

# Churchill Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109215
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	309930
<b>Inspection date</b>	13 February 2008
<b>Reporting inspector</b>	Graham Sims

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Votaw
<b>Headteacher</b>	Valaire Tighe
<b>Date of previous school inspection</b>	15 March 2004
<b>School address</b>	Pudding Pie Lane Langford Bristol BS40 5EL
<b>Telephone number</b>	01934 852446
<b>Fax number</b>	01934 852706

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues. • Pupils' achievement in writing and the way the school develops pupils' writing skills. • The opportunities provided for pupils to develop independent learning skills, exercise choice and use their initiative. • The effectiveness of the school's assessment procedures and the quality of teachers' marking. Evidence was gathered from observations of pupils at work and play, discussions with staff, governors, parents and pupils, scrutiny of pupils' work and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Churchill CE Primary School is of average size. The great majority of pupils are from White British ethnic backgrounds. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities has increased significantly since the last inspection and is now above the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Churchill CE Primary School is a delightful place! It is easy to see why the great majority of parents are really pleased with the school and why nearly all of the pupils enjoy coming here so much. It is the outstanding features which make this good school so attractive, and these stem from the philosophy of the headteacher and staff that real learning is about more than just English and mathematics. 'Meshell', the school's giant African snail, although not everyone's favourite creature, has pride of place in the entrance foyer and is a source of fascination and amazement. Planned lessons will be interrupted if something unusual or interesting occurs, a beautiful rainbow perhaps, or a heron visiting the school pond. One parent describes Churchill as 'a vibrant school with a wide range of additional activities to encompass a broad learning environment for the children'. Another says that the staff 'enrich the curriculum with their wealth of knowledge, experience and enthusiasm, which results in happy and motivated pupils'. The school has international status and even some of its youngest children are able to talk about what they have learnt about Ghana, and love the 'mud hut' they have built in their classroom. Music occupies a prominent position within the school. There is time for choir, orchestra, instrumental lessons, concerts and visits from accomplished musicians. Visits to places of interest, interesting speakers, themed weeks and residential weeks all enrich the curriculum. Some of these occasions give rise to some outstanding work. Some pupil's beautifully produced, handwritten and hand-illustrated accounts following the residential week on the Isle of Wight led to stunning work of an excellent standard. And The pupils are equally proficient with information and communication technology, which is used extensively throughout the school. Even though there are ways the formal curriculum could be improved, the range of curricular opportunities provided for the pupils is outstanding.

So, too, are the quality of care, guidance and support and the extent of pupils' personal, spiritual, moral, social and cultural development. This is a very happy community in which staff know pupils really well, care for them deeply and work very hard to provide them with a high quality education. Relationships between staff and pupils and amongst the pupils themselves are excellent. The consideration and kindness of a number of pupils towards a pupil with particular difficulties observed during the inspection was exceptional. The school achieves harmony because staff and pupils respect each other, enjoy what they do and show a common commitment to living in a civilised manner. Pupils are very clear about what they need to do to lead a healthy lifestyle, as evidenced by the displays they have produced around the school. They play an important part in reviewing health and safety procedures within the school. They undertake responsibilities in a mature and sensible manner. They really enjoy school and contributing to everything that happens. Their behaviour is excellent and the level of attendance has improved since the last inspection and is now above the national average.

English, mathematics and science are far from neglected and pupils of all abilities achieve well in these subjects, but not quite as well as the excellence elsewhere suggests they could. Standards on entry to the school have fallen in recent years but are still slightly higher than is typically found. Although the school's results have fluctuated in recent years, standards at the end of Year 2 are generally above average, as they are at the end of Year 6. Small dips in performance, such as in mathematics in 2007, have logical explanations, and the school is intent on identifying what it can do to improve. There is good evidence to show, for example, that the quality of pupils' writing has improved this year as a result of the focus given to this aspect of pupils' work. The quality of the teaching is good. At times, it is clearly outstanding; at others,

it is a little more pedestrian. These contrasts are reflected in the work in pupils' books. On one day, pupils are given full rein, for example, to write up an investigation in science in their own way. The next day, their creativity and resourcefulness are restricted because their account is confined to a predetermined format on a worksheet. There are some excellent opportunities for pupils to develop their writing skills through work in a wide range of subjects, but teachers do not always make the most of these opportunities by showing pupils where they can improve their work or ensuring that pupils respond to their comments. The key to raising pupils' achievement to the level of their personal development, therefore, is to ensure that they are given even more opportunity to exercise choice and initiative in their work and for staff to provide more critical analysis of pupils' work and constructive dialogue to help them to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Much of what happens in the Foundation Stage reflects provision in the rest of the school. Standards on entry are just above the norm, and children make good progress during their time in Reception. They enter Year 1 with varying levels of attainment, but the great majority reach the standards expected for their age, and some children have progressed beyond these. In slight contrast to the rest of the school, children make greatest progress in those aspects that are taught more formally, such as reading and number skills. However, although their personal, social and emotional development is good, there are not enough opportunities for children to learn through self-initiated activities and to lay stronger foundations for independent learning skills which are so important to their later development. The assessment of children's skills appears, at times, to be slightly generous and to reflect the skills children show in formal situations rather than the skills they have fully mastered and display when initiating their own activities. Opportunities for children to learn outdoors are also somewhat restricted because of the open nature of the outdoor area, although plans are well under way to remodel this area to make it a natural extension of the indoor classroom.

## **What the school should do to improve further**

- Ensure staff take every opportunity to enable pupils to develop their creativity and resourcefulness through making their own choices and exercising their initiative.
- When marking pupils' work, give pupils a clear indication of how they can improve their work and then ensure that pupils are given time to reflect on and respond to these comments.
- Provide more opportunities for children in the Reception class to engage in self-initiated activities and use these to assess more accurately the level of children's skills.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

Dear Children

Inspection of Churchill CE Primary School, Bristol BS40 5EL

What a delightful school you have! I really enjoyed my recent visit to see all of the wonderful things which go on at Churchill. Thank you for making me feel so welcome and for taking the time to talk to me. I think yours is a good school, and some aspects of the school are excellent. These are the main things I found out.

- ?
- You are all making good progress in your work and the standards you reach in English, mathematics and science are above those seen in many schools. ?
- Your behaviour is excellent and you relate really well to your teachers and each other. This helps to make your school a lovely place to work in. ?
- You like coming to school and really enjoy the excellent range of activities which the staff provide for you to take part in. ?
- You have a really good understanding of what you need to do to keep yourselves healthy and safe, and you all contribute in a very positive way to school life. ?
- You all receive good teaching. Sometimes the teaching is excellent, but sometimes it is not quite as interesting. ?
- The staff take really good care of you and they work very hard to maintain the very special atmosphere which exists in your school. ?
- The headteacher and staff work together very well and they try really hard to provide you with the best and most interesting education they can provide.
- In order to help the school become even better, I have asked the staff to: ?
- let you have more opportunity to make your own choices and use your initiative and creativity when working on your own or in small groups ?
- provide you with clear guidance when marking your work so that you know what you need to improve, and then ensure that you have time to reflect and make the improvements they have indicated ?
- I have also asked for those of you who are in the Reception to have more opportunity to choose your own activities.

You have a very special school which provides you with lots of exciting opportunities to learn about how wonderful the world is. You could help to turn your school into one that is truly outstanding if you continue to respond positively and enthusiastically to the opportunities provided for you by your teachers and continue to try your hardest to produce work of the highest quality.

Yours sincerely

Mr Graham Sims Lead inspector



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Lead inspector