

Church Eaton Endowed (VA) Primary School

Inspection report

Unique reference number	124334
Local authority	Staffordshire
Inspection number	380861
Inspection dates	26–27 January 2012
Lead inspector	Lois Furness

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Ralph Howarth
Headteacher	Mike Winkle
Date of previous school inspection	1 March 2007
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Age group	3–11
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Introduction

Inspection team

Lois Furness

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 12 lessons taught by four teachers. Meetings were held with the headteacher, staff, members of the governing body and pupils. Account was taken of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector observed the school's work, and looked at a wide range of documentation including pupils' workbooks, attendance information, improvement plans, progress reports, minutes of governing body meetings, the school's self-evaluation and records of pupils' progress. In total, 74 parents and carers' inspection questionnaires were analysed. Responses to the Key Stage 2 pupil survey and the staff questionnaire were also considered.

Information about the school

In this much smaller than average-sized primary school almost all pupils are White British. The proportion of pupils who are known to be eligible for free school meals is low. The proportion of pupils with disabilities and those with special educational needs is well below average. The Early Years Foundation Stage comprises a pre-Reception class where children attend mornings only, and a full-time Reception class. Current floor standards (national minimum standards) are met. The school has numerous awards including Healthy Schools status and Sports Activemark.

Inspection judgements

Overall effectiveness	4
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	4

Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management.
- Although achievement is satisfactory and the school is providing an acceptable standard of education for its pupils, leaders and managers have not demonstrated the capacity to bring about the improvements needed to make sure that all pupils make consistently good progress in their learning.
- Good progress is evident in the Early Years Foundation Stage so that on entry to Year 1 children's attainment is above average in all six areas of learning. Good teaching ensures that children quickly settle into school life, steadily developing their early reading, writing and numeracy skills.
- Although pupils' attainment is significantly above average by the end of Year 6, their work, especially in subjects other than English and mathematics, does not reflect this standard. Other subjects are not taught in sufficient depth and activities are not always appropriate to meet the needs of all groups of pupils. The use of assessment information to plan future learning is not precise enough to meet the range of pupils' needs. Therefore, progress is satisfactory rather than good, and teaching is satisfactory.
- Pupils are polite and considerate of each other, and behaviour is good. Positive attitudes towards school and learning enable lessons to flow smoothly. Pupils say they feel safe and have a good understanding of how to deal with an 'unsafe' situation, for example, cyber-bullying. Parents and carers say their children are kept safe in school and attendance is above average.
- The governing body fulfils its statutory duties regarding safeguarding. Its skills in monitoring and evaluating the work of the school are however underdeveloped which limits its ability to hold leaders to account. Monitoring

and evaluation systems lack rigour so weakness identified in the previous inspection regarding marking and feedback to pupils still remain.

What does the school need to do to improve further?

- Eliminate pupils' uneven progress and make it at least consistently good by July 2012, by ensuring that teachers:
 - make effective use of assessment information when planning lessons, in order to provide work at the right level for pupils of all abilities
 - provide daily systematic teaching of early reading skills to all relevant pupils
 - use strategies to make sure pupils are actively engaged during all parts of lessons
 - provide pupils with explicit information about what they are to learn and how to achieve success
 - make sure marking clearly identifies strengths and areas for improvement and pupils have time to respond to the feedback given
 - have higher expectations of the quality and quantity of pupils' work in subjects other than English and mathematics.

- By April 2012, make leadership and management more effective by:
 - establishing a rigorous cycle of monitoring of teachers' planning, work in pupils' books and termly progress information
 - setting challenging targets each term for pupils in reading, writing and mathematics and monitoring their progress towards them
 - ensuring lesson observations focus on pupils' learning and that the feedback given clearly evaluates the impact of teaching on pupils' progress
 - providing time for subject leaders to carry out regular checks on the quality of teaching and learning in their areas of responsibility
 - improving the effectiveness of the governing body in holding the school's leaders to account for pupils' performance.

