

Churchfield CofE VA Primary

Cheshunt Wash, Cheshunt, Waltham Cross, EN8 0LU

Inspection dates 14–15 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Achievement over time is not yet good because teaching is not consistently, at least, good.
- The requirements for assessing children at the end of the Early Years Foundation Stage are not fully applied. As a result, the assessments made in July 2013 were over generous.
- Some younger and less-able readers have not developed the skills to apply their phonic knowledge (the sounds letters make) when reading unfamiliar words.
- Teachers do not always provide hard enough work for the more able.
- Pupils' targets do not always help them to understand what they need to do to improve their work.
- Pupils' behaviour in the playground is not always good, particularly at lunchtime.
- The actions taken by leaders and governors to improve teaching and pupils' achievement have not yet had full impact.

The school has the following strengths

- The headteacher is clear what the school's priorities for improvement are and has already taken steps to speed up pupils' progress and improve teaching quality.
- Pupils in the Early Years Foundation Stage make good progress.
- Disabled pupils and those who have special educational needs are, currently, making good progress.
- Attendance improving, in particular for those pupils in receipt of the pupil premium, and is now above the national average.
- Pupils achieve well in physical education.
- The governing body is taking an effective role in supporting the school to secure improvement in teaching and in pupils' achievement.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons, of which three were shared observations, two with the headteacher and one with the deputy headteacher. The inspectors also listened to pupils read in Year 1, Year 2 and Year 5.
- Discussions were held with pupils, the headteacher and other leaders and managers, as well as representatives from the governing body and local authority.
- Some parents were interviewed informally at the beginning of the school day and inspectors took account of 53 responses to the Ofsted online questionnaire, Parent View.
- During the inspection, inspectors looked at a range of documents, including: the school's development plan, records of the governing body's meetings, safeguarding arrangements and work in pupils' books.
- Inspectors looked at a range of other evidence, including displays of pupils' work, the school's website and evidence representing the school's wider achievements beyond the classroom.

Inspection team

Karen Feeney, Lead inspector

Additional Inspector

Mike Thompson

Additional Inspector

Heather Housden

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is close to the average.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils eligible for the pupil premium is above average. This is additional funding provided to schools for children in the care of the local authority and those known to be eligible for free school meals and other groups. At this school, it applies to pupils who are known to be eligible for free school meals and children in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is close to the national average. The proportion supported at school action plus or with a statement of special educational needs is in line with the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in mathematics and English.
- Almost all of the Year 6 pupils were on out-of-school activities during the inspection.
- Most classes in Key Stage 1 and Key Stage 2 are of mixed age.
- The school has the Primary Science Quality Mark Silver award and the School Games Bronze Kitemark award.
- The school runs a breakfast club and an after-school club.
- Many staff have left or joined the school since the previous inspection. The headteacher and deputy headteacher took up their posts in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better by making sure that:
 - pupils understand their targets for improvement
 - teaching assistants are always deployed to best effect to assist pupils' learning
 - pupils always respond to the guidance they receive from teachers' marking of their work
 - younger readers are taught to apply their knowledge of the sounds letters make when reading new words
 - work in lessons always provides challenge for the more able.
- Tighten arrangements for monitoring and managing pupils' behaviour, especially at lunchtimes.
- Sustain the impact of leaders and managers on the current improvements in teaching and pupils' achievement by:
 - driving through the improvements in teaching and pupils' achievement so both are at least consistently good by July 2014
 - making sure that assessment of children's progress when they leave the Early Years Foundation Stage is accurate so as to guide teaching in Year 1, by senior leaders sampling assessments and working closely with other schools and the local authority to verify the accuracy of the assessments made.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils start Early Years Foundation Stage with skills and knowledge that are below those expected for their age. They make good progress and are prepared well for the next stage of education. However, the school's assessment of children's abilities when they leave Reception is not accurate enough to direct support closely enough for the children as they move into Year 1.
- Since the previous inspection, achievement has fluctuated with a decline in Key Stage 1 and Key Stage 2 in 2013. The progress that pupils make is uneven because the quality of teaching is not consistently good across year groups.
- While there has been an improvement in the teaching of phonics (sounds that letters make), younger and less-able readers do not always use this knowledge to read unfamiliar words. Sometimes the reading books that are provided are too difficult for them. Results of the national phonics screening check in 2013 showed considerable improvement on those of 2012.
- Last year, some pupils made slower progress than is nationally expected in reading and in mathematics. Their progress was at the nationally expected level in writing. However, the school's more recent data on pupils' progress and attainment and observations during the inspection show improvement as a result of better teaching.
- Progress of the more able is not consistently good because the work set in some lessons is not hard enough to challenge them to achieve as well as they could.
- Disabled pupils and those who have special educational needs are well supported by teachers and teaching assistants and make good progress.
- As with most pupils, the progress of pupils of minority ethnic heritage requires improvement. However, pupils who speak English as an additional language are receiving better-focused support and their understanding of the language and their achievement in general are improving.
- Achievement for the pupils eligible for pupil premium funding has fluctuated since the previous inspection. In 2012, eligible pupils in Year 6 were attaining standards close to those of other pupils in both English and mathematics. However, in 2013, the eligible pupils in Year 6 were two terms behind other pupils in mathematics and writing and one year behind in reading. From their starting points, they made the same rate of progress in reading as others, but less than others in writing and in mathematics. As a result of recent changes in teaching arrangements, the current group of eligible pupils was seen to be learning at a fast rate across all the year groups observed during the inspection.
- Pupils achieve well in physical education because the school gives it high priority. The school works closely with various agencies on a wide range of provision, for example, football, netball, athletics and gymnastics.

