

Church Eaton Endowed (VA) Primary School

Church Eaton, Stafford, ST20 0AG

Inspection dates 14–15 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides clear direction that has a very positive impact on improving teaching and raising standards. The school has a strong capacity for continuing to improve.
- Teaching across the school is good. Teachers' effective use of assessment, clear explanations and setting of challenging work ensures that pupils learn well.
- Pupils currently make good progress and reach above average standards in English and mathematics at the end of Year 6.
- Results in the Year 1 check of pupils' knowledge of the sounds that letters make (phonics) has been above average for the past two years.
- Effective assessment procedures identify any pupils falling behind their peers and they are given swift and effective support to catch up.
- Children in the early years are taught and cared for very well. They make good progress and are well prepared for Year 1.
- Attainment at the end of Reception was above that of schools nationally in 2013 and 2014.
- Pupils enjoy school, behave well and feel extremely safe. They are polite, respectful and keen to learn. They readily take on additional responsibilities, with maturity and confidence.
- The school promotes pupils' spiritual, moral, social and cultural development very well. It ensures that pupils are being prepared effectively for life in modern Britain.
- The governing body, very well led by the chair, has improved the ways it holds the school to account. The governors are now very effective partners in supporting and challenging the school to improve further.

It is not yet an outstanding school because

- Not enough of the most able pupils achieve the highest levels by the end of Key Stage 2.
- Teachers' comments in pupils' books are not always sufficiently clear to help pupils improve their work, especially for the less able.
- Teachers do not always check to see if pupils act on the feedback provided.
- There are too few opportunities for pupils to apply and consolidate their English and mathematics skills in their work in other curriculum subjects.
- Newly appointed middle leaders are not yet fully effective in improving the quality of teaching.

Information about this inspection

- The inspector observed pupils' learning in six lessons, all of which were jointly observed with the headteacher. In addition, short visits were made to classrooms.
- The inspector and headteacher reviewed samples of pupils' work in books together to assess pupil's progress in a range of curriculum subjects including English and mathematics. The inspector listened to pupils read and talked to them about the books they had read.
- Discussions took place with members of the governing body, staff, a group of pupils and a representative of the local authority.
- The inspector took account of the 19 responses to the online questionnaire (Parent View), and a recent questionnaire conducted by the school. There were also informal discussions with parents at the start of the school day. The eight responses to the staff questionnaire were considered.
- The inspector looked at the school's records and documents. These included information relating to checks on pupils' progress, the school's self-evaluation, plans for school improvement, records of the monitoring of teaching and learning, records relating to pupils' behaviour and attendance, the minutes of the governing body and safeguarding documents.

Inspection team

Michael Appleby, Lead inspector

Additional Inspector

Full report

Information about this school

- Church Eaton is much smaller than the average-sized primary school.
- There are three classes. Class 1 has Nursery, Reception and Year 1 children. Class 2 has the Year 2 and Year 3 pupils. Class 3 has the Year 4, Year 5 and Year 6 pupils.
- There were very small numbers of pupils in Year 6 in 2013 and in 2014.
- The early years provision is full time for the Reception children, and the Nursery children attend every day for mornings only.
- Two thirds of the teaching staff have changed since the previous inspection.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils who are eligible for pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority) is much lower than average and there are very few in each year group, including Year 6.
- The breakfast and after school provision is run privately and so was not included in the inspection of the school.

What does the school need to do to improve further?

- Improve the quality of teaching to typically outstanding and further raise achievement by ensuring that:
 - more of the most-able pupils reach the highest levels at the end of Key Stage 2
 - teachers' guidance is always clear enough and written in words that all pupils can understand so that it
 - all pupils are given time to make the improvements indicated in teachers' marking.
- Improve the quality of pupils' learning by increasing opportunities for them to apply and consolidate their English and mathematics skills in other curriculum subjects.
- Develop the role of subject leaders by ensuring they are given the time, support and training to be fully involved and effective in improving the quality of teaching and learning in their subjects.

