

## Church Eaton Endowed (VA) Primary School

### Inspection report

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<b>Unique Reference Number</b>	124334
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	292960
<b>Inspection date</b>	1 March 2007
<b>Reporting inspector</b>	Eira Gill

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 aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ralph Howarth
<b>Headteacher</b>	Mike Winkle
<b>Date of previous school inspection</b>	9 September 2002
<b>School address</b>	Church Eaton Stafford ST20 0AG
<b>Telephone number</b>	01785 823089
<b>Fax number</b>	01785 823089

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is below average in size. Most pupils come from a White British background and only a very few speak English as a second language. The proportion of pupils who have free school meals is below average. The proportion of pupils with learning difficulties or disabilities is below average although the proportion who have a statement of special educational need is average. Children's attainment on entry is varied but, generally, a higher proportion start school with levels above those expected for their age. Recently, with the approval of the local authority, the school has admitted nursery age children in the Foundation Stage. The school has been awarded Healthy Schools status and has an Inclusion Quality Mark award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with a strong Christian ethos. Parents praise it, describing it as 'a good school where my children have had an exceptional start in life'. Pupils' achievement is good and enables them to reach standards that are well above average in English and mathematics by the time they leave the school. The higher attaining pupils currently in Year 6 are on course to attain better than those nationally, particularly in reading where progress is exceptional. A good start in the Nursery and Reception class helps the children to settle in well and they make good progress. Pupils continue to make good progress in Years 1 to 4 and excellent progress in Years 5 and 6.

The school is at the heart of its community and good links ensure that the pupils are able to contribute their own skills and talents to various events throughout the year in the village. The pupils are given a strong voice and a school councillor commented, 'We think about how to make our school a better place.' The care, support and guidance given to the pupils are good. The care aspect is very strong and, as a result, pupils' personal development and well-being are outstanding. Pupils are very well supported and care for each other. A lunchtime monitor explained, 'I help the little ones at lunchtime and make sure they have a nice dinner.' A new pupil said, 'Everyone makes me feel welcome.' Pupils' behaviour is exemplary and they work very hard in lessons. No time is wasted. Good attendance goes hand in hand with the pupils' keen enjoyment of school life.

There are several reasons why pupils do so well. The quality of teaching is good throughout the school and outstanding in Years 5 and 6. Assistants give strong and effective support to individual and groups of pupils. The curriculum is good and well enriched with plenty of sport, art and music. Effective tracking of pupils' progress as they move through the school is also a contributory factor to good achievement. The systems teachers use to set targets for learning for individual pupils are not totally efficient because different methods are used in each class. This is not helping pupils to understand what they need to learn next and pupils do not always know their targets.

Leadership and management are good and the headteacher sets high expectations for others with his exemplary teaching. Leaders, including governors, make sure the school does not stand still. Effective monitoring has enabled the school to evaluate its work and to identify areas where improvement is required. Weaknesses from the last inspection have been tackled successfully and the school demonstrates good capacity to make further improvement.

### What the school should do to improve further

- Ensure all staff adopt a consistent approach to marking pupils' work and to setting stretching targets for pupils.

## Achievement and standards

### Grade: 2

Pupils' achievement is good by the time they leave school. This is because of consistently good teaching throughout the school and outstanding teaching in Years 5 to 6. Pupils with learning difficulties or disabilities as well as those who are likely to attain at higher levels make good and, sometimes, exceptionally good progress due to the sensitive and effective guidance they

receive. The pupils' speaking and listening skills are well above average throughout the school because of the exemplary attention given to this aspect of learning.

Most children have above the expected levels of skills when they start school although their writing and calculating skills are less well developed. High expectations and good planning enable children to make good progress in all areas of learning in the Nursery and Reception class. Good progress continues through Years 1 and 2 where teaching often inspires pupils in their learning. On a few occasions pupils' progress could be even better if they had more opportunity to find things out for themselves and pursue their learning independently. Both boys and girls attain standards that are above average in reading, writing and mathematics by the end of Year 2. The higher attaining pupils make better than expected progress in their writing skills.

Standards at the end of Year 6 have been consistently above average and in the 2006 national tests, they were exceptionally high. The present group of pupils in Year 6 are on course to attain well above average standards overall. Their progress in reading is excellent. Pupils have developed outstanding skills in literacy and numeracy which will equip them exceptionally well for the future.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Their knowledge of multicultural Britain is well enhanced by visitors as well as sustained links with an inner-city school locally. Pupils are very enthusiastic and confident learners who enjoy excellent relationships. Prompt timekeeping of staff and a quick start to lessons set the tone for sustained good learning throughout the day. All pupils feel valued, safe and secure.

