

Churchill Church of England Primary School

Pudding Pie Lane, Langford, Bristol, BS40 5EL

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils reach above average standards in reading and writing, too few reach the higher levels in mathematics. This means that pupils of higher ability should be doing better.
- Until this year, teachers' expectations in Year 3 and Year 4 have not been high enough and so rates of progress have been uneven.
- Occasionally in lessons, teachers talk for too long so that pupils do not have sufficient opportunities to develop their learning for themselves.
- Senior leaders have not been thorough enough in the way they check on the learning in lessons. This is the aspect of the school's leadership that needs improving most.
- The governing body does not challenge the school leaders thoroughly enough about why some pupils do not make better progress.

The school has the following strengths

- The strong leadership of the Early Years Foundation Stage has led to considerable improvements in the provision for the youngest children.
- Pupils do very well in the Reception and Key Stage 1 classes because teaching is good and their teachers have high expectations.
- Reading is well taught across the school and pupils make good progress in this subject, developing a love of books and good skills in tackling texts.
- All teachers manage behaviour well and so pupils have good attitudes to their learning and behave considerately around the school.

Information about this inspection

- Inspectors observed 15 lessons of which two were joint observations with the headteacher and deputy headteacher. In addition, the inspection team made a number of short visits to lessons.
- Meetings were held with pupils, the Chair of the Governing Body, the headteacher, the school's staff including senior and subject leaders. In addition, the lead inspector met with a representative from the local authority.
- Inspectors took account of the 27 responses to the on-line questionnaire (Parent View) as well as consulting informally with parents and carers.
- They observed the school's work, looked at a range of documents including the school's improvement plans, information about pupils' current progress, planning and monitoring files, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.
- Inspectors heard pupils read, talked to them in lessons and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Additional inspector

Huw Evans

Additional inspector

Full report

Information about this school

- This school is of average size. The large majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium funding is below average. The pupil premium is extra money given to schools by the government to support, amongst others, pupils who receive or have received free school meals.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average and the proportion supported at school action plus or with a statement of educational needs is below average.
- In 2012 the school met the current floor standard which sets the government's minimum expectations for attainment and progress in English and mathematics.
- The headteacher supports the leadership of a local school for a proportion of each week.

What does the school need to do to improve further?

- Raise the quality of teaching, especially in Key Stage 2, so that all pupils make good progress by ensuring:
 - activities extend and challenge all ability groups, especially the most able
 - teachers do not talk for too long and allow pupils to start their learning activities more promptly
 - the closing sessions to lessons are well planned to encourage reflection and consolidation of what has been learnt.
- Make sure that all Key Stage 2 pupils make better progress in mathematics by:
 - ensuring that every Key Stage 2 teacher has high expectations of what pupils can achieve in lessons
 - providing more opportunities for pupils to think for themselves and work at a faster rate during independent activities.
- Increase the impact of school's leaders on how well pupils achieve by:
 - making sure that pupils' learning is more thoroughly and regularly checked
 - making sure that when they observe teachers, the feedback given is clearer about what is needed to improve
 - developing the skills of the governing body in understanding pupils' achievement information so that the governors can better hold school's leaders to account.

Inspection judgements

The achievement of pupils

requires improvement

- In 2012, Year 6 pupils achieved above average standards in reading and writing. Attainment in mathematics dipped and was broadly average. This was because not enough of the more-able pupils reached the higher levels. Weaker teaching in Key Stage 2 led to slower learning and pupils did not build on the good start made in earlier years.
- The very large majority of parents and carers who offered an opinion considered that their children make good progress. This view is accurate about the Early Years Foundation Stage and Key Stage 1, but not Key Stage 2. Here, the older boys in particular have not been making as much progress as they should in mathematics and overall progress has been uneven from class to class. Until recently teaching did not extend fully the higher ability pupils by providing more interesting and complex activities.
- Pupils with special needs and those eligible for the recently introduced pupil premium funding are making progress in line with that of their peers. This is because they are now benefiting from additional help individually, in groups and in class.
- The headteacher and senior leaders have taken steps to help teachers increase the rate of learning in mathematics by providing more specialised teaching for higher ability pupils. For example, in a Year 6 lesson, more-able pupils were making outstanding gains in their learning when testing out a hypothesis about prime numbers and their factors. Their ensuing homework to research the French mathematician's ideas further was providing inspiration for the boys in particular.
- Achievement in reading is consistently good across the school. Pupils say that they enjoy reading and are encouraged to sample a wide range of texts. They talk with confidence and enthusiasm about the books they have read. Standards are above average because reading skills are being taught thoroughly and consistently year on year. Attainment is above average.
- Improvements made during the last year have strengthened the quality of teachers' marking. This is especially the case in writing. Pupils say that they find the 'even better if' comments helpful so that they can improve their work for themselves. However, this is not yet fully embedded across all subjects and often varies from class to class.

