

# Churchgate Church of England Voluntary Aided Primary School

## Inspection report

---

<b>Unique Reference Number</b>	115170
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357709
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Madeleine Gerard

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Redgewell
<b>Headteacher</b>	Jonathan Tye
<b>Date of previous school inspection</b>	26 June 2008
<b>School address</b>	Hobbs Cross Road Harlow CM17 0LB
<b>Telephone number</b>	01279 866059
<b>Fax number</b>	01279 866063
<b>Email address</b>	head@churchgate.essex.sch.uk

---

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	15–16 February 2011
<b>Inspection number</b>	357709

---

---

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 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 17 lessons or parts of lessons taught by seven teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, and the school's development plans. They considered the 96 responses received from parents and carers, the 100 responses to the questionnaire for pupils in Years 3 to 6, and the 26 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively pupils' progress is tracked and assessment information used so that all groups of pupils are suitably challenged to make rapid progress in their learning.
- How accurately the school monitors the quality of its work and ensures consistency of provision throughout the school so that all pupils learn and progress well.

## Information about the school

This is a slightly smaller-than-average primary school with Early Years Foundation Stage children taught in the Reception class. The proportion of pupils from minority ethnic backgrounds is lower than average. There is a below average proportion of pupils with special educational needs and/or disabilities. These pupils have behavioural, emotional and social and moderate or specific learning difficulty. The proportion of pupils known to be eligible for free school meals is below average. Very few pupils speak English as an additional language and none is at an early stage of learning English. There have been a number of staff changes over recent years. The school has achieved Healthy Schools status.

**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

Churchgate Church of England Primary is a satisfactory school. Children make satisfactory progress in the Early Years Foundation Stage. They are happy and form positive relationships with adults and other children in the Reception class. Teaching through the rest of the school enables pupils to make satisfactory progress in their learning. Their attainment is average in English and mathematics by the end of Year 6. The school has recently introduced good systems to track pupils' progress. However, teachers' planning does not consistently make enough use of this information and assessments to match activities to pupils' learning needs. Consequently, expectations of what pupils can do are not always high enough and pupils are not always set suitably challenging tasks. In a few classes, pupils know their individual targets and teachers give useful feedback on how to improve their work but this is not consistent across the school.

The school's strengths are in the promotion of aspects of pupils' personal development. This contributes to pupils' positive attitudes to learning and their good behaviour in lessons and around the school. Pupils know the importance of healthy lifestyles, helped by the school's success in achieving Healthy Schools status. Extra-curricular sports clubs, including golf, tennis and netball, are popular and pupils enthusiastically use the sporting equipment available in the playground at break time. Taking part in competitive sporting tournaments with other local schools raises pupils' self-confidence and boosts their self-esteem. Cycling proficiency for older pupils, visits from the local emergency services and clear guidance on keeping safe when using computers promote pupils' good awareness of how to keep themselves from harm. Strong social skills, average attainment in literacy and numeracy, and average attendance mean pupils are satisfactorily prepared for the next stage in their education.

The headteacher is a strong leader and works closely with the staff and the governing body. Self-evaluation of the quality of the school's work is generally perceptive and accurate. Priorities for improvement are appropriately identified and are leading to improvements in key areas, such as the start made in raising attainment in English at the end of Year 6. Attainment overall has remained average since the last inspection because some initiatives, for example to improve provision for numeracy, are too recent to show a sustained impact on raising pupils' academic outcomes in mathematics. Changes in staff have also limited the impact of some initiatives on improving the quality of teaching and pupils' learning. Subject leaders are developing their roles in securing improvements, although they are not always sufficiently involved in the monitoring and evaluation of teaching and learning in their subjects. As such, this is an area for development. Given the school's track record, for example successfully enhancing the curriculum for literacy, introducing topic themes to bring the curriculum to life and ensuring consistently good behaviour, the school's capacity for sustained improvement is satisfactory.

**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

Up to 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.

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

- Raise attainment and increase rates of learning and progress by:
  - ensuring teachers have a shared understanding of the challenge and expectation required to enable all pupils to make consistently good progress
  - using information from tracking pupils' progress, assessments and marking to plan work that is consistently well matched to all pupils' needs
  - ensuring that marking and targets consistently tell pupils how to improve their work.
- Extend the skills of subject leaders in taking responsibility for securing sustained improvements to the quality of teaching, the curriculum and pupils' achievement in their subjects.

