

Churcham Primary School

Churcham, Gloucester, Gloucestershire, GL2 8BD

Inspection dates 6–7 November 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress from their individual starting points. The dip in achievement following the last inspection has now been addressed.
- Overall the quality of teaching in the school is good. The strongest teaching is in Key Stage 2. By the end of Year 6, pupils' attainment is above the national average.
- The calm and friendly atmosphere and good provision for pupils' spiritual, moral, social and cultural development help them to behave well, feel safe and become considerate and helpful.
- The headteacher and governing body have successfully improved the quality of teaching through accurate analysis of data and effective target setting for teachers.
- Parents and carers are glad that their children come to this school and are pleased with the progress they make.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching. Occasionally lessons lack opportunities for pupils to develop their independence and become more engaged in their learning.
- The school's approach to speeding up pupils' progress is not as strong in the Early Years Foundation Stage and Key Stage 1 as it is in Key Stage 2.

Information about this inspection

- The inspector observed seven lessons or parts of lessons jointly with the headteacher.
- He took account of 10 responses to the on-line questionnaire (Parent View) and of the questionnaires completed by staff.
- Meetings were held with the headteacher, four members of the governing body, the teachers, the special educational needs coordinator and a representative of the local authority.
- The inspector met with a group of pupils and held a range of informal discussions with pupils throughout the inspection.
- The inspector observed the school's work and heard pupils read. He looked at a number of documents, including the school's information about pupils' learning and progress, planning and monitoring documents, the school development plan, minutes of governing body meetings and safeguarding information.
- The inspector looked at the impact of the school's use of pupil premium funding.

Inspection team

Phillip Minns, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- In September 2013, the school entered into a partnership arrangement with another small primary school. At this point, the headteacher became the executive headteacher of both schools.
- The proportion of pupils supported by the pupil premium (additional funding given to the school by the government for certain groups, including those eligible for free school meals) is broadly average.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.

What does the school need to do to improve further?

- Ensure existing approaches to improving the quality of teaching focus on increasing the amount of outstanding teaching in the school, particularly with regard to making sure that all pupils are given opportunities to take responsibility for their learning and become fully engaged.
- Increase the number of pupils in the Early Years Foundation Stage and Key Stage 1 who make greater than expected progress by:
 - improving the quality of planning by making regular adjustments based on teacher assessment
 - ensuring pupils have sufficient opportunities to engage in child-initiated activities and to learn the skills they need to work independently

Inspection judgements

The achievement of pupils is good

- Most children, bearing in mind the very small year groups, start school with skills, knowledge and understanding that are just below those typical for their age. They make good progress overall during their Reception Year. Children make particularly good progress in English and mathematics and start Year 1 in line with all pupils nationally.
- Pupils make a good start in recognising the sounds that letters make. An increasingly systematic approach results in almost all pupils achieving the expected standard by the end of Year 1.
- The most recent assessments of pupils in Year 2 have been affected by the arrival and departure of pupils in a small year group. However, pupils make steady progress across Key Stage 1 and finish Year 2 with standards that are just above the national average.
- Although pupils make good progress during the Early Years Foundation Stage and Key Stage 1, too few pupils are able to make more rapid progress and achieve higher levels by the end of Year 2. Fewer pupils currently make outstanding progress in Key Stage 1 compared to Key Stage 2.
- Achievement in Key Stage 2 dipped for a number of years following the last inspection but this has been effectively tackled by the school. As a result of recent improvement initiatives, pupils are now achieving well by the end of Year 6. Pupils are making accelerated progress and leave with standards that are similar to or above those seen nationally.
- Pupils known to be eligible for pupil premium funding make good progress and there are no gaps between their performance and that of the other pupils in the school.
- Disabled pupils and those with special educational needs achieve as well as other groups because staff know their needs and additional support is well managed.