The quality of teaching

requires improvement

- The quality of teaching is uneven across the school. Teaching in the Early Years Foundation Stage and Key Stage 1 is consistently good and often outstanding. However, the inconsistency in Key Stage 2 has led to underachievement over time by some pupils.
- At Key Stage 2, whilst there is some effective teaching, too much is less than good. There are too many lessons when pupils listen to teachers for too long. This limits pupils' thinking as the pupils are not finding things out for themselves. Another weakness is the lack of high expectations of what pupils can accomplish when working on their group or individual activities, so that the pace of learning lacks urgency. Conclusions to lessons can be rushed, not providing sufficient time for pupils to think about what they have just learnt and demonstrate their understanding.
- The most effective teaching is enthusiastic, well planned and tailored precisely so that not a moment is lost in developing pupils' learning and understanding. Younger pupils are encouraged to try things out for themselves and they rise to the challenge because teaching inspires and motivates them. In one outstanding lesson, pupils kept increasing the level of difficulty of the 'coin snap' game on their computer and took great delight in their success when making it even 'trickier'.
- To help improve rates of progress the school has increased its staffing levels so that pupils can receive better support where needed. Pupils eligible for the pupil premium funding, and those with special educational needs, are being given extra help to ensure they achieve as well as

other pupils in their class.

- Over the last year additional teaching activities have been planned more specifically to target the individual needs of those pupils whose progress is stalling. These are delivered by teaching assistants and non-class based teachers. Increasingly, the school is checking more methodically that these activities are making a difference to pupils' progress.

The behaviour and safety of pupils are good

- Pupils demonstrate consistently positive attitudes to their learning and school life. In the best lessons they are engaged fully and extremely motivated to succeed. Overall, the behaviour seen in lessons and around the school was good.
- Typically, pupils are polite and friendly, showing respect and kindness to each other regardless of age, race and culture. They enjoy the responsibilities on offer to them, such as carrying out the survey to make a case for installing pavements on the outside lane to improve road safety.
- Pupils report that they feel safe in school and appreciate the good levels of care given to them by the adults. They understand about the different sorts of bullying and the basic principles of how to keep themselves safe. They report that bullying is rare but where there is some 'silliness' by a few pupils in the playground it is dealt with promptly and efficiently.
- In the on-line survey some parents expressed the view that bullying is not dealt with effectively by the school, but inspectors found this not to be the case.
- Attendance has been above the national average for several years. This is because the school works hard to reduce the number of parents requesting holidays during term time.
- Staff manage behaviour skilfully so that the smooth flow of lessons is seldom interrupted. However, the reason why pupils' behaviour is not yet outstanding is that pupils lose concentration too often in the weaker lessons.

The leadership and management require improvement

- Leadership and management require improvement because neither teaching or achievement are consistently good. The headteacher and the staff share a resolve to provide the best possible learning experiences for the pupils and to develop the school. The local authority has provided valuable support for senior leaders so that they are able to manage the operation of the school more effectively in the absence of the headteacher whilst she assists at another establishment.
- Senior leaders have monitored teaching across the school and sampled pupils' work regularly, providing some useful comments for teachers. However, they have not focused carefully enough on the learning in lessons for the different ability groups and, as a consequence, some pupils are not doing as well as they should. Teachers have not been given precise enough feedback about how to improve the quality of their work.
- In the past there have not been clear enough links between the progress pupils make and the way staff have been rewarded for their performance. A new appraisal policy, clearly referenced to the new Teachers' Standards is set to address this issue.
- Senior leaders have not been checking pupils' rates of progress regularly enough until last year when systems were strengthened. More frequent assessments and focused meetings with class teachers to discuss their pupils' performance are helping to identify which pupils need extra help more quickly. Appropriate support is being put in place so that progress is starting to accelerate in most year groups.
- The leadership of the Early Years Foundation Stage is highly effective because the leader analyses children's strengths and weaknesses very carefully. She makes well-thought-out changes to the provision which result in exceptional progress in children's learning. The opportunities for children to initiate their own learning are many and varied, both indoors and out. These improvements since the last inspection demonstrate the school has the capacity to

improve.

- There are effective links between subjects in class topics and these are helping to reinforce the learning in literacy and numeracy by giving pupils opportunities to practise and apply their skills.
 - The school promotes well pupils' spiritual, moral, social and cultural development through the broad and well-enriched curriculum, its values and its strong links with families and the local community. Especially strong is the work on global education and life in other cultures.
 - All statutory requirements relating to safeguarding are met; all staff are vetted and trained appropriately to keep pupils safe and free from harm.
 - **The governance of the school:**
 - Governors have not challenged senior leaders strongly enough about the progress pupils make. This is because they do not have sufficient understanding of pupil achievement information and therefore have not been able to ask pertinent questions of leaders to appreciate why some pupils have underperformed. Also, they are not sufficiently aware of how good teaching is across the school. Governors are active in school and are good at supporting school functions. Under the leadership of the headteacher, they are starting to play a fuller role in setting the goals for the school. Governors are well organised and pay good attention to attendance and safeguarding arrangements. They have taken some good spending decisions based on pupils' needs. This is evident in their recent expenditure of the pupil premium funding. Pupil premium funding has been allocated to provide one-to-one help for pupils who are at risk of underachieving. In addition, extra support has been provided for higher ability pupils, especially the older ones in mathematics.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109215
Local authority	North Somerset
Inspection number	403086

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Sally Furniss
Headteacher	Valaire Tighe
Date of previous school inspection	13 February 2008
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