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18 November 2013

Johanna Nickolls  
Headteacher  
Churchfield CoE (C) Primary School  
Sandy Lane  
Rugeley  
Staffordshire  
WS15 2LB

Dear Miss Nickolls

**Serious weaknesses monitoring inspection of  
Churchfield Church of England Voluntary Controlled Primary School**

Following my visit to your school on 18 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and findings of the inspection. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in March 2013. The monitoring inspection report is available within your provider room on the portal.

Having considered all the evidence, I am of the opinion that at this time:

The school is not making enough progress towards the removal of the serious weaknesses designation.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Staffordshire.

Yours sincerely

Susan Barkway  
**Additional Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2013**

- Improve the quality of teaching so that it is consistently good or outstanding by:
  - ensuring that teachers check the work of pupils more frequently in lessons to make sure that the level of challenge is right for all
  - providing opportunities for all pupils to contribute their ideas to discussions and develop positive attitudes to learning
  - enabling staff to observe good or better teaching and to attend training activities, particularly to improve their use of assessment information when planning lessons.
  
- Raise the standards pupils achieve and their rate of progress, especially in mathematics and also in English, by:
  - enabling all pupils to develop a secure understanding of calculations and the confidence to solve mathematical problems speedily and accurately
  - making sure that pupils develop a wider range of words that they feel confident in using in different activities
  - helping pupils to work out unfamiliar words and understand what they mean.
  
- Improve the effectiveness of leadership and management by:
  - ensuring that the monitoring of the work of the school by senior leaders is rigorous, identifies and addresses specific areas for improvement
  - extending the role of subject leaders in monitoring standards in areas for which they hold responsibility.
  
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## **Serious weaknesses: monitoring of Churchfield Church of England Voluntary Controlled Primary School**

### **Report on the second monitoring inspection on 18 November 2013**

#### **Evidence**

The inspection focused on progress made with the areas for improvement identified at the previous section 5 inspection.

During the inspection, meetings were held with the headteacher, the Chair of the Governing Body and a representative from the local authority. The inspector visited six parts of lessons, five of which were joint lesson observations with the headteacher. She also carried out a 'learning walk' so that every class in the school was visited. The inspector reviewed school documentation, including pupil performance data, procedures for managing staff performance and the school's own monitoring records of the quality of teaching, and she also looked carefully at the school's central record of checks on staff.

#### **Context**

Since the last monitoring visit, a new headteacher was appointed. She took up her appointment on 1 September 2013. In addition, one teacher has left the school and one teacher is on long-term sick leave. Their classes are currently being taught by temporary teachers. There are no other significant changes.

#### **The quality of leadership and management at the school**

The headteacher has worked hard since her appointment to ensure that necessary systems and procedures are in place. For example, there are now robust procedures for managing the performance of staff, which are supported by clear job descriptions and a rigorous approach to the monitoring of pupils' progress and the quality of teaching. Through her effective leadership, the staff have developed 'non-negotiables' which provide clear expectations for such aspects as the planning of lessons and the organisation of the learning environment. The impact of this work can be seen in greater consistency in the approach to planning and the development of a stimulating learning environment in all classrooms. However, it is too early to see the impact of the work on the quality of teaching or pupils' progress.

The three additional members of the senior leadership team take responsibility for the key stages in the school, as well as leading English, mathematics and the Early Years Foundation Stage. They are all relatively new to the role and have not yet been fully involved in reviewing the curriculum, monitoring the quality of teaching or tracking pupils' progress in their areas of responsibility. Now that they have job

descriptions and know the expectations of their roles, senior leaders need to work together to ensure that standards and teaching improve rapidly.

The end-of-key-stage assessments in 2013 do not show improvements from previous years. The proportion of pupils making the expected two levels of progress from the end of Key Stage 1 to the end of Key Stage 2 was particularly low in reading and mathematics, and the proportion of pupils making more than expected progress was significantly lower than national averages in reading, writing and mathematics. School data on pupils currently in the school still show that too many are not making enough progress.

The quality of teaching remains variable. School data indicate that some of the inadequate teaching has been eradicated. However, the newly implemented programme of support and training has not yet secured the necessary improvements to the quality of teaching and, as a result, too much teaching still requires improvement.

The external review of governance has been completed and the governing body is acting on the recommendations. Governors have received training and more is planned. As a result, governors have a greater awareness of their roles and responsibilities.

### **Strengths in the school's approaches to securing improvement:**

- The headteacher has an accurate understanding of the quality of teaching and learning.
- A structured approach to the teaching of letters and sounds is helping pupils to work out unfamiliar words and understand what they mean.
- Pupils have positive attitudes to learning in most lessons. When given the opportunity, they collaborate well with each other in group work and concentrate when working independently.
- In two mathematics lessons observed, there were good opportunities for pupils to use their knowledge of calculations to help them solve mathematical problems.

### **Weaknesses in the school's approaches to securing improvement:**

- Careful tracking of pupils' progress and monitoring and evaluation of the quality of teaching are identifying the areas of concern. However, there is an urgent need to develop a well-thought-out programme of support for those pupils who are not making expected progress, combined with a coaching and modelling programme to support improvement to teaching.
- In some lessons, there is too much focus on the task to be completed rather than the expectations for learning.

- Assessment is not always used well to plan the next steps in learning or to adjust lessons so that the work has the right level of challenge for all pupils.
- Although marking is providing clearer feedback about what pupils need to do to improve their work, pupils are not given sufficient opportunities to respond to the marking.
- In Year 1, the transition from child-initiated activities to a more formal teacher-directed approach is too slow, and this is holding back the rapid progress needed if pupils are to achieve better outcomes at the end of Key Stage 1.

### **External support**

The local authority is providing good support for the school. A National Leader for Education commissioned by the local authority is working with the headteacher and senior leadership team and consultants have provided training and coaching for the whole school. Regular joint observations by representatives from the local authority with the headteacher are providing an objective view of the quality of teaching and helping to identify actions for improvement.