

Churchfield CofE (C) Primary School

Inspection report

Unique Reference Number	124271
Local Authority	Staffordshire
Inspection number	359623
Inspection dates	23–24 November 2010
Reporting inspector	Gerald Griffin

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Michael Newman
Headteacher	Linda Hack
Date of previous school inspection	16 October 2007
School address	Sandy Lane Rugeley WS15 2LB
Telephone number	01889 256106
Fax number	01889 256106
Email address	headteacher@churchfield.staffs.sch.uk

Age group	3–11
Inspection dates	23–24 November 2010
Inspection number	359623

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons taught by seven teachers. They observed assemblies, break times and held meetings with members of the governing body, staff, groups of pupils and a carer. Inspectors spoke informally to parents and carers at the school gate. Inspectors observed the school's work, and looked at progress records, teachers' lesson plans, pupils' work, school improvement plans, policies and reports. They analysed 73 pupils' questionnaires, 14 staff questionnaires and 33 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well boys make progress in Key Stage 2.
- Whether teaching makes good use of assessment data to plan lessons that challenge all members of the class.
- The success of the measures to improve attendance.
- The rigour of plans to improve the school.
- The effectiveness of the measures to raise attainment in writing and personal, social and emotional development in the Early Years Foundation Stage.

Information about the school

Churchfield C of E (C) is a smaller than average primary school. Nearly all pupils come from White British families. The remainder come from a wide range of minority ethnic heritages. A few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these have specific learning difficulties, moderate learning difficulties or behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is above the national average. A larger than average proportion of pupils join and leave the school partway through their education. The Early Years Foundation Stage provision comprises a morning Nursery class and a Reception class. The school has recently gained a number of awards including Sportsmark and Healthy Schools status. The Play and Learn before- and after-school clubs are privately managed and inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school which is improving strongly. It provides a very safe, caring, stimulating and happy atmosphere in which pupils grow into mature young people. Parents and carers are very pleased with the standard of education the school provides. Typically, one told an inspector, 'I am more than satisfied with the school. My child is looked after very well and loves coming to school'.

Recently the school has experienced some difficulties managing a small number of pupils who showed extremely challenging behaviour. Additionally there were staffing problems and several changes to the leadership team. During this time attainment fell and progress slowed. Now that staffing and leadership are stable, the school has successfully tackled poor behaviour and underachievement through effective improvement plans, robust support from outside agencies and the determined leadership of the headteacher. As a result, behaviour is now good, attainment has risen and is average and progress is satisfactory and improving. Since the last inspection the school has improved the effectiveness of its care, guidance and support to a good level, and has sustained pupils' broadly good personal development. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff. The school has a satisfactory capacity to improve further. Leaders monitor rigorously most aspects of the school's performance and this provides them with largely secure and accurate information for self-evaluation. Leaders recognise that their use of data to evaluate the quality of progress in different subjects and to pinpoint where further improvements can be made lacks fine tuning.

Progress is accelerating in English. This is particularly evident in reading, where progress for some pupils is good. Here teaching provides challenging next steps for each individual. In mathematics, progress, while satisfactory, is not as quick for pupils in Key Stage 2 as it is in English because the curriculum provides too few opportunities for them to practice solving mathematical problems, a weakness in their work. The curriculum supports aspects of pupils' personal development well. Every pupil learns to play a musical instrument, which makes a valuable contribution to developing their self-esteem and confidence.

Teaching across the school is satisfactory but there are many signs that it is getting better. For example, teachers use resources such as computers well to engage pupils and develop their understanding. Progress is not yet consistently good because teaching does not always use assessment data effectively to plan work that matches closely each pupil's needs. As a result they are not always fully challenged.

Although most pupils attend school regularly, too many miss days. This interrupts their learning and slows their progress. The school is working hard to raise attendance, with some success: attendance rates so far this term have risen and are average.

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

What does the school need to do to improve further?

