

Churchfield CofE (C) Primary School

Sandy Lane, Rugeley, WS15 2LB

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	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

- Pupils' progress through Years 1 to 6 is not yet consistently good. Some pupils underachieved in recent years.
- In some lessons, pupils do not make the progress they should because teaching does not challenge them or challenges them too much.
- Behaviour requires improvement because pupils can switch off from their learning when activities are too easy or too hard.
- Teachers do not check carefully enough on how well pupils have understood their learning and adapt activities accordingly.
- Teachers do not always insist pupils produce good-quality, neat work.
- School leaders have not yet secured consistently good teaching across the school.
- A few leaders are having to carry most of the responsibilities. Other staff make a limited contribution to checking up on pupils' learning, and on the quality of teaching, in order to improve the school's effectiveness.
- The school is not yet using the information it has about pupils' attainment effectively enough to track their progress. This means they do not always take quick action when groups of pupils and individuals fall behind.
- Attendance levels are below average.

The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage. Here teaching is good so pupils make good progress, usually from low starting points.
- The school is improving. The new headteacher has a very accurate view of the schools' priorities and has good plans to tackle weaknesses.
- The governing body is effective in the challenge and support it provides for the school.
- Pupils enjoy school and say that they feel safe. The school's work to keep pupils safe and secure is good.

Information about this inspection

- Inspectors observed 16 parts of lessons, a number of which were joint observations with either the headteacher or acting deputy headteacher.
- Inspectors held meetings with representatives from the governing body, senior leaders and pupils. Meetings were also held with a representative of the local authority and the diocese.
- A number of documents were analysed, including the school's own data about the progress of current pupils, planning and monitoring documentation, minutes of meetings of the governing body and records relating to behaviour, safety and attendance. An analysis of how the pupil premium and the primary sports funding are spent was also undertaken.
- Account was taken of the 24 completed staff questionnaires, and the 13 responses to the online survey Parent View. Inspectors also met with parents at the start of the school day.
- Inspectors observed pupils moving around the school outside lessons, including in the dining hall at lunchtime and on the playgrounds during breaks.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils eligible for pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is above that found nationally.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Since the previous inspection, there have been a number of changes to staff, including the appointment of a new headteacher in September 2013, a new deputy headteacher, who will take up post in September 2014, and several teachers.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise pupils' achievement by:
 - making sure that pupils are provided with the right level of challenge to match their abilities
 - setting consistently high standards for pupils' work, particularly presentation and the amount of work pupils complete
 - making sure that effective checks on pupils' understanding are carried out while they are learning and tasks adjusted where needed.
- Improve leadership and management by:
 - making sure that responsibilities are fully delegated, so more staff share the leadership and duty to improve the school
 - using information from assessing pupils' skills and progress to track more closely the progress of individual pupils and groups of pupils
 - building on improved links with parents in order to raise attendance.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because, in Key Stages 1 and 2, too few pupils make good progress from their starting points. Progress between year groups is too variable.
- When children join school in the Early Years Foundation Stage, their skills, knowledge and understanding are below and, in some cases, well below that typical for their age, particularly in personal and social development. Children's learning gets off to a good start because of the good teaching they receive. As a result, they make good progress.
- Standards at the end of Year 2 overall have been below average in the past. Current standards are showing improvement, particularly in reading and the proportion of pupils reaching the expected standard in the Year 1 check of their knowledge of letters and sounds (phonics). In Years 1 and 2, though comparatively few make rapid progress, many pupils do make expected progress in reading, writing and mathematics.
- Achievement in Key Stage 2 requires improvement. In 2013, standards at the end of Year 6 were below the national average in reading, writing and mathematics. Pupils underachieved in mathematics and reading. Achievement is better this year, with current classes working at standards that are more in line with national expectations.
- Current data shows that the proportion of pupils who are expected to make or exceed the progress they should has improved and is closer to that found nationally.
- The progress of pupils supported by the pupil premium reflects that of all pupils and requires improvement. In Year 6 in 2013, English and mathematics results show the attainment of those known to be eligible was below that of their peers by an average of four and a half terms. The pupil premium funding has been used well; for example, on additional adults to provide small-group support. As a result, the gap is closing in current classes. However, these pupils' achievement is not good because the quality of teaching is not consistently good.
- Disabled pupils and those who have special educational needs make variable progress. A good level of support is in place, including from additional support staff, but these pupils do not make consistently good progress because teaching does not always help them to learn well.
- The 2013 results showed that more-able pupils made slightly better progress than others in Year 6. Their progress is not yet good, however, because they are not always given challenging enough work.

The quality of teaching requires improvement

- Several changes to teaching staff since the last inspection have had an impact on the quality of teaching over time. Staffing is more settled now. However, the quality of teaching requires improvement because, across the school, there is too little teaching that is good or better to raise standards more rapidly.
- Sometimes, teachers do not set activities or tasks that are at the right level for pupils' abilities. As a result, some pupils either do not understand what they should do, or find work too easy for them. This was seen in an English lesson investigating the language of poetry. Pupils did not achieve well because they did not have a good enough understanding of what they were doing.

