

# Inspection of a good school: Churchfields, the Village School

Bradford Road, Atworth, Melksham, Wiltshire SN12 8HY

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Inspection dates:

29 September 2022

## **Outcome**

Churchfields, the Village School continues to be a good school.

## **What is it like to attend this school?**

Pupils thrive at Churchfields, the Village School. They have harmonious and cooperative relationships with each other and get on well with staff. Pupils enjoy attending school. They are happy and safe.

Staff have very high expectation of all pupils. These expectations are met. Pupils strive to do the best they can. They persevere when they find work challenging.

Pupils' behaviour is very good in lessons and at playtimes. They are considerate of one another and respond quickly to all staff instructions. This means that learning time is not wasted. Bullying is very rare. Pupils and parents agree that it is dealt with well if it does happen.

The curriculum helps pupils to learn about how to stay safe. They know about the benefits of healthy eating and exercise. There are opportunities for pupils to be physically active during the school day. Leaders organise after-school clubs to develop the talents and interests of pupils.

Churchfields is 'one school at the heart of two communities' because leaders have developed a shared vision and values at both sites. Pupils learn well. They become reflective, resourceful and resilient, as leaders intend.

## **What does the school do well and what does it need to do better?**

The curriculum is broad and ambitious. Leaders have clearly identified what pupils must know and be able to do at the end of each year, starting from Reception Year. This means that pupils build on what they already know as they move through the school. The ordering of the curriculum has been developed to suit mixed year groups. As a result, pupils, including those in Reception Year, achieve well over time.

The work pupils complete is well matched to the ambitious curriculum. It is adapted so that those with special educational needs and/or disabilities can complete the same tasks as their peers. Teachers check what pupils are learning and usually address any errors quickly and prevent misconceptions developing. This is particularly the case for English, early reading and mathematics. In some subjects, staff do not use assessment effectively to check how well pupils are doing. Leaders are taking action to improve the use of assessment. However, they have not checked that their actions are bringing about improvement in this area.

Children in Reception Year begin learning to read as soon as they start school. Staff check what sounds and words pupils can read. Those who need extra help get it in school. However, staff do not always ensure that pupils who do not read at home get extra opportunities to do so at school. Children learn to write the letters for each sound as they learn them. This helps them to understand the links between reading and writing. Staff read to pupils of all ages in a way that intrigues them. Pupils show great enthusiasm for reading, including the very youngest.

Pupils are polite and considerate of one another. They behave well. Their positive attitudes to learning mean that pupils, including the very youngest, are attentive to staff. Pupils begin tasks quickly and with enthusiasm. They persist with tasks, even when they find them hard. Staff encourage them to keep trying and to develop resilience.

The curriculum is enhanced by many trips. Some of these are linked to specific subjects, and others develop pupils' knowledge of the world beyond their community. Pupils enjoy taking part in clubs such as football, rugby, art and computing. They know the values of the school and why these are important.

Children in Reception Year learn about their feelings and how to manage them. Their learning is built on each year with lessons about healthy relationships. Some pupils get extra support to manage their feelings, particularly if they are anxious. Pupils learn how to manage any fallings out they may have with peers. As a result, conflict between pupils is extremely rare.

Leaders have taken steps to reduce staff workload. Staff appreciate the ways that leaders support them, including with their own well-being. Governors know the school well and have an accurate view of the school's priorities. They understand their role and have the knowledge they need to fulfil it. Leaders make sure that training for staff reflects school priorities, such as improving assessment in foundation subjects.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff can identify signs that a pupil may be at risk. They know how to report any concerns they may have. Leaders act on any concerns raised swiftly. They support pupils and their families well. Leaders seek support from external agencies when necessary to keep children safe.

Pupils learn about the potential risks to them, including online. The curriculum helps pupils to understand how to stay safe. Teachers' strong knowledge of potential risks means they educate pupils about these effectively.

Appropriate checks are made on the suitability of staff to work with children.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders do not always check the impact of their actions. For example, they have not checked that their actions are bringing about improvement in assessment. This means that sometimes leaders do not know whether what they do is leading to improvement. Leaders need to make sure that they check the impact of their actions and adapt their approach when necessary, to bring about intended improvements.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 130388   |
| <b>Local authority</b>                     | Wiltshire  |
| <b>Inspection number</b>                   | 10227071   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 120  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Edward Latimer-Sayer   |
| <b>Headteacher</b>                         | Simon Futchter   |
| <b>Website</b>                             | <a href="http://www.churchfields.wilts.sch.uk">www.churchfields.wilts.sch.uk</a> |
| <b>Date of previous inspection</b>         | 28 February 2017, under section 8 of the Education Act 2005                      |

## Information about this school

- The school does not use alternative provision.
- The school is a Church of England school. The last section 48 inspection took place in October 2017. The next is due before October 2025.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, governors and a representative of the diocese.
- Inspectors carried out deep dives in early reading, mathematics and science.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons at both sites, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to some pupils reading to a familiar adult and visited story time sessions in all age groups.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey.
- An inspector spoke to parents as they dropped their children off at school at the Atworth site.

### **Inspection team**

Sarah Favager-Dalton, lead inspector

His Majesty's Inspector

Spencer Allen

Ofsted Inspector

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