## Outcomes for individuals and groups of pupils

**3**

Children join the school with skills and capabilities that are at the levels expected for their age. Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning are satisfactory. The reason for why this is not better was illustrated in a mathematics lesson. Pupils were working hard to complete the tasks set although expectations of new learning were not matched in difficulty to the range of pupils' abilities in the class. The pace of learning slowed because some pupils were not stretched enough. In an English lesson, pupils enjoyed opportunities to work together in small groups. Nevertheless, they made only satisfactory gains in their literacy skills because, despite the range of abilities in the class, all groups of pupils were set very similar work to do. Pupils with special educational needs and/or disabilities make satisfactory progress overall. They receive additional help from adults, in lessons and outside the classroom, individually and in small groups. This includes fun early morning sessions to help selected pupils develop their physical skills, as well as additional personalised support from specialist therapists for pupils with behavioural, social and emotional difficulty. In a few lessons, more able pupils are not set work that is sufficiently challenging to ensure they acquire new skills swiftly.

Pupils enjoy school. They are attentive in lessons, keen to do their best and show caring attitudes to one another. Older pupils enthusiastically take responsibility for helping the younger ones in the playground at break time. The school council secured the development of the nature garden and organises fundraising events to support local and national charities. Pupils have helped design the new logo for the village residents' association and others have written to express their views regarding development planning in the local area. The school has strong links with the parish church and Christian values are promoted well. Although pupils have a sound awareness of a variety of cultures and faiths, opportunities are sometimes missed to celebrate other cultures and religions within the school, local and wider communities. This is why the extent of pupils' spiritual, moral, social and cultural development is satisfactory.

**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 pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?

Teachers use effective approaches to encourage consistently good behaviour. Resources, including computers and multi-sensory materials in mathematics, are used effectively to support teachers' explanations. Pupils' good social skills are promoted successfully through opportunities to discuss their learning in pairs and small groups. When all groups of pupils are set similar tasks to do, despite the range of pupils' abilities, or when they spend too long listening to the teacher, the rate of learning and progress are only satisfactory. Although additional adults are sometimes used well in lessons to contribute to pupils' learning, teachers' planning does not always make clear what they should specifically do to support learning so that all pupils make rapid progress.

Topic-based themes capture pupils' interests well and ensure pupils have engaging work to do. For example, as part of a project about life during the time of the Romans, pupils in Year 6 used computer software to construct Roman pavements. They also designed and made their own Roman tiles from clay. Pupils in Year 4 have recently explored home-cooked meals and prepared pizza and ice-cream for the whole school, as well as quiche pie for their families to taste. Visits to local places of interest are popular and varied, such as an archaeological site, Kew Gardens and residential visits for pupils in Years 4 to 6. Enhancements to the way writing is taught, such as ensuring pupils have opportunities to write at length in a wide variety of different styles, are helping to raise attainment in writing. However, the curriculum does not always ensure that pupils build steadily on their

**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

skills in English and mathematics because planning does not always ensure that tasks are consistently well matched to all pupils' needs. Recently introduced class newsletters effectively keep parents and carers informed about the work their children have been doing, and what they will be learning next.

Transition arrangements support pupils soundly as they move to their new class each year. The school's developing approach to following up absences and awarding certificates is helping to emphasise the importance of regular attendance. Staff know pupils well as individuals and provide appropriate additional care and guidance to those who experience challenging circumstances, and to their parents and carers. Links with outside agencies provide additional advice and guidance for vulnerable pupils.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The work of the governing body is satisfactory. The governing body has a sound knowledge of the school and is keen to help the school raise academic outcomes. Pupils have equal opportunities to make satisfactory progress in their learning and all pupils, whatever their background or ability, have the chance to participate in activities in and out of school because discrimination is appropriately tackled. Leaders, managers and the governing body drive improvements and embed ambition satisfactorily overall. Despite recent enhancements, inconsistencies remain in the quality of provision for English and mathematics, and teaching is not consistently good. Some subject leaders are developing their involvement in the school's improvement efforts although their role in the monitoring of provision in their subjects is too limited. Safeguarding arrangements are satisfactory. Staff receive regular training and the school site is well maintained and secure. Community cohesion is promoted satisfactorily. Pupils have a good knowledge of themselves as part of the school and local community, and through sponsoring a child in Africa they have a sound understanding of pupils who live in contrasting global communities. However, the governing body has not ensured that the school is systematically evaluating its work to promote community cohesion in order to plan further developments.