As a result, some pupils sat passively in the lesson, not engaging in the activity.

- Teachers' expectations of what pupils can achieve are not always high enough, particularly in terms of the quality and quantity of work pupils can produce.
- Teachers do not always check on pupils' learning well enough to be sure that they are making rapid progress. As a result, they do not quickly identify and tackle any misconceptions, nor adapt tasks to move pupils' learning on as soon as they are ready.
- Recently, a clear marking policy has been developed which is applied consistently throughout the school. Teachers provide guidance on how pupils can improve the content of their work. However, when presentation is poor, marking does not always pick this up.
- In the Early Years Foundation Stage, children learn through a range of purposeful activities to develop their skills. An example of this was when children were engaged in writing a letter and followed the process to posting it, including putting stamps on the envelopes. Phonics are taught effectively, both in the Early Years Foundation Stage and in Key Stage 1.
- Teaching assistants are used effectively to provide support to disabled pupils and those who have special educational needs. The quality and focus of this support is improving and is having a positive impact on these pupils' progress.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. When lessons are not sufficiently engaging, or pupils are not clear on what is expected of them, they switch off from their learning. This slows their rate of progress.
- Typically, pupils are polite and show respect for each other. Pupils often display positive behaviour; for example, when walking into assembly. However, at other times, a small minority of pupils do not follow the school's expectations for behaviour. For example, inspectors observed some pupils running down corridors at lunchtime. When this behaviour is checked by teachers, it is quickly corrected.
- Pupils say that there is a small amount of bullying that takes place in school but said, with confidence, that they could speak to an adult in school about any concerns they might have and that it would be dealt with swiftly.
- The school's work to keep pupils safe and secure is good. The overwhelming majority of parents who responded to Parent View and those parents who spoke to inspectors were positive about the care their children receive and said that they are happy and safe in school.
- Pupils know how to keep themselves safe. They show a good knowledge of personal safety and how to stay safe when using the internet.
- The breakfast club provides a calm and nutritious start to the school day for those who attend.
- Attendance has fluctuated in recent years and is now improving; however, it remains below average.

The leadership and management requires improvement

- Leadership and management require improvement because, while the school is working to improve the quality of teaching, it is still not good enough to raise standards quickly and ensure that pupils achieve well.
- Since the previous inspection, the newly appointed headteacher has been tackling a number of staff changes, including appointing a new deputy headteacher. At present, there is an acting deputy headteacher, acting special educational needs leaders and no numeracy leader. Much of the responsibility rests on a small number of senior leaders who are relatively new to their posts. Overall, middle leaders are not yet sharing enough of the responsibility for improvements.
- Nevertheless, the headteacher has brought about a more stable school and, in doing so, has successfully brought about improvements in pupils' achievement. She has a very accurate picture of the school's strengths and areas for development. Links with parents have improved and most parents hold positive views of the school.
- A number of systems have been established, including checking the strengths and weaknesses of teaching in lessons and arrangements to ensure the accuracy of teachers' assessments of pupils' skills and abilities. However, school leaders are not yet using this information to full effect to track groups of pupils and individuals, or to ensure that support is put in place swiftly enough if pupils fall behind.
- Arrangements to check the performance of teachers are in place and a clear link has been established between teachers' performance and their pay progression. The objectives set for teachers provide clear and measurable targets for pupils' progress and the quality of teaching.
- The curriculum meets all the necessary requirements and ensures equality of opportunity. It provides a wide range of extra-curricular activities for pupils, as well as successfully promoting their spiritual, moral, social and cultural development. Pupils speak enthusiastically of the residential trips they have enjoyed. The primary sports funding is used well to broaden pupils' experience and develop staff expertise. It is being effective in raising pupils' interest in different sports and, thus, on their physical well-being.
- The local authority has provided the school with a range of helpful support through school and subject advisers who visit regularly and provide guidance on how to raise standards. This support has had a positive impact in raising the quality of teaching and improving progress.
- Safeguarding arrangements meet requirements.
- **The governance of the school:**
 - Governors are very conscious of their role in supporting and challenging the school to ensure further improvement. The governing body has significantly strengthened its procedures and effectiveness since the last inspection. Governors now have an accurate view of the quality of teaching and learning and are better equipped to hold senior leaders to account. Governors now expect the headteacher, in particular, to justify her actions to bring about improvements. The governing body manages finances effectively and makes sure that the school meets all safeguarding requirements. Governors are clear on how the pupil premium funding and the sports funding is spent, and the impact of this expenditure 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	124271
Local authority	Staffordshire
Inspection number	441914

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Sean O'Meara
Headteacher	Johanna Nickolls
Date of previous school inspection	6 March 2013
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