Inspection judgements

The leadership and management are good

- The strong leadership of the headteacher has ensured that good teaching has been sustained during recent staff changes. This has been achieved through rigorous lesson observations, scrutiny of pupils' workbooks and regular meetings with teachers about pupils' progress. The headteacher gives teachers clear and targeted guidance for improvement and checks these are put into practice.
- There has been good improvement in the areas for development identified at the last inspection and the school is well placed to improve further. Recent staff appointments were carefully made to provide skilled leadership in the early years, English and mathematics. These leaders have made a good start but are at an early stage of improving teaching and learning in their subjects.
- Leaders know their school well and their evaluations of teaching and achievement are accurate. The school's action plans identify the correct priorities and have clear actions to bring about further improvements. Pupils' achievement is good and improving as a result.
- The headteacher regularly checks the progress of individuals and different groups of pupils throughout the school. He makes sure that teachers are fully aware of the standards that pupils are reaching and whether or not they are making good progress. These checks ensure staff use this information to plan and provide activities and support which are well matched to pupils' different needs and abilities.
- The school has effective systems for managing teachers' performance. All staff have good opportunities to improve their effectiveness through guidance, support and training. The success of teachers in meeting their agreed targets determines whether or not they receive increases in pay, or promotion.
- Pupil premium funding is used effectively to provide the small number of disadvantaged pupils with additional support, particularly in improving their literacy and numeracy skills. The funding and additional support the school provides has a positive impact on the achievement of eligible pupils. All pupils have the same good opportunities to succeed and enjoy full access to all the learning opportunities the school provides. There is no evidence of discrimination in any aspect of the school's work.
- The school's curriculum is well planned and has rightly been focused on the development of literacy and numeracy skills. In addition, pupils study a variety of topics and go on interesting and valuable educational visits. Although teachers provide pupils with some opportunities to use the skills they learn in English and mathematics in other curriculum subjects these are not frequent enough to ensure improved understanding and achievement.
- Leaders and staff successfully promote pupils' spiritual, moral, social and cultural development. This ensures that pupils show care, consideration and respect for others. Leaders also ensure that all staff promote key values, such as equality, fairness, tolerance and helping others. Pupils at Church Eaton are well prepared for the next stage of education and for life in modern Britain.
- The school's provision for pupils' welfare and its safeguarding arrangements are both good. The staff and governing body ensure the school is a very safe and secure learning environment. Statutory safeguarding requirements are met in full.
- The school has focused on using the primary physical education and sport funds to provide swimming lessons for all pupils and improving the teaching of gymnastics. Specialist coaches have been employed to work directly with pupils to improve their skills and to demonstrate effective teaching in gymnastics. New equipment has enhanced the school's provision for games. The school takes part in various cluster schools competitions and the football team won a local tournament recently.
- The local authority has a good understanding of the school's performance and provides good advice and support. This has included regular monitoring, a link to an outstanding school and training for governors.

■ The governance of the school:

- The governing body now has a good knowledge and understanding of how well pupils' are doing and use their skills and expertise to help the school improve. They have a good understanding of the quality of teaching in the school from spending time in classes, talking to pupils, and the headteacher provides the governing body with clear and honest reports. Governors ask challenging questions about pupil achievement, the quality of teaching, and the support given to those pupils who fall behind.
- The governing body ensures that finances are spent effectively to benefit the pupils. Governors know how the sports funding and pupil premium funds are spent and check the impact on pupils' progress. They ensure that teachers' performance is appropriately rewarded where targets are met. Governors also set challenging targets for the headteacher.
- The governing body makes sure that all safety and safeguarding requirements are fully met and procedures are followed correctly. Governors ensure that the school encourages pupils to develop values of respect and tolerance for others, including those whose beliefs and culture are different to their own. They have good links with parents and listen carefully to their views.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This is evident throughout the school, from the Nursery to Year 6. Teachers and other staff apply school rules consistently and make their expectations clear and so pupils behave well and get on amicably with each other. School records show that any incidents are dealt with quickly and effectively.
- Pupils demonstrate good attitudes to learning in all classes. Pupils concentrate well and listen attentively to their teachers and each other during their lessons. On a very few occasions the teachers have to remind some pupils not to call out, talk while the teacher is talking or to concentrate on the learning activity. Pupils are polite and treat each other and adults with respect. They play together harmoniously at playtimes. Lunchtimes are calm and sociable occasions.
- The development of pupils' spiritual, moral, social and cultural skills is given a high priority at this school. Leaders ensure pupils have opportunities for reflection about right and wrong, working together and learning about people of different faiths and cultures. This helps pupils to develop tolerance and respect for others which was clearly displayed by pupils during the inspection.
- Pupils are proud of the contributions that they make to the life of the school, for example, as school councillors or representing the school on a team. They are also proud of their involvement with the local community, such as carol singing and charity activities. Attendance is above average.

Safety

- The school's work to keep pupils safe and secure is good. Parents support this view and have confidence in the school. Leaders and staff are well trained and take effective measures to help ensure that all pupils, especially the most vulnerable, are well cared for and protected.
- Pupils know about the different forms of bullying, including cyber-bullying, and say that they know what to do if it did happen to them. They report that any problems are quickly sorted out by the staff. Pupils have a good understanding about how to reduce risk to themselves in a range of situations, including safe use of the internet. This is because these matters are effectively taught in assemblies, displayed in classrooms and discussed in lessons.
- Staff carry out regular risk assessments to ensure that the school is a safe place for pupils and checks made prior to off-site visits are robust. The site is secure and well maintained. Leaders' regular checks of the building and equipment ensure pupils' safety.

