to ensure that pupils make good progress, regardless of their backgrounds, abilities and gender.

## **Governance of the school**

- Governors are fulfilling their statutory duties effectively. Their regular training is effective because it gives governors a better understanding of their roles and responsibilities. For example, they received training on how to interpret and analyse the school's performance to identify the school's strengths and weaknesses.
- Governors play a vital role in the strategic direction of the school by contributing to the school's plans for improvement and self-evaluation. For example, they hold 'governor away days' with senior leaders to focus on school priorities.
- Members of the governing body know the school very well. They hold senior leaders to account by asking challenging questions about pupils' progress. In addition, they visit the school regularly to check on the progress of pupils who have special educational needs and/or disabilities and monitor the difference that new initiatives are making on pupils' outcomes.
- Governors are trained in safer recruitment practices and safeguarding matters such as the 'Prevent' duty, female genital mutilation and child sexual exploitation. They are knowledgeable about their statutory duties towards keeping pupils safe. They visit the school to check that procedures are followed.

## **Safeguarding**

- The arrangements for safeguarding are effective.

- Leaders have created a strong culture of vigilance. They regularly conduct 'safeguarding sweeps' to check teachers' knowledge of safeguarding matters such as female genital mutilation.
- Staff know the school's policies and internal procedures well. They receive regular training on safeguarding issues such as child sexual exploitation. Leaders use lessons learned from serious case reviews to update and inform staff. Staff will not hesitate to raise concerns about a pupil's safety, should they need to.
- The school works well with parents and external agencies to address the needs of pupils whose circumstances make them vulnerable. A very large majority of parents responding to Ofsted's online survey agree that pupils are well looked after. Almost all staff agree that pupils are safe.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching and learning has improved since the last inspection. Leaders have reviewed the curriculum and have taken effective actions to improve teaching. As a result, teaching is now good across the school.
- Reading is taught well. Pupils told inspectors that they enjoy reading both at home and school. Phonics is taught effectively. Consequently, pupils at key stage 1 use their phonics knowledge and skills well to sound out unfamiliar words and show a good understanding of texts they read. Key stage 2 pupils read with fluency, accuracy and understanding. Pupils say, 'Teachers check our reading records to make sure we've been reading enough.' Most-able pupils are challenged in their reading through questioning to develop their comprehension skills.
- Writing is a clear strength of the school and is taught effectively. Pupils use their basic skills well to write in a range of styles and contexts. Similarly, they use their writing skills to write across a range of subjects such as science and history. This is very evident in their writing books. For example, pupils in Year 5 used their skills well to answer questions on air resistance.
- Pupils told inspectors that they enjoy and appreciate their learning environment. In the words of pupils, 'It is a lovely environment when we are learning because teachers and pupils listen to each other's ideas. It is not a bad thing to ask for ideas to help improve our work.'
- Inspection evidence confirms that a wide range of subjects is taught. Attractive and eye-catching displays around the school show that pupils learn other subjects well. This was apparent when pupils talked enthusiastically about their learning when they accompanied an inspector on a learning walk.
- Teachers have good subject knowledge and use resources effectively to facilitate learning. They are able to effectively question and check on pupils' understanding of what is being taught. This helps pupils to make good gains in their learning.

- Teaching assistants are well trained to provide effective support to pupils who have special educational needs and/or disabilities. During visits to lessons, inspectors noted how well these pupils are supported. For example, teaching assistants support pupils well with addition and subtraction, using visual resources. As a result, pupils make good progress.
- A range of mathematics topics is taught effectively across the school. Pupils develop a secure understanding of mathematical concepts and skills. They are given opportunities to apply these skills to problem solving. However, this does not happen early enough for pupils, particularly the most able, to apply their mathematical and develop their reasoning skills. Consequently, this slows down their rates of progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's values of respect, independence, self-belief, honesty, caring and determination are at the centre of promoting pupils' personal development. This is evident in the pride they take in their appearance, behaviour and attitudes to learning. They are very proud of their school and look smart in their uniforms.
- Pupils are given opportunities to develop their leadership skills through a range of activities. For example, pupils are given opportunities to become values ambassadors, house captains and school councillors. This helps them to develop their social skills and exercise the rule of democracy.
- Pupils told inspectors that bullying is a rare occurrence at the school. They are very well versed in the different forms of bullying. Pupils say that they can trust adults in the school who would take their concerns seriously, should they be worried about anything. Pupils are well informed about how to stay safe online and the use of social media without compromising their safety.
- Pupils told inspectors that they feel safe at school. For example, they told inspectors that they could trust talking to them because inspectors were wearing green lanyards during the days of the inspection. Pupils are taught to stay safe through a range of situations, such as assemblies and workshops, which focus on helping them to keep themselves safe. For example, pupils receive road safety awareness training from visitors and learn how to cross the road safely.

