

Churchill Church of England Primary School

Pudding Pie Lane, Langford, Bristol, BS40 5EL

Inspection dates 24–25 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 make good progress and achieve well across the school. By the end of Year 6 they reach high standards in reading, writing and mathematics.
- Teaching is good. Lessons are well planned and many include tasks which make pupils think and work hard.
- Teaching and learning in the Reception class are good so that children benefit from a strong start in their development.
- The interim headteacher has been successful in raising achievement. With good support from the governing body, she is taking effective actions to bring about further improvement.
- Pupils are proud of their school. They show respect for one another and towards adults. They feel safe and their behaviour is good both in lessons and around the school.
- Disabled pupils and those with special educational needs make good progress because staff understand their individual needs and provide well for them.
- Governors are effective and show a good understanding of the school's strengths and weaknesses.
- The school's emphasis on its values greatly supports pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because:

- There is not enough outstanding teaching to enable all pupils to make the best possible progress. The strengths present in the school are not sufficiently shared among all teachers.
- The rates of progress that pupils make vary between classes. In some classes they make very rapid progress but not in others.

Information about this inspection

- Inspectors observed parts of 12 lessons, of which four were jointly observed with the school's senior leaders. They also visited two assemblies.
- Inspectors looked at pupils' written work in their lessons and discussed their writing with them. They also heard pupils read in their lessons and asked them about their reading habits.
- Inspectors held a meeting with a group of pupils, and talked with pupils around the school.
- Meetings were held with the headteacher, other staff with leadership responsibilities, four members of the governing body and the school's improvement consultant from the local authority.
- A variety of school documentation was examined, including records of current pupils' progress, improvement plans, external reviews, behaviour and attendance logs, the sports premium action plan, minutes of governors' meetings and records relating to safeguarding and to the management of staff performance.
- Inspectors took account of the questionnaires completed by 12 staff, the 25 responses submitted by parents and carers to the online questionnaire, Parent View, and the 49 responses to the school's parental survey. They also spoke with several parents and carers who were present on the school site during the inspection to gather their views on the school.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of these services.

Inspection team

Sean Thornton, Lead inspector

Additional Inspector

Elisabeth Strange

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the additional funding called the pupil premium is below average. This funding is provided for pupils who are known to be eligible for free school meals, in local authority care or who have a parent or carer in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school's interim headteacher is a National Leader of Education.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by ensuring that:
 - pupils throughout the school benefit from work at the right level of challenge so that they all make the best possible progress
 - all teachers use suitable strategies to check pupils' understanding before moving on to the next part of the lesson
 - teachers adapt their teaching plans when needed to ensure that pupils make rapid progress throughout their lessons.

Inspection judgements

The achievement of pupils is good

- A large proportion of pupils reach high standards in reading, writing and mathematics by the end of Year 6 and this proportion is increasing. Pupils make good progress across the school.
- Children enter the Reception class with skills and knowledge typical for their ages, although there is some variation from year to year. Pupils then make rapid progress in all areas of their development so that by the end of the year many display skills well above those expected for their ages. This provides them with a strong foundation for their future learning.
- Good progress continues in Key Stage 1 so that by the end of Year 2 standards reached in reading, writing and mathematics are all well above national averages.
- Since the previous report standards achieved in reading and mathematics by the end of Year 6 have increased and pupils now make good progress across Key Stage 2. Some pupils show outstanding progress.
- The most-able pupils make consistently good progress in the school. They reach very high standards and many make rapid advances in their learning.
- In the Reception Year and Key Stage 1 all pupils benefit from a structured programme that helps them to recognise the sounds letters make (phonics), and the results of the Year 1 phonics check are above average. The programme continues in Years 3 to 6 for pupils when needed.
- Pupils known to be eligible for the pupil premium make progress that is equal to that of their peers. This is because the school uses this funding well to provide small-group teaching and one-to-one support as well as ensuring that these pupils are able to participate fully in the school's enrichment activities. In 2013 the attainment of these pupils in English and mathematics was almost exactly equal to that of their classmates.
- Disabled pupils and those with special educational needs make good progress. This is because their individual needs are carefully analysed and they benefit from appropriate skilled teaching.
- The frequent tracking of pupils' progress means no group of pupils is left behind so that the school promotes equality of opportunity effectively.
- Achievement is not yet outstanding because all groups of pupils do not make as much progress as they could in some subjects because their rates of progress differ between classes.

The quality of teaching is good

- Teaching is good because most lessons are planned to interest pupils and provide them with tasks that make them think and work hard.
- In the Early Years Foundation Stage all adults show strong subject knowledge, make frequent checks on children's progress and make learning fun. A mathematics lesson made good use of areas outside the classroom and included the use of a range of practical resources as children learned basic connections between numbers up to 20 and measured themselves in metres and centimetres.
- Clear classroom routines are well established and resources are well prepared so that time is not wasted when moving between activities. Lessons begin punctually and teachers show high expectations of their pupils.
- Most teachers set tasks that are at the right level for all pupils and a good pace is maintained throughout the lesson so that pupils are engrossed in their learning. Teachers use probing questioning to check pupils' understanding before moving to the next part of the lesson and are prepared to adapt their plans when this is needed.
- Not all teachers adopt these strong features and consequently some pupils do not make as much progress as they could. This is why teaching is not yet outstanding.
- Pupils are provided with many opportunities to develop their writing. In a very successful Year 6 lesson pupils developed their skills in writing complex sentences when describing their ideas of

heaven. The most-able pupils were then challenged to draw up their own lists for checking the use of a wide range of punctuation.

