

# Churwell Primary School

## Inspection report

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<b>Unique Reference Number</b>	107820
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356247
<b>Inspection dates</b>	11–12 January 2011
<b>Reporting inspector</b>	Derek Pattinson

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	481
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Germaine
<b>Headteacher</b>	Mr Cliff Summers
<b>Date of previous school inspection</b>	13 September 2007
<b>School address</b>	Westwood Side Churwell Morley, Leeds West Yorkshire LS27 9HR
<b>Telephone number</b>	0113 2527437
<b>Fax number</b>	0113 2145408
<b>Email address</b>	info@churwell.leeds.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons taught by 18 different teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work and looked at a range of documents, including the school development plan, the latest report to the governing body from the School Improvement Partner, the most recent data on pupils' attainment and progress, safeguarding policies and records and assessment information. The 169 questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

- The progress of more-able pupils, those with special educational needs and/or disabilities and boys, especially in writing, to determine whether teaching is sufficiently challenging for them and provision meets their needs.
- The extent to which teaching has improved since the last inspection and whether there are weaknesses that may be holding pupils back.
- The success of measures introduced to help teachers to track pupils' progress and to give pupils greater ownership in their learning.
- The impact of the school's developing curriculum on pupils' enjoyment, motivation and learning.
- How well leadership is distributed and its effectiveness in improving pupils' attainment.

## Information about the school

Churwell is much larger than average for a primary school. It draws most of its pupils from the immediate area. The percentages of pupils from minority ethnic groups and those who are in the early stages of learning English are well below what is typical, but slowly rising. Fewer pupils enter and leave the school between the Early Years Foundation Stage class and Year 6 than in most other schools. The percentages of pupils known to be eligible for free school meals and who have special educational needs and/or disabilities are well below average. Since the last inspection there have been a number of staff changes and the school has achieved a wide range of external accreditations.

**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?**

**2**

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

**2**

## Main findings

Determined and dedicated leadership by the headteacher, who is increasingly well-supported by the senior managers, has led to considerable improvement since the last inspection. As a result, Churwell Primary is now a good school. There are significant strengths in the Early Years Foundation Stage and in the care, guidance and support the school provides for pupils. Parents and carers hold the school in high regard and value its 'consistent and good quality education' and the attention given to pastoral care and pupils' well-being. The school is developing its good curriculum well to ensure that there are many more real-life experiences to help motivate pupils and promote learning. As a result of these positive features, pupils like school, as shown in their above-average attendance. The Early Years Foundation Stage provides children with an excellent start to their school life. The school is rigorous in keeping pupils safe, works very well with other agencies to ensure their welfare and promotes a healthy lifestyle. Good spiritual, moral, social and cultural development underpins the school's work and helps to explain why the school is a cohesive community.

Children enter the nursery with skill levels mostly below those typical for their age and achieve well and usually attain the goals expected nationally for their age by the end of the Reception Year. Most pupils continue to achieve well as they move through Years 1 to 6, so that by the time they leave, they reach above average standards in English and mathematics. This is due to the consistently good and occasionally outstanding teaching and the impact of rigorous assessment and improved academic guidance. Initiatives are proving successful in helping to improve the performance of boys in writing to help narrow gaps in performance. However, teaching does not always enable the more able pupils to make the best possible progress

The school is well-led. Capacity for further improvement is good. Issues from the last inspection have been tackled effectively. Attainment has risen and progress is now good. Morale is high and teamwork is strong. Accurate self-evaluation enables the right priorities for development to be set in order to drive up standards further. Good tracking systems are narrowing gaps in the performance of different groups of pupils successfully. The governing body sets a clear direction for its work. However, despite these strengths there are still areas to develop, for example, to improve the quality of teaching from good to outstanding. Subject leaders are not yet fully involved in monitoring and evaluating standards and progress and the regular checks made by senior leaders on the quality of lessons do not focus sharply enough on pupils' learning.

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

- By July 2012, further improve the quality of leadership and management by:

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- developing the role of subject leaders to ensure they are fully accountable for standards and progress
- focusing more clearly on the impact on learning when checking on the quality of teaching.
- Ensure that pupils always make best possible progress by:
  - raising the quality of teaching in Years 1 to 6 from good to outstanding
  - ensure that in all lessons more-able pupils are given work that challenges them fully
  - checking that in all lessons there is an appropriate balance between the amount of direct teaching and pupils working independently to practise their skills and apply their knowledge.