The quality of teaching is good

- Inspection evidence confirms that teaching is consistently good throughout the school and over time, so all pupils achieve well and make good progress in reading, writing and mathematics. Teachers and teaching assistants work well together to ensure that all pupils receive the support they need during lessons to complete tasks and to understand what is being taught.
- Teachers' good use of assessment and strong subject knowledge enables them to plan lessons which are interesting and appropriate to the needs of pupils of different abilities. Teachers are skilled in using questioning to check pupils' understanding and to adapt activities in lessons if needed. At times, however, the most able are not set hard enough work.
- The teaching of reading is good in all classes. Good teaching of phonics (the sounds letters make) from the early years onwards ensures that pupils receive a good grounding in reading and spelling. Guided reading sessions with teachers extend pupils' skills effectively.
- The school has improved the teaching of writing since the last inspection. Teachers ensure that pupils are given frequent opportunities to write at length, and successfully learn and apply grammar, punctuation and spelling skills. The good training and careful monitoring by leaders has had a very positive impact on the achievement of pupils in the last two years.
- The teaching of mathematics is good. Pupils make especially good progress in the development of their mental and written calculation skills and use these successfully when solving problems.
- Although teachers provide some opportunities for pupils to apply their literacy and mathematics skills in other subjects this is not done frequently enough. Consequently, their knowledge and skills, whilst secure, are not always as advanced as they could be.
- The school has taken steps to improve the marking of pupils' written work, including identifying the next steps in their learning. Although pupils are sometimes given time to respond to their teachers' marking this is not yet an established aspect of teaching and learning across the school. Learning targets and marking do not always make it clear to pupils what they need to do to improve in simple enough language, especially for the less able pupils.
- The school has good procedures for identifying disabled pupils and those with special educational needs. Provision is good because specific learning targets are set and there are regular reviews to measure progress. Teaching assistants are well informed and provide good support for pupils in lessons and in small groups to improve targeted skills.

The achievement of pupils is good

- Pupils make good progress overall from their individual starting points and achieve well. In 2013 and 2014, the proportions of pupils who made the expected rate of progress in reading, writing and mathematics during Key Stage 2 matched the national averages for all three subjects. The proportion of pupils making more than expected progress was higher than the national average. However, not all the most able pupils achieve the highest level possible.
- Attainment at the end of Year 2 and Year 6 is in line with that expected nationally in reading, writing and mathematics. Current pupils are on track to achieve above expected levels in all three subjects. Pupils are well prepared for the next stage of education. Comparisons with other groups or to national standards are not possible because of the small pupil numbers.
- Children join the early years with skills and abilities that are broadly typical for their age. Progress during the early years is good. The proportion of children achieving a good level of development was well above average at 100% in both 2013 and 2014.

- Over the last two years, the school's results in the Year 1 phonics screening have been well above average, reflecting the good teaching of letters and sounds in the early years and Key Stage 1.
- The achievement of the most-able pupils is good in all subjects. All most able pupils make the expected progress from Key Stage 1 but few achieve the higher levels which is preventing progress from being outstanding.
- The small number of disabled pupils and those who have special educational needs make good progress across the school in reading, writing and mathematics. The effective support they receive both within and outside lessons enables them to access the same learning experiences as their classmates.
- The number of disadvantaged pupils in the school who are in receipt of the pupil premium is small. The pupils' work and the school's tracking data shows that they make similar progress to their classmates. There were no disadvantaged pupils in the 2014 national test data to be able to make a comparison between the school and national attainment at the end of Key Stage 2.

The early years provision is good

- Children start school with skills, knowledge and understanding, which are typical for their age in most areas. Children make good progress during the Nursery and Reception years. As a result they enter Year 1 with skills and abilities that ensure they are ready for Year 1 work.
- Children make good progress because teaching is effective and activities are well-planned. Time and money have been invested to make sure that the indoor and outdoor environments enable children to have positive learning experiences in all areas of learning. There is effective use of both the indoor and outdoor spaces, with planned activities that capture children's interest and imagination, such as the pirate story activities seen during the inspection.
- Safeguarding and child protection are a key focus for staff, who ensure all pupils are safe and well cared for. All staff are trained to the appropriate level for their posts, including in paediatric first aid. Children respond well to the expectations set by staff and so they behave well and feel safe. They show good behaviour for learning by listening well to each other and adults, talking confidently about their ideas and playing cooperatively with others.
- Good leadership and management ensure that children work and play in a safe, attractive and purposeful environment where each child is known as an individual. Regular observations are carried out to track children's progress and plan appropriately challenging learning opportunities. The early years' setting is well managed. The leader has a clear vision for further improvement.

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	124334
Local authority	Staffordshire
Inspection number	462562

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	55
Appropriate authority	The governing body
Chair	Ruth Wharton
Headteacher	Simon Shaw
Date of previous school inspection	21 May 2013
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