The quality of teaching

requires improvement

- The quality of teaching is not consistently good across Key Stage 1 and Key Stage 2. Too little teaching is of sufficiently good quality for pupils to sustain a good rate of progress and achieve

well.

- Work in literacy and mathematics is not always matched closely enough to the learning needs of all pupils. Work is sometimes too easy for some pupils. As a result, some pupils, including the more able, do not make progress at the rate that they could.
- The use of additional adults, such as teaching assistants, is not consistently good. Where it is good, assistants' support contributes to pupils' learning confidently and independently. In other situations, assistants are less clear how to be effective in supporting pupils' learning and, occasionally, what they do restricts pupils' opportunity to learn for themselves.
- Teachers' marking is often thorough and helpful but is not consistently good across the school. While marking provides pupils with their next steps in learning, pupils are not always prompted to respond to the questions and suggestions that teachers pose.
- There is too much variability in the setting of targets for pupils to achieve, with some not understood by the pupils themselves. Consequently, pupils do not know where to best focus their efforts and do not make as much progress as they should.
- Teaching is good in the Early Years Foundation Stage. Consequently, children show curiosity for play and learning and initiate activities that enable them to learn from each other. Their imagination is stimulated, for example, through role play. They learn to read and write well as a result of good support from adults. However, assessment of how well they achieve is not accurate enough to guide teaching in Year 1.
- There have been recent improvements in teaching. Where it is good or better, work is well structured with different levels of challenge for all abilities, including for the more able. Teachers encourage and praise pupils for their contributions to learning and provide opportunities for them to learn from each other through discussion. In these successful lessons, the pupils' interest and engagement are sustained and all groups of pupils learn well. For example, in a Year 5 mathematics lesson, tasks were well matched to pupils' abilities with an appropriate use of resources to secure good progress for all – including those in receipt of the pupil premium.
- Procedures are in place to make sure that the needs of disabled pupils and those who have special educational needs are clearly identified and they are well supported. As a result they are, currently, making good progress.

The behaviour and safety of pupils

requires improvement

- Pupils behave well in lessons, when teaching is matched to their ability. When it is not, they do not concentrate well, are less enthusiastic to learn and, as a result, make less progress. Where teaching is good or outstanding, pupils are engaged and excited about learning and make good progress.
- The behaviour of pupils around the school is good, except on occasions at lunchtime in the playground. In these situations, arrangements to manage behaviour are not effective enough.
- The headteacher has created a positive atmosphere for learning and good behaviour in the school. The relationships between staff and pupils are good. The number of behavioural incidents has declined and exclusion rates are well below the national average. Pupils report that they feel safe and well cared for in school.