Pupils' behaviour is exemplary, reflecting the good example of the caring adults who work in the school. Attendance is above average and this reflects the pupils' great enjoyment of school.

Pupils live up to their 'Healthy Schools' award; they talk very knowledgeably about healthy diets and safe lifestyles. They make an excellent contribution to their own community, taking part in several village events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good throughout the school and outstanding in Years 5 and 6. Individual guidance from teaching assistants ensures that pupils' reading skills improve quickly. A parent wrote, 'This support has made an enormous difference to my daughter's life at school and at home.' Strong relationships are evident and there is a real sense of enthusiasm in learning. For example, a lively teaching style ensured that Years 1 and 2 pupils were very excited about their good skills in doubling large numbers. High expectations for the nursery and reception children lead to all doing their best and learning well.

Teachers plan very effective opportunities for pupils to improve their speaking and listening skills. Young pupils were proud to perform and act out their own poetry in assembly without any aids. Highly effective teaching techniques in Years 5 and 6 strongly challenge all pupils and this is an improvement since the last inspection. Drama and 'talking partners' are used very

effectively as strategies for pupils to talk through complex ideas. Marking of pupils' work is methodical throughout the school but is not consistent across the classes in giving guidance to the pupils on what they should learn next.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum that contributes significantly to pupils' good achievement and outstanding personal development. The curriculum for the nursery and reception children is well planned and meets their needs well. There are many opportunities for all pupils, including the gifted and talented, to develop their musical and sporting skills both during and after school. Almost half the pupils have instrumental lessons with visiting teachers. Planning in geography and history includes time for writing and is another reason why progress is so good in English. The curriculum is enriched well. Information and communication technology (ICT) has improved since the last inspection, but computers could be used more in lessons. Links with other providers, church groups and the small schools' network are good and give pupils plenty of opportunities to take part in sporting and other events such as the Nativity in the local church and the 'Schools in Bloom' competition.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel very secure and trust totally all the adults who work with them. Pupils in all groups are supported very effectively and, as a result, their personal development is exceptionally strong and achievement good. The school works very well with outside agencies and parents to ensure all pupils have access to suitable support. Parents strongly agree their children are well cared for. There are procedures in place for assessing pupils' work day by day and for setting targets but there is inconsistency across the classes in the way targets are set. Marking is thorough but does not always make reference to how the pupils can make progress towards their targets. Parents are given written guidance on their children's individual targets in Years 5 and 6 but pupils struggle to remember them.

## **Leadership and management**

### **Grade: 2**

Since the previous inspection, the headteacher has created a robust management team which has responded well to its role. Systems in place for tracking pupils' progress term by term are efficient and have proved successful in raising teachers' awareness of the need to sustain improvement and raise attainment further. These systems are used very effectively to identify pupils who need specific help to improve their progress. Good value for money is evident in the very efficient use of teaching assistants.

The leadership team is effective in checking how well the school is doing to ensure improvement. It knows what needs to be put into place to improve the school and is prepared to change planning to concentrate on immediate needs. As a consequence, the school has a realistic view of its effectiveness, although its view of the school's leadership and management as satisfactory is somewhat modest. Governance has improved and gives considerable support to the school as well as challenge when necessary. Links with parents have much improved since the last inspection and the parents' strong presence at their children's assembly is testament to their

support. The Christian ethos of the school and inclusion are very evident particularly in the cohesion of the community.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We really enjoyed talking to you and observing your lessons. You were all very polite and helpful throughout the day. Your headteacher, governors and members of staff lead the school well. They have made several improvements since the last inspection and it is now a good school. There is one thing that needs to be put into place to make the school even better and I am asking the staff and governors to make an improvement.

Here are the things that I think are best about your school:

- Most of you make good progress in English and mathematics and by the time you leave the school standards are very high in these subjects.
- You are taught well, especially in Years 5 and 6, and teachers make lessons very interesting for you.
- Your attitudes to work, your behaviour and the way you care about each other are exceptionally good.
- Best of all, you really enjoy school and work very hard.

This is what we think the school could do better:

- The headteacher and teachers need to choose one method of how they set challenging targets for you to improve your work and how your work is marked. You can help by asking your teachers how you have improved in lessons.