Main report

Achievement of pupils

Children's attainment on entry is varied but, generally, the greater proportion start the Early Years Foundation Stage with levels of attainment above those expected for their age. Good progress is made in this class, as was seen in a lesson promoting early reading skills, including phonics (linking sounds and letters). Although year groups are smaller than in most primary schools, the trend in performance shows that this good progress does not continue throughout the school, and by the end of Key Stage 1 attainment is broadly average. In 2011, attainment rose because the year group was exceptional. Although attainment in reading by Year 6 is significantly above average, attainment by Year 2 is broadly average. Pupils' progress in Key Stage 1 is impeded because of the lack of skills and knowledge in the teaching of phonics and in extending pupils' competence in reading. Systems to teach pupils the sounds that letters make are not sufficiently well established, and pupils throughout the school who have not yet developed their skills in reading do not benefit from a

daily session of phonics teaching.

In Years 1 to 6, progress is mainly satisfactory. Behaviour is often good, but when the pace of the lesson drops and the work planned is not appropriate to meet the needs of all pupils, a few were seen to lose concentration, which slowed learning. This is one of the reasons why the rate at which pupils learn varies between subjects and classes. As a result, pupils make inconsistent progress as they move through the school, although, by the end of Year 6, their attainment is above average in English and mathematics. Attainment in reading is also above average. This level of attainment is a result of focused teaching in English and mathematics in Years 5 and 6, and the one-to-one support given to pupils who are not on track to make expected progress. In other subjects, for example history and geography, there is limited evidence from lessons and in pupils' work showing them using and applying their literacy and numeracy skills, and above-average attainment is not evident. In these subjects, teachers do not have high enough expectations of the quality and quantity of pupils' work, and progression in the acquisition of skills is not secure. Although pupils with disabilities and those with special educational needs receive appropriate levels of support, their individual learning needs are not always identified carefully enough and, therefore, their progress is no better than satisfactory.

A minority of parents and carers have concerns about how well the school meets pupils' needs. One commented, 'As a parent of this school I am impressed with the variety and standard of education and care that my child receives, however I feel that my child is not tested mentally as much as they could be.' Another stated, 'Bright children are not challenged educationally.' The inspector found that the work given to pupils, although satisfactory, did not consistently stretch the more able, nor was it appropriate to meet all the other learning needs within the class.

Quality of teaching

Relationships are good in all classes and pupils want to learn. They try hard to answer questions, but teachers do not consistently use effective strategies to ensure that all take part in these sessions. This was seen in Years 1 and 2, as more-competent pupils answered questions about sequences of numbers and less-able pupils sat passively listening. In Years 5 and 6 also, not all pupils contributed to the question-and-answer session which explored the feelings of different characters. As a consequence, the rate at which pupils learn is inconsistent. Sometimes, teachers talk for too long without giving pupils the time and opportunity to test their own ideas or find things out for themselves. At other times, however, pupils are enthused as they enjoy using their imagination to describe a mythical creature, for example. Teaching assistants are deployed to add extra support for the few pupils with disabilities and those with special educational needs. However, the additional support is not always as effective as it should be, because the work given is not consistently matched to pupils' needs. Most parents and carers think their children are taught well, but inspection evidence indicates that the impact of teaching on pupils' progress is only satisfactory, although good teaching is evident in the Early Years Foundation Stage.

Teachers generally mark English and mathematics books satisfactorily, giving praise and some points for improvement. They are less effective at linking their marking to the objectives for the lesson or pupils' individual learning targets. As a result, pupils are unclear about their success in meeting the lesson's objectives or of the steps

they need to take to further improve their work. Also, pupils are not given time to respond to any good advice given. Teachers' assessments are sometimes based on the completion of the task, rather than the knowledge gained by pupils. Marking in subjects other than English and mathematics is superficial and there are missed opportunities for pupils to be reminded of how well they are using their basic skills of literacy and numeracy in these subjects. The curriculum lacks the breadth necessary to cover the range and depth of subjects other than English and mathematics. Even in English, phonics is not given the emphasis needed for pupils to make good progress in Years 1 and 2.

Opportunities to promote pupils' spiritual, moral, social and cultural development are satisfactory. Children in the Early Years Foundation Stage are encouraged to work together and share ideas and resources. Most pupils work hard and are generally keen to please and succeed. They respect the feelings of others as shown in a circle activity when one pupil, noticing another had no place to sit, thoughtfully asked the boy to sit by him.