- Pupils say that there are very few incidents of bullying. Parents agree, and pupils are confident that any serious incidents of bullying that do occur are dealt with immediately.
- Pupils enjoy coming to school and their attendance has improved and is, currently, above the national average. The provision of a breakfast for those in receipt of the pupil premium has improved both their punctuality and attendance.

The leadership and management

requires improvement

- High staff turnover, including at senior leadership level, has made difficult the drive for improvement and the school has not sustained previous improvements.
- The headteacher, with the support of senior leaders and governors, is energetically and effectively leading improvements in teaching. Together, leaders have worked with a National Leader of Education to review the quality of teaching, the procedures for checking the success of what they do to improve it and ensure the right action to take the school forward. Consequently, inspectors observed good and better teaching in several lessons during this inspection. However, improvements are not yet fully secure in ensuring the impact on achievement intended.
- School leaders have provided helpful training for staff by external subject specialists to work with teachers to help them improve, in particular, the learning of the more able. However, it is too early to evaluate the impact of this action.
- Staff training, in general, is comprehensive and using what staff have gained from it has been thoroughly checked. In many cases, it is too soon to evaluate the impact of these training opportunities.
- The use of the pupil premium is being targeted to ensure better learning and progress for eligible pupils. For example, an individual support programme has been implemented in lessons in each year group in Key Stage 2. As a result of this action, there has been a good improvement in the learning of eligible pupils – as seen during the inspection.
- Revised arrangements for managing staff performance emphasise links between their performance in enabling pupils to make good progress, their other responsibilities and their salaries. There is a range of training provided to improve the skills of all members of staff, including those of subject leaders.
- Leaders at all levels are clear about their roles and responsibilities. They check the quality of teaching and their view of its strengths and weaknesses is becoming more accurate. They are strongly committed to making the changes needed, as recent improvements in teaching show.
- The curriculum is broad and balanced and, when teaching is good enough, pupils embrace the learning opportunities available. The school works hard to promote pupils' spiritual, moral, social and cultural development. Pupils are provided with opportunities to empathise with the lives of others, for example by constructing a shelter and camping overnight to gain an insight into the plight of refugees. Some respond very well to these opportunities. A range of additional activities, such as clubs, sports events and field trips, enables pupils to develop self-confidence and enhance their learning opportunities.
- The use of the additional primary schools' sports funding builds on the already successful work of the school in physical education. The funding is being used to introduce new sports and to provide coaching for staff. A baseline has been established to enable the school to measure

increased participation in sports.

- Partnership with parents is strong and they have confidence in school leaders. Feedback from parents taken from the Ofsted online survey, informal discussions with parents and school surveys indicate there is overwhelming support for the actions being taken by the school's leaders to improve the school.
- The local authority has assessed the needs of the school accurately and brokered support from a National Leader of Education. An Early Years Foundation Stage consultant is working with relevant staff. Additional support is being provided by a local authority adviser to improve the accuracy of assessments made at this stage so that teaching in Year 1 is better informed of children's standards on entry to Year 1.

■ **The governance of the school:**

- The governing body brings a wide range of skills and experience to the school. Individual governors visit the school on a regular basis. They take good account of the views of parents and pupils. While the governing body has held leaders to account for the school's performance, staffing disruption, including that of senior leadership, has frustrated governors' efforts to drive the school forward. Governors have a competent understanding of data showing pupils' progress and attainment and know that there are deficiencies in performance. They call for explanation of how pupil premium funding is spent and are very aware that, in the past, results for eligible pupils could have been better. Governors know what the quality of teaching is across the school and rigorously manage the performance of staff so that only teaching that enables pupils to achieve well is rewarded in salaries. They have carefully selected and appointed a headteacher and deputy in whom they have confidence to lead day-to-day improvement in the school. They are determined to give the new leaders their full support, but will closely evaluate the improvements currently taking place. They fully understand the requirements for safeguarding and make sure that statutory requirements are met.

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	136024
Local authority	Hertfordshire
Inspection number	425314

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	The governing body
Chair	Martin Nash
Headteacher	Katharine Hardwick
Date of previous school inspection	15 November 2011
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