The quality of teaching is good

- Most teaching is good and leading to many pupils making greater than expected progress. School data and work seen in pupils' books indicate that all pupils are making at least good progress.
- Weaknesses in the quality of teaching across Key Stage 2 have been addressed. For the last two years, all pupils in Year 6 have made expected progress in English and almost all in mathematics. Many pupils are able to make greater than expected progress. This is because teachers in Key Stage 2 frequently check pupils' understanding and adjust their plans accordingly.
- The small number of pupils in each year group means that the number of pupils who achieve the higher levels in English and mathematics fluctuates year on year. However, the improvements to teaching in Key Stage 2 are now enabling a greater number of more able pupils to achieve these higher standards.
- Teachers' assessment of pupils' progress and attainment is accurate and is based on a thorough knowledge of the performance of each pupil.
- Where teaching is best, teachers organise learning activities into a clearly sequenced structure, which helps pupils develop their knowledge and understanding.
- When teaching is less effective, planning was not detailed enough to provide challenge for all pupils and enable them to exceed expectations. Pupils are not always given the opportunity to be independent learners and become fully engaged with their learning. This is particularly the case in Key Stage 1 and in the Early Years Foundation Stage, where children do not always have the chance to choose and initiate activities themselves.
- Teachers' marking is a particular strength in Key Stage 2. Comments are clear and highlight strengths and next steps for improvement. This results in a dialogue between teacher and pupil that promotes high quality learning. Pupils told inspectors that this information helped them

learn more.

The behaviour and safety of pupils are good

- Pupils have very positive attitudes to their learning and engaged positively in cooperative learning activities, such as small group discussions. They try hard in lessons and are keen to do their best. However, they do not always get enough opportunities to develop their independent learning skills and, in the Early Years Foundation Stage, initiate their own learning.
- There are effective systems for keeping pupils safe and, as a result, pupils say their school is a very safe one. Pupils have a good understanding of a broad range of safety issues, including those associated with using a computer.
- Attendance is above the national average and improving. There have been no exclusions in recent years.
- During the inspection, it was clear that pupils look after each other well at school and enjoy their time together. Older pupils take care of younger children and value the community of the school. Pupils have a strong voice in the school and are actively engaged in a range of activities to improve their surroundings and to care for the wider community.
- Pupils are confident that bullying is tackled effectively but also told the inspector that it does not happen very often. The school takes bullying and poor behaviour seriously and has effective systems to deal with it.

The leadership and management are good

- The school is well led by a determined and effective headteacher. The quality of teaching has improved considerably over the past two years. Subject leadership is also improving and the school is well placed to move forward.
- The school's monitoring and evaluation of the standards pupils achieve is accurate and very thorough. This work informs school improvement and focuses on addressing weaknesses linked to raising attainment.
- The progress pupils make is closely tracked. Effective progress meetings show where there are gaps in pupils' achievement and, as a result, staff take prompt action to help them catch up.
- The curriculum is good and provides pupils with a broad range of interesting and stimulating activities. Pupils particularly enjoy using the outside space and the residential trips.
- The local authority is providing appropriate advice and support that is appreciated by the school.
- Pupils have good opportunities to develop their spiritual, moral, social and cultural development and this is a strength of the school.
- The school is making good use of the primary funding for improved sport and healthy lifestyles by providing training for teachers and additional opportunities for pupils to engage in a range of sporting activities.
- The school has used performance management procedures effectively to tackle underperformance and to improve the quality of teaching. Staff have access to a range of training opportunities that enable them to keep up to date with developments in teaching and to improve their skills.
- The school meets the needs of all its pupils without discrimination, whatever their ability or individual needs, and all pupils have equal access to the curriculum. The school meets safeguarding requirements.
- **The governance of the school:**
 - The governing body is well led and committed to continuing to improve the school. Governors are ambitious for the pupils and are well informed about all aspects of the school. They are particularly focused on the achievement of pupils and, increasingly, the quality of teaching. As a result, they have a good understanding of the strengths and weaknesses of the school. They

have a good understanding of the target setting and training of teachers and use this effectively to improve the standards pupils achieve. They monitor the spending of the pupil premium and are aware of the positive impact this funding is having on pupils' achievement.

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	115510
Local authority	Gloucestershire
Inspection number	427241

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Philippa Dancey
Headteacher	Michelle Kelly
Date of previous school inspection	10 June 2009
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