**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*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Relationships are warm and friendly in the Early Years Foundation Stage. Children work and play well together and are happy. They share resources readily. For example, children in the outside area enjoyed looking for words that adults had put up for them to find and then writing them down. They helpfully showed each other where they had found new words. Children looking for toy animals and plastic letters in the sand tray in the classroom worked well together to match each animal with the first letter of its name. There is an appropriate balance of adult-led tasks and opportunities for children to choose tasks for themselves. Children working with an adult were exploring camouflage colours using leaves and twigs they had gathered in the nature garden to mix matching coloured paints. The Early Years Foundation Stage is satisfactorily led and managed which ensures that records of ongoing observations are kept. However, these are not always used to plan tasks that build on what the children know already so that they make swifter gains in their skills. Adults ensure children's welfare is well promoted but they are not always used effectively to support children's learning further, for example through discussion and questioning. Children's attainment is average by the start of Year 1 because they progress satisfactorily in the Reception year.



**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*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

The proportion of parents and carers who responded to the questionnaire was above average. The very large majority of parents and carers are happy with their children's experience of school and almost all are confident that the school keeps their children safe. The vast majority confirm that their children enjoy school and most evaluate positively the quality of the school's work to develop pupils' personal skills. A few feel that they would like more information about how well their children are making progress and another very small minority would like more help from the school in order to support their children's learning. A few also feel that the school could do more to take their suggestions and concerns into account. Inspectors found pupils' rates of learning, their academic outcomes, the quality of teaching and other aspects of provision to be satisfactory. Aspects of leadership and management are priorities for improvement. The school is aware that more could be done to inform parents and carers about their children's learning and progress, and to ensure that parents and carers are confident that their concerns are addressed.

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

Ofsted invited all the registered parents and carers of pupils registered at Churchgate Church of England Voluntary Aided Primary School, Harlow 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	72	25	26	2	2	0	0
The school keeps my child safe	63	66	30	31	3	3	0	0
My school informs me about my child's progress	43	45	43	45	8	8	2	2
My child is making enough progress at this school	43	45	42	44	8	8	0	0
The teaching is good at this school	57	59	33	34	3	3	0	0
The school helps me to support my child's learning	52	54	33	34	8	8	2	2
The school helps my child to have a healthy lifestyle	45	47	48	50	2	2	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)	40	42	42	44	2	2	1	1
The school meets my child's particular needs	49	51	37	39	2	2	3	3
The school deals effectively with unacceptable behaviour	44	46	41	43	5	5	3	3
The school takes account of my suggestions and concerns	43	45	38	40	9	9	2	2
The school is led and managed effectively	59	61	30	31	5	5	0	0
Overall, I am happy with my child's experience at this school	67	70	23	24	6	6	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



17 February 2011

Dear Pupils

**Inspection of Churchgate Church of England Voluntary Aided Primary School, Harlow, CM17 0LB**

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We enjoyed our visit and were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. This letter is to tell you about the judgements that we reached.

Churchgate Church of England Primary is a satisfactory school. You told us you like coming and you particularly enjoy the clubs, visits and interesting activities that the school organises. You have a good understanding of how to keep yourselves fit, healthy and safe. The youngest children get off to a satisfactory start in the Reception class. You also make satisfactory progress in Years 1 to 6, although we would like you to do better, particularly in English and mathematics.

To make the school even better, we have asked the staff to make sure that all of you are set work that is at the right level of difficulty for you. All of you can help by telling your teachers if the work is too easy or too difficult for you. When teachers mark your work, we would like them to give you clearer ideas about what you need to do to move on to the next level. We would also like the teachers to make sure you know your individual learning targets. All of you can help by remembering these targets and checking regularly that you are meeting them. We have also asked the school to make more checks on its work so that it continues to improve. We would like all the lessons to be good ones.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**