### Behaviour

- The behaviour of pupils is good.
- Pupils are well behaved and conduct themselves calmly around the school and within lessons. This contributes to an orderly and purposeful school environment. Pupils follow class teachers' instructions swiftly during lesson time. As a result, minimal learning time is wasted.

- Pupils are polite, respectful, courteous and considerate. Inspectors were impressed with the manner in which pupils engage in discussions with adults. For example, they respect and listen attentively to each other's views and encourage their peers to contribute to discussions when needed.
- Historically, fixed-term exclusion rates have been high for those pupils who have special educational needs and/or disabilities. Current school information shows that the number of exclusions has been reduced for these pupils and that exclusions are used for valid reasons.
- In 2016, attendance was below the national average, particularly for pupils eligible for free school meals, girls and those who have special educational needs and/or disabilities. Persistent absence was high for all pupils and the key groups mentioned. Leaders are taking action to improve attendance. Over the last year, there has been a reduction in the proportion of pupils with persistent absence. However, overall attendance is still below the national average and persistent absence above the national average, particularly for these groups of pupils.

### Outcomes for pupils

**Good**

- The quality of teaching and learning has improved since the last inspection. This has resulted in all groups of pupils making better progress across year groups and subjects. More pupils are working at standards expected for their age in reading, writing and mathematics.
- The school's assessment information and the work in pupils' books show that pupils currently at the school are making good progress across a wide range of subjects. Leaders have put into place a robust system to track pupils' progress in reading, writing and mathematics, based on pupils' starting points, milestones in the national curriculum and key groups of pupils. They regularly identify the strengths, weaknesses and next steps and put into place effective actions to improve outcomes for pupils.
- In 2016, attainment at the end of key stage 1 was above the national average in reading, writing and, for most pupils, in mathematics. However, attainment was below average for the lower attaining disadvantaged pupils in mathematics, compared with other pupils nationally. Leaders have accurately identified this as an area for improvement and have put in place an effective action plan to address this. These pupils, who are now in Year 3, are making good progress.
- Last year, attainment at the end of key stages 1 and 2 was above the national average in science at the expected standard. Disadvantaged pupils' attainment was in line with that of other pupils nationally. The work in pupils' books shows that pupils currently in the school continue to make good progress in science. Furthermore, middle leaders check on pupils' progress and the quality of teaching in other subjects, such as art, through a range of activities that includes visits to lessons and scrutinising pupils' work. As a result, pupils make good progress across a range of subjects.

- In 2016, the progress of pupils who have special educational needs and/or disabilities who receive support, at the end of key stage 2, was below average in reading, writing and mathematics. Leaders have identified this and have put into place intervention strategies and support for this group of pupils across the school. The work in pupils' books confirms that they are making good progress. Pupils who have education, health and care plans also make good progress because their needs are targeted and well met.
- Phonics attainment in 2016 for Year 1 pupils was above the national average. Disadvantaged pupils' attainment was better than that of other pupils nationally. During visits to lessons, inspectors noted how well pupils are progressing in phonics. Phonics continues to be a strength of the school.
- Disadvantaged pupils make good progress in reading, writing and mathematics. They benefit from the astutely selected approaches by the school to support them with their learning. The work in their exercise books shows that pupils are working within the standards expected for their age. Leaders monitor disadvantaged pupils' progress closely to make sure that they make the progress of which they are capable.
- The most able pupils, including those who are disadvantaged, make progress. However, evidence in their books shows that they are not challenged sufficiently, particularly in mathematics. Problem-solving activities and opportunities to apply reason to their mathematics are planned for later in the academic year. This limits pupils' progress in these areas. As a result, they do not reach their full potential.