- Secure pupils' good progress by ensuring that the difficulty of each pupil's work matches their needs closely so that they are fully challenged.
 - Improve progress in Key Stage 2 by providing more opportunities for pupils to practise solving mathematical problems.
 - Work closely with parents to raise the attendance rate of those pupils who miss too much school, in order to secure their better progress.
 - Ensure leaders make good use of progress data:
 - to accurately judge progress across different subjects.
 - to identify where further improvements can be made.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment on entry to the school varies, but is broadly below average. Across the school, all groups of pupils, including those with special educational needs and/or disabilities, pupils who speak English as an additional language and those who join the school part way through their primary education, enjoy learning and their achievement is satisfactory. The learning observed in lessons was at least satisfactory and some was good and outstanding.

Pupils are keen to learn and take pride in their work. In a Year 3 mathematics lesson, pupils were curious and enjoyed discussing ideas in small groups and with their class; this work promoted their self-confidence, communication skills and understanding. Pupils used computers well to test their predictions. They employed self-assessment and peer-assessment well to judge the quality of their work and to make improvements to it. Across the school many pupils are showing improving levels of independence, but sometimes their concentration wanders when they find the work too easy or too hard.

The progress of older boys, which has been slower than that of the girls recently, has improved. This is because the school has improved boys' engagement by providing them with more opportunities to experiment, use educational games and to work on topics, such as World War 2, that interest them. The progress of most boys now matches that of the girls.

Pupils told inspectors that they feel very safe in school. They are confident that the rare cases of bullying are dealt with quickly. They have a good understanding of how to keep themselves safe, for example on the internet. Most pupils are keen to take plenty of exercise and eat a healthy diet, and this is reflected in the school's national awards. Pupils are keen to take responsibility as buddies and as members of the school council. They have good opportunities to help leaders improve the school by providing them with feedback about their learning and the curriculum. Sound basic skills and rapidly improving attendance mean that pupils' preparation for secondary school and future work is satisfactory. Pupils reflect most maturely on their feelings and the actions of others. A

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

strong moral code underpins their good behaviour. Pupils have an improving understanding of the diversity of British culture.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

In lessons relationships are positive. Class management is good. Teaching provides pupils with a wide range of interesting learning activities. Teachers' instructions are clear, which means pupils settle quickly to their work. Teaching assistants provide valuable support to learning, particularly for pupils with special education needs and/or disabilities. For example, they help these pupils concentrate on their work and provide teachers with feedback on their progress. Marking and other feedback provides pupils with appropriate help on how they can improve their work. However it does not provide older pupils with details about the level at which they are working, a concern some of them raised on their questionnaire. This means they find it hard to measure their progress for themselves.

Pupils are provided with good opportunities to reflect on spirituality in many lessons and lively assemblies. They enjoy a good range of popular sports and other clubs. Pupils take responsibility to organised and lead some of these activities. Regular educational visits provide relevance to class work, broaden horizons and add to pupils' enjoyment of school.

Pupils very confidently approach adults with any problem, knowing that their worry will be quickly resolved. Pupils with special educational needs and/or disabilities receive

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

sympathetic support. The school works closely with outside agencies to ensure their needs are accurately assessed, and the individual learning programmes drawn up by staff closely match them. Parents and carers are fully involved in this process. This has proved most successful for pupils who have behaviour and emotional difficulties. The measures to settle pupils who arrive part way through the school year happily into school are good. The school is correctly reviewing its procedures for integrating the rising numbers of pupils who start school at the very early stages of acquiring English to ensure they too always settle quickly and happily into school. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective. The school's support for pupils, together with work from the education welfare officer, has also had success in improving attendance, as figures this term demonstrate, but it is too early to judge whether improvements are being sustained.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's challenging targets and the headteacher's unrelenting drive to improve the school are communicated clearly. The school sharply analyses data in relation to attendance, behaviour and levels of attainment. It tends to give less emphasis to assessing attainment in relation to pupils' start points, so occasionally areas needing improvement are missed. Plans are rigorously followed through and many strategies have had a good impact - for example in improving teaching, where leaders have sharpened staff skills in managing challenging behaviour and planning work that especially appeals to boys. The governing body is very supportive of the school, works well on its behalf and is beginning to challenge it robustly over its performance. The governing body successfully places a high priority on safety and safeguarding. The checks that the school makes on the suitability of adults to work with children are rigorous. Child protection procedures are robust, regularly updated and match current good practice.