Behaviour and safety of pupils

Above-average attendance confirms that pupils enjoy school. Punctuality is good. Even when lessons do not fully match their needs, pupils behave well. Most parents and carers are right to think that behaviour is consistently good. Pupils are polite and courteous to visitors, and also listen carefully to each other's contributions during lessons. When asked if behaviour was typically like that seen during the inspection, pupils said that it was, although they indicated there were 'one or two boys' who at times 'act silly'. They are sure that misbehaviour 'gets sorted' and does not disrupt learning. Pupils said they felt safe and almost all parents and carers agree their children are kept safe in school. A very small minority of parents and carers think bullying is not dealt with well. However, pupils spoken to were insistent that there were very few instances of bullying of any type in school and said if it occurred, adults resolved it quickly and fairly. Disabled pupils and those who have special educational needs said they felt safe and that support staff help them if they feel worried or upset. Pupils know how to keep themselves safe when speaking, for example, about the dangers of talking to strangers and how to behave safely on the roads or near water.

Leadership and management

Leaders at all levels have not maintained a sharp enough focus on pupils' learning when monitoring the quality of provision. Consequently, self-evaluation is overgenerous and the evaluation of achievement does not take enough consideration of pupils' learning and progress year-on-year. Monitoring and evaluation activities, such as the scrutiny of teachers' lesson planning, pupils' work and information about pupils' progress by those with leadership responsibility, including subject leaders, are not carried out as often as they should be. Consequently, leaders lack an accurate picture of what is working well and what needs to be improved. For example, all staff have extensive assessment files, but the information in them is not used meticulously to plan pupils' future learning experiences. Pupils are not given challenging targets which are monitored to ensure all make the best possible progress. Lesson observations do not evaluate well enough the impact of teaching on learning nor identify points for improvement. The opportunities for professional development have not been effective enough to ensure good teaching, and staff lack sufficient

knowledge of how to teach early reading skills. Pupils' progress since the previous inspection has declined and, at this time, the school's capacity to improve is inadequate. While the school is effective in ensuring equal opportunities for those with specific needs and in preventing discrimination, it is less successful in promoting consistently good progress for all. The governing body does not play its full part in ensuring and measuring the school's success. However, it fulfils its duty to ensure that health and safety matters are dealt with satisfactorily, so that requirements for safeguarding are met.

The curriculum is heavily focused on English and mathematics, but the activities planned do not consistently meet the needs of all pupils and provision is, therefore, inadequate. Also there is insufficient emphasis on providing opportunities for pupils to use their literacy and numeracy skills across different subjects. However, spiritual, moral, social and cultural development is satisfactorily promoted through assemblies, for example.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

30 January 2012



Dear Pupils

Inspection of Church Eaton Endowed (VA) Primary School, Church Eaton, ST20 0AG

Thank you for the warm welcome you gave me when I visited your school. I enjoyed visiting your lessons, looking at your work and talking to you about your school. I would also like to thank the pupils who completed the inspection questionnaire.

Although your school is providing you with a satisfactory education, it is not helping you to make as much progress as you should. At the end of Reception and Year 6, your attainment is above that found in most schools across the country – so well done. In other year groups, attainment is not as strong, and lower in subjects other than English and mathematics in Years 1 to 6. Although your progress is satisfactory, more of you should make faster progress, so I have asked your teachers to make sure all of you are actively learning for more of the time. Also I have asked them to use assessment information to plan lesson activities more accurately, to help you overcome gaps in your knowledge. School leaders and the governing body are not effective enough in planning and monitoring the school's work, and I have asked them to carefully check how well you are all doing so that you make faster progress. I also want your teachers to make sure they give you helpful advice when they mark your work and give you time to respond to their comments.

You try hard in your lessons and listen carefully to your teachers. You told me you feel safe in school and know how to keep yourselves safe. It was good to hear there is very little bullying and any silly behaviour is sorted out quickly and fairly.

Those of you in the Early Years Foundation Stage make good progress because teaching is good. You are all very happy in this class, sharing ideas and resources.

At this time, your school is not doing well enough and has been given a notice to improve. This means that inspectors will visit the school again quite soon to see how well progress is being made. Remember, you can all help to play your part by continuing to work hard and always doing your best. I wish you the very best for your future at Church Eaton (VA) Primary School.

Yours sincerely

Lois Furness
Lead inspector

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