**Outcomes for individuals and groups of pupils****2**

Pupils are happy, confident and courteous. They enjoy school and make friends easily. They respect the rights of others and learn together in harmony. Good behaviour underpins their learning and play. As a result, pupils have good attitudes to their work and show interest and concentration, especially when activities engage and excite them, for example, when solving mathematical problems to help them open a treasure chest. Pupils of all abilities take pride in presenting their work well. They use information and communication technology (ICT) effectively as a tool to support their work in a range of subjects and this appeals to boys and girls alike. From their individual starting points, almost all groups of pupils, including those with special educational needs and/or disabilities, make good progress as they move through the school. However, some more-able pupils do not yet make best possible progress, such as in reading and writing in Key Stage 1. Nevertheless, by the end of Year 6, pupils' attainment in basic skills has been consistently above average since 2008.

Pupils are very aware of the benefits of exercise and what constitutes a healthy lifestyle, such as through the high profile given to cycling proficiency, external sporting links and after-school sports clubs. They feel safe and secure in school. Pupils have a voice through the work of the school council, and they contribute as play leaders and by taking on positions of responsibility. The new school logo, with its rainbow of colours, was greatly influenced by the wishes of pupils and provides confirmation that pupils have much ownership in 'their school'. Pupils develop citizenship through their support of local environmental projects and raise large sums of money for local and national charities. Their spiritual, moral, social and cultural development is good.

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*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

Strengths in teaching significantly outweigh areas for development. Lessons are typified by very warm relationships which provide a successful platform for effective learning. Teachers usually plan and provide work that matches pupils' varying needs, although very occasionally more-able pupils are not challenged enough. Organisation is good and aids pace. Teachers' questioning effectively checks pupils' understanding and prompts discussion well when pupils talk with their partners. As a result, pupils have time to judge how well they are doing in relation to their targets. Marking increasingly helps pupils to improve as well as celebrating what they have achieved. Support staff are deployed sensitively and effectively to aid pupils' good progress. Resources are used well to help to engage pupils' interest and extend their learning. However, in a few lessons, teachers talk for too long, leaving too little time for pupils to practise and apply their skills independently.

The school's good and developing curriculum provides pupils with a wide range of interesting activities which promote enjoyment and often excitement in learning, and contributes well to their personal development. Innovative and imaginative wall displays provide evidence that barriers between subjects are being broken down so that pupils gain a well-rounded understanding of the themes they study. Well-organised activities are increasingly based on first-hand and practical experiences in which literacy, numeracy and ICT are high profile. Pupils 'have a say' in what they learn, such as through their good

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quality learning logs. Visits, to Robinwood, and visitors, such as Fire Safety Officers, themed events and after-school clubs, for example, choir, multisports and cookery, all further enrich pupils' experiences.

Every pupil and their circumstances are known extremely well to all staff. All adults work very closely together to provide each individual with well-organised and carefully-targeted support. For example, the school has established strong partnerships with outside agencies, such as the local children's centre, which help to ensure that the small number of vulnerable children have the support they need to make good progress, both personally and academically. The school goes out of its way to encourage and enable parents and carers to help their children to continue learning at home. Pupils are prepared exceptionally well for transition to different stages of their education, ensuring a smooth and seamless move. The school has a good and successful range of strategies to promote regular attendance.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Key features of the headteacher's effective leadership include the ability to enthuse others, to sustain high morale, to support professional development and to manage change. The senior leadership team spearheads the mostly successful drive to improve teaching and learning and uses increasingly effective systems to monitor both provision and outcomes. For example, systems to track pupils' academic progress are thorough and used well to ensure most pupils' good achievement. These systems help to highlight any difficulties pupils may be having and pinpoints priorities for improvement. However, regular lesson observations to check on the quality of teaching are not sharply-focused enough on pupils' learning, with the result that the lack of challenge for more-able pupils in some lessons is not sufficiently identified. Recently-strengthened leadership teams have a good overview of what works well and what needs doing. However, although subject leaders understand what needs to improve, they are not involved enough in monitoring the school's work and performance, such as through lesson observations and the scrutiny of pupils' books. The school development plan sets a clear steer for the school's work and priorities are well-judged.

The school successfully draws upon the expertise of outside agencies to best benefit the pupils. It promotes well positive links with parents and carers. Equal opportunities are embedded in the school's way of life; the school places strong emphasis on including all pupils. Discrimination is not tolerated and pupils are helped very well to understand how to treat others with respect. Good arrangements to safeguard pupils, for example, by

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carefully vetting the people who work in and regularly visit the school, mean that parents and carers have every confidence in the school to keep their children safe. The school acts promptly on any issues brought to its attention. It makes a good contribution to community cohesion and, as a result, pupils gain a good understanding of people of differing, social, religious and ethnic backgrounds. The governing body has close links with the school and a good understanding of the school's strengths and areas for development through monitoring its work closely.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage is very successful in laying down secure foundations for children's future learning. The good outcomes for children do not yet reflect the excellent provision and outstanding leadership because some initiatives, such as 'talking partners' have yet to have their maximum impact to help secure best possible learning.