The school's commitment to equal opportunities and the success of its plans to reduce gender differences in attainment show that its policies are having an increasingly positive impact. The school is a happy and harmonious society in which pupils from all backgrounds integrate well. The school makes a good contribution to cohesion in the wider community. For example, it provides parenting classes for teenage mothers and works closely with other providers to help local people gain qualifications in basic skills. Pupils' visits to two local primary schools with intakes different to Churchfield and links with communities in Finland and Malawi are making a valuable contribution to pupils' understanding of diversity.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make satisfactory progress in the Nursery and Reception classes. Progress is improving, especially in children's personal development where it is good. Children behave well, readily share apparatus and help each other. Progress in writing, while broadly satisfactory, is slower than other areas of learning. This term the school has correctly provided children with more opportunities to make marks and to write. Children are very safe and enjoy school. Parents are pleased with arrangements that ensure children settle quickly and happily into the routines of school and the advice they are given so that they can support their child's learning at home.

The school has worked successfully with outside agencies to improve teaching and the curriculum. Teachers plan work that children find exciting and relevant. However teaching does not consistently make the best use of the setting's good indoor and outdoor resources to promote good learning. Additionally it does not always plan work that matches closely the needs of each child in the class. This means that over time, progress is satisfactory rather than good. Teaching provides an appropriate balance of adult led and child initiated work.

Leaders have managed recent staffing problems well and have provided valuable retraining for teachers to work in the Early Years Foundation Stage. They recognise that sometimes the direction of children's work by assistants in the setting is not fully effective and are providing further training to remedy this. The school's plans to make better use of data to strengthen its evaluation of progress, and to identify where further improvements can be made, are appropriate.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A smaller than usual proportion of parents and carers returned a questionnaire. Their comments say that their children enjoy school and are very well cared for. Several made positive comments about the school's advice on how they can help their children's learning at home. Inspection findings support these positive statements. A few parents thought that the school did not manage behaviour well enough. The school told inspectors that in the past poor behaviour sometimes interrupted learning. The inspection found that behaviour management has improved strongly and that the behaviour seen was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Churchfield CoFE (C) 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	52	11	33	3	9	2	6
The school keeps my child safe	16	48	11	33	0	0	2	6
My school informs me about my child's progress	17	52	13	39	1	3	0	0
My child is making enough progress at this school	14	42	16	48	1	3	1	3
The teaching is good at this school	14	42	17	52	0	0	2	6
The school helps me to support my child's learning	16	48	13	39	1	3	1	3
The school helps my child to have a healthy lifestyle	13	39	20	61	0	0	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)	12	36	19	58	1	3	0	0
The school meets my child's particular needs	13	39	14	42	2	6	0	0
The school deals effectively with unacceptable behaviour	14	42	13	39	4	12	0	0
The school takes account of my suggestions and concerns	11	33	15	45	2	6	0	0
The school is led and managed effectively	15	45	11	33	2	6	1	3
Overall, I am happy with my child's experience at this school	16	48	13	39	2	6	1	3

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



25 November 2010

Dear pupils

Inspection of Churchfield CofE (C) Primary School, Rugeley, WS15 2LB

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed joining some of you for assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Churchfield is a satisfactory school and it is improving. Here are some of the things we found out:

You make a happy start in Nursery and Reception.

You told us you enjoy school and feel extremely safe and secure.

Your behaviour is good.

You readily accept responsibility and enjoy helping the school improve.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you well and are always ready to help you.

The headteacher and staff are working together to make the school get better.

We have asked the school to do four things to help you do even better in your learning:

Make sure teachers always provide work for you that is neither too hard nor too easy so you make better progress.

Give older pupils more opportunities to solve mathematical problems to improve their progress in this subject.

Improve the attendance of those of you who do not come to school regularly enough so that you learn more.

Use information about your progress to check how well you are learning in different subjects and to pinpoint where further improvements are required.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.