### Early years provision

**Good**

- The early years provision is led effectively. Leaders have an accurate picture of the strengths and areas for development.
- Children enter the early years with knowledge, skills and understanding that are typically below those of children their age. In 2016, the proportion of Reception Year children who achieved a good level of development was above average. The school's current assessment information shows that more children are on track to reach a good level of development in 2017 and are above the national average.
- In 2016, the proportion of children eligible for free school meals who achieved a good level of development was below the national average. The school's performance information, the work in children's learning journeys and an inspector's visit to the early years classes confirm that this group of children are making good to better progress. This is because leaders carefully track their progress and put into place support and interventions to improve their achievement.
- Teaching is effective in the early years. Children use their phonic knowledge and skills well in their reading and writing. They develop a good understanding of number. However, during their visit to the early years, inspectors noted that the most able children are not challenged sufficiently. Most-able children make good progress in mathematics, but not as rapidly as they do in reading and writing. The early years leader is aware of this.



- The early years curriculum covers all the seven areas of learning. The activities on offer excite children to be curious and find out information, for example by children observing the growth of beans and duck eggs hatching.
- The outdoor provision is laid out attractively, with many opportunities for children to learn and develop. For example, children enjoy programming their cars to go forwards and backwards by using a remote control. They take sensible challenges when they climb up and down and slide on the large apparatus. This supports their development of gross motor skills.
- Children learn and play in a safe environment. They remain focused on their chosen or adult-led activities. Their behaviour is exceptional. As a result, children work in a calm and peaceful environment.
- The school engages well with parents about their children's learning and development. There are many opportunities for parents to be involved through a range of activities such as workshops and home learning journals.
- Safeguarding is effective in the early years. There is a strong, vigilant culture. For example, there are clear signs around the early years area informing everyone about the use of mobile phones and cameras.

## School details

Unique reference number	139609
Local authority	Hillingdon
Inspection number	10031714

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

Type of school	Primary
School category	Academy alternative provision
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	620
Appropriate authority	Charville Academy Trust
Chair	David Coleshill
Headteacher	Nicola Kelly
Telephone number	020 8845 1707
Website	<a href="http://www.charvilleacademy.org">www.charvilleacademy.org</a>
Email address	<a href="mailto:office@charvilleacademy.org">office@charvilleacademy.org</a>
Date of previous inspection	24–25 March 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- This school is larger than the average-sized primary school. Mobility rates are high, with pupils entering and leaving the school at various points in the academic year.
- The proportion of pupils supported by pupil premium funding is above average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well above average.
- The proportion of pupils who have special educational needs and/or disabilities and receive support is below average. The proportion of pupils who have education, health and care plans is above average.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.
- The school runs its own breakfast club.

## Information about this inspection

- Inspectors observed pupils learning in 28 whole or parts of lessons, some of which were joint observations with senior leaders. Additionally, inspectors scrutinised pupils' exercise books, both during the visits to lessons and independently.
- Inspectors spoke with pupils within lessons, and during playtime and lunchtime. The lead inspector met formally with two groups of pupils. One group comprised the most able pupils in the school. Another group of four pupils accompanied an inspector on a learning walk. Pupils expressed their views about the school and their learning experiences. Inspectors analysed 151 responses to Ofsted's pupil questionnaire.
- Inspectors held meetings with the headteacher, deputy headteacher and senior leaders. The lead inspector met with members of the governing body. A meeting was also held with a group of teachers.
- Inspectors analysed 79 responses to Parent View, Ofsted's online questionnaire, and 19 free-text responses. An inspector also met formally with one parent. Inspectors talked to parents informally in the playground at the start of the school day.
- The 76 responses to Ofsted's staff questionnaire were considered.
- Inspectors scrutinised a range of school documentation, including: the school's self-evaluation; plans for improvement; the school's safeguarding documentation; assessment information on pupils' progress; minutes of governing body meetings; and information related to behaviour and attendance.

## Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
Vanessa Love	Ofsted Inspector

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