Nevertheless, the very positive views of appreciative and supportive parents and carers about the vibrant, exciting and safe environment for these very young children are accurate. Children's skills on entry are mostly below what is typical, especially in their language and aspects of their personal development. Very good induction arrangements ensure that they settle quickly. Relationships between adults and children are warm and friendly and teamwork is very strong. As a result, children are happy, feel safe and are keen to learn. Children achieve well, reaching expected levels by the time they enter Year 1. They make at least good progress from their starting points because of the overall excellent teaching, outstanding leadership, very high levels of care and the exciting range of activities that adults plan for them. Innovative approaches, supported by a wide range of carefully chosen resources, ensure that children are thoroughly motivated and often excited by the varied tasks they undertake. For example, children make chocolate cakes, build models, dress up and engage very enthusiastically in imaginative play. Thorough



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assessment arrangements inform planning and ensure that tasks both inside and outside, are matched very well to children's needs. Exciting displays stimulate imagination, help enthuse children with a love of learning and encourage them to talk about their surroundings.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Negative responses were few with no trends emerging. Inspectors found no evidence to support the views of a very small number of parents and carers that the school does not deal with unacceptable behaviour effectively, keeps them informed about their children's progress or takes account of their suggestions and concerns. Inspectors also found no evidence that the school insufficiently helps parents and carers to support their child's learning, or to support the view of the very few who believe that the school is not led and managed well. Almost all parents and carers say that their children enjoy school and believe rightly that their children are kept safe and that a healthy lifestyle is promoted.

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

Ofsted invited all the registered parents and carers of pupils registered at Churwell 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 169 completed questionnaires by the end of the on-site inspection. In total, there are 481 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	61	58	34	4	2	1	1
The school keeps my child safe	118	70	50	30	1	1	0	0
My school informs me about my child's progress	77	46	86	51	5	3	1	1
My child is making enough progress at this school	81	48	83	49	3	2	2	1
The teaching is good at this school	98	58	68	40	2	1	0	0
The school helps me to support my child's learning	84	50	78	46	5	3	1	1
The school helps my child to have a healthy lifestyle	84	50	81	48	2	1	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)	83	49	77	46	0	0	1	1
The school meets my child's particular needs	88	52	74	44	4	2	1	1
The school deals effectively with unacceptable behaviour	61	36	98	58	6	4	3	2
The school takes account of my suggestions and concerns	62	37	93	55	6	4	1	1
The school is led and managed effectively	112	66	53	31	4	2	0	0
Overall, I am happy with my child's experience at this school	107	63	57	34	3	2	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 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 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.

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.**



13 January 2011

Dear Pupils

**Inspection of Churwell Primary School, Leeds, LS27 9HR**

Thank you for your warm and friendly welcome and for sharing your views on the school through talking to the inspectors and returning the pupils' questionnaires. We thoroughly enjoyed our visit. Your school provides you with a good education, here are some of the positive things.

- You make good progress from Year 1 to Year 6.
- You enjoy your lessons and behave well.
- You feel safe in school and know lots about keeping healthy.
- The curriculum is good and there are many exciting activities for you to do.
- Teaching is good. Your teachers work hard to provide interesting lessons.
- The headteacher knows very well how to help your school become even better.

However, there are two aspects which are already outstanding. These are:

• the care, guidance and support the school provides so that you are safe, happy and learn well. Everyone wants the best for you

- what goes on in the Nursery and Reception classes helps children to make a very good start to their education.

To ensure that your progress and attainment in English and mathematics continues to improve, I have asked the headteacher to make sure that subject leaders make regular checks to help them to find out what works well and what needs to be done. I have also asked that the quality of teaching improves from good to outstanding, by staff:

- checking on how well you are learning when lessons are watched by senior staff
- making sure that in all lessons teachers give you enough time to work on your own and at your own rate so that you make best possible progress
- making sure that work always challenges all of you, especially those of you who find learning easier than most.

Well done, everyone. I wish you all the very best and hope you continue to try hard, come to school every day and continue to enjoy learning.

Yours sincerely

Mr Derek Pattinson

Lead Inspector

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