- Teachers mark pupils' work frequently and in detail so that pupils are clear on what they need to do next to improve their work. Pupils respond well to this marking and understand their short-term targets in reading, writing and mathematics.
- Teaching assistants have a good range of skills, support teachers and make strong contributions to pupils' progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school's determination to develop the values of understanding, kindness, caring and tolerance is evident in all its activities.
- In the large majority of lessons pupils concentrate well; attitudes to learning are very positive and pupils show a desire to learn.
- Pupils are well equipped for their lessons and settle very quickly to their work. Books are neat and well kept.
- Pupils understand the school's behaviour code and its high expectations. They report that behaviour is usually good and that when there is poor behaviour, it is dealt with quickly. This is confirmed by the school's records of behaviour.
- Pupils show courtesy to each other, to staff and to visitors. There is no evidence of litter and the displays of pupils' work around the school are treated with respect. On the playground, pupils play well together and show consideration to others.
- The school's work to keep pupils safe and secure is good.
- Pupils have a good awareness of the different forms of bullying, including cyber bullying, and have been taught how to keep themselves safe, including how to avoid unsafe websites. Incidents of bullying are extremely rare and pupils are completely confident that if any occur they are dealt with promptly by staff. No form of discrimination is expected or tolerated in the school.
- Attendance is average and the school is working closely with parents and carers to increase it.
- Pupils play an active part in the school and enjoy taking responsibilities, such as looking after younger children.
- In the online questionnaire, Parent View, a small number of parents and carers did not agree that pupils' behaviour was managed well in the school. The inspection team saw no evidence of any kind to support this view.
- Behaviour and safety are not yet outstanding because a small minority of pupils do not always persevere in their lessons; they do not display a consistent desire to learn.

The leadership and management are good

- The interim headteacher is committed to improving all aspects of the school and ensuring that all pupils make the best possible progress in their development. This commitment is shared by all staff and governors.
- The management of teaching and its impact on learning are good. Joint observations during the inspection showed that the school's judgements on the quality of teaching are accurate and include a variety of evidence.
- The school's own view of its performance is based on detailed information on all parts of its work. This is accurate and has led to a rigorous school improvement plan which has challenging targets.
- The interim headteacher ensures that other staff with leadership responsibilities receive

appropriate training so that they are able to make increasingly effective contributions to school improvement.

- The wide range of subjects and topics taught inspires pupils to learn well. They extend their learning in areas such as science, modern foreign languages and humanities and develop their creativity through music, art and drama. The school is well prepared for the introduction of the new National Curriculum in September and is involved in discussions in the local authority on how best to assess pupils' progress.
- Pupils' spiritual, moral, social and cultural development is good. Spirituality is developed in a number of ways, including through sensitive assemblies that stress the value of all human beings as well as frequent opportunities for pupils to reflect on their work, relationships and behaviour. Pupils' regular exchanges of letters with pupils in a school in South Africa contribute to their understanding of other cultures, and their moving poems called 'A Slave's Lament' show a mature degree of empathy and social understanding. The school is a cooperative and supportive community.
- Senior leaders and the governing body monitor the performance of teachers carefully and link this to the progress pupils make. In turn this is used to make decisions regarding teachers' financial progression. Underperformance in teaching has been tackled decisively. Recruitment opportunities have been used to ensure that there is a range of appropriate professional skills across the school.
- The school is using the primary school sports funding to employ a sports coach and this is providing pupils with a broader range of sporting activities. Pupils speak warmly of the increased use of their playing fields and understand that this is helping them to develop healthier lifestyles. The amount of sporting equipment has been increased and some pupils in Years 5 and 6 are themselves being trained as sports leaders to work with staff in order to support the sporting programme.
- Since the previous inspection the local authority has provided good support and challenge which have helped the school to show strong improvement in Key Stage 2. For example, it provided a leading teacher of mathematics to improve teaching in the school and this has resulted in pupils making more rapid progress in this subject. The local authority improvement consultant has worked closely with the school's senior leaders, carrying out detailed analyses of pupils' performance with them and advising them on improvement priorities. Support has also been provided in addressing staffing issues, including the appointment of the current interim headteacher.

■ The governance of the school:

- Governors have responded well to the areas for improvement set for them in the previous inspection. They have also benefited from a range of local authority training programmes that have helped them to develop their skills and expertise so that they now understand the school's performance accurately and are able to play an active part in school improvement. They use a wide range of first-hand information to ensure that they have a good understanding and knowledge of the school and how its standards compare with those of others. Minutes of meetings confirm that governors are prepared to challenge the headteacher and other school leaders, for example when analysing Key Stage 2 progress information. Governors are involved in checking the quality of teaching by visiting the school frequently and receiving detailed reports. They also play a full part in identifying and supporting initiatives for school improvement such as providing extra funds to strengthen the school's leadership team. Governors understand the importance of improving teachers' performance and the systems for doing so. They manage finances well, ensure a balanced budget and understand the impact of the pupil premium funding. Governors make sure the school's arrangements for safeguarding pupils meet all current government requirements.

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	432145

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	202
Appropriate authority	The governing body
Chair	Sally Furniss
Headteacher	Jenny Venning
Date of previous school inspection	23–24 October 2012
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