

Cudworth Churchfield Primary School

Inspection report

Unique Reference Number	106622
Local Authority	Barnsley
Inspection number	324433
Inspection dates	22–23 October 2008
Reporting inspector	Fiona Gowers

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	292
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Barry Helliwell
Headteacher	Mr Malcolm Wainwright
Date of previous school inspection	7 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Snydale Road Cudworth Barnsley South Yorkshire S72 8JR

Age group	5–11
Inspection dates	22–23 October 2008
Inspection number	324433

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school where most pupils are of White British heritage and very few are at the early stages of learning English. The number of pupils with learning difficulties and/or disabilities is broadly average as is the proportion of pupils entitled to a free school meal. The school has received the Healthy Schools Award, Activemark and Sportsmark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cudworth Churchfield is a good school. It is popular with parents, who typically refer to its 'friendly and caring atmosphere'. The care, guidance and support that it offers its pupils are exceptional. Every success is celebrated and very positive relationships throughout school help pupils to feel very happy, safe and secure. As a result, pupils grow in confidence in their own abilities, and develop outstanding personal and social skills and excellent behaviour. Pupils feel very much part of a 'close-knit' community, as a group of older pupils summarised: 'It makes us proud to be at Cudworth Churchfield!'

All adults play an important part in helping pupils succeed and pupils quickly develop very positive attitudes to learning. The quality of teaching and learning is good. Lessons are well planned and pupils are encouraged to discuss their work with each other and with adults in school. A group of pupils explained: 'If we don't understand something, teachers tell us to talk about it and this helps us learn.' In the Early Years Foundation Stage (EYFS) pupils get off to a good start to their education. All groups of pupils throughout school make good progress relative to their starting points. When they join school many children's skills are well below those expected for their age and by the end of Year 6, standards are broadly average. However, standards throughout school are higher in reading, mathematics and science than they are in writing. Pupils with learning difficulties and/or disabilities and those who may need extra challenge or support make good progress. This is because the school sets up challenging support programmes to meet their needs and move their learning on apace. Very high quality guidance and support are central to pupils' achieving well. Pupils enjoy working towards targets for improvement. A careful check is kept on pupils' progress and well structured support is provided, where appropriate.

The good quality curriculum helps pupils to make good progress in reading, mathematics, and science, although pupils' writing skills are not always so well supported. This is because pupils, on occasion, have insufficient opportunities to improve the quality and content of their written work across all subject areas. The curriculum promotes pupils' personal development extremely well. Consequently, pupils learn to show high levels of care, concern and respect for others in the local and wider community. Pupils have an excellent understanding of how to have a healthy lifestyle because there are very good opportunities for them to learn about safe and healthy practices in their daily lives. They take part in a wide range of sporting endeavours and many have a high degree of success. The school recently represented the region in the 'All England' tag rugby finals. The school prepares pupils very well for their adult life by providing many opportunities for them to take responsibilities and put their ideas into action.

Leadership and management are good. The example set by the leadership team, and particularly the headteacher, contributes very well to setting a very positive model for behaviour, respect and hard work. Plans for improvement are focused on the most important priorities. School management fosters strong teamwork and excellent partnerships with parents and other agencies for the good of the school and the community. Staff are very hardworking, committed and well aware of school priorities. However, they are not, as yet, always fully involved in planning school initiatives or in monitoring the school's work and performance. However, good achievement and good improvement since the previous inspection show the school is well placed to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When they join the Early Years Foundation Stage (EYFS) many children have ability levels well below those expected for their age, with particularly weak personal, social and language skills. The strong staff team get to know the children very well and the care and support provided is outstanding. As a consequence, children settle in very well and develop very positive attitudes to learning. Careful assessments ensure that learning activities are well matched to children's needs and interests. The fun learning activities motivate children to work hard and explore things for themselves. For example, a group of children thoroughly enjoyed working together to build a shelter outdoors. They discussed which materials they could use and how they could attach the roof. After all the hard work and high quality teamwork they proudly exclaimed: 'It's really good, our den!' Children make good progress in all areas of learning. Progress is particularly rapid in pupils' personal and social skills, physical development and numeracy skills. However, the standards reached by many children, especially in their language development, remain below national expectations when they join Year 1. Leadership of the EYFS is good. All staff have high expectations and are currently working to improve children's early writing skills further. Parents are very appreciative of all the EYFS has to offer. They typically comment: 'I am extremely pleased with the teaching at school. Even in such a short time my child is coming home very happy and talking about school. My child's development has improved a lot already.'

What the school should do to improve further

- Develop the curriculum to provide more opportunities for pupils to improve the quality and content of their written work across all subject areas.
- Develop the leadership roles of all staff so they consistently play a more effective part in planning, leading and monitoring whole-school improvement initiatives.

Achievement and standards

Grade: 2

Achievement is good in Key Stage 1 and Key Stage 2. Following whole-school initiatives to improve reading and comprehension skills, pupils are making more rapid progress and standards have risen in reading throughout school. Inspection evidence shows that standards dipped slightly in writing and mathematics at the end of Year 6 in 2008, reflecting low starting points. School leadership's swift action to address this slight decline means that pupils currently in Year 6 are on track to reach their challenging targets. By the time pupils leave school at the end of Year 6 standards are generally higher in reading, mathematics and science than they are in writing. This is partly because of poor language skills on entry, but also because some pupils do not write fluently in a range of styles.

Personal development and well-being

Grade: 1

Pupils feel very safe and secure and develop very positive attitudes because excellent relationships with adults help self-confidence to grow, and form a good platform for academic learning. Behaviour is exemplary; pupils work very hard and really enjoy their time at school. Attendance has improved and is above the national average. Spiritual, moral, social and cultural development is outstanding. Pupils develop high levels of respect and understanding for others, including those of other faiths and cultures. They take a great deal of initiative in school life:

they run competitions and help to lead sporting activities at playtime; they are involved in updating the school website; and have an excellent understanding of how to have a healthy lifestyle. The emphasis on high quality teamwork, alongside good rates of progress in basic skills, prepares pupils well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress in lessons as a result of effective teaching. Teachers skilfully raise pupils' confidence and self-esteem so that they become eager and willing learners. The high level of pupils' participation in their learning is evident in most lessons. Very good classroom organisation and management of time allows pupils to usually learn at a good pace. In most lessons teachers plan a range of stimulating learning activities, which meet the needs of different groups of learners well. Fun activities, such as quizzes and games are planned, which really challenge pupils and get them thinking. This approach motivates pupils to work hard, whilst having great fun at the same time! In addition, the well-planned use of teaching assistant time results in carefully targeted support for individual learning needs. In a few lessons, however, learning activities are less stimulating and lack the same degree of challenge. This, occasionally, slows the rate of progress pupils make.

Curriculum and other activities

Grade: 2

The good provision for promoting basic skills helps pupils to make good progress. Links between subjects are emerging, which add relevance and interest to learning. Information and communication technology (ICT), and speaking and listening activities are used well to support pupils' learning. However, opportunities for pupils to further improve the quality and content of their writing across the whole curriculum are not fully utilised. Pupils do not always have enough opportunities to write in a range of styles or to work on extended pieces of writing. The curriculum has several very strong features, which make a very significant contribution to pupils' personal development and add enjoyment and enrichment to pupils' learning. In particular, pupils benefit from a wide range of sporting activities and some specialist teaching in ICT, art and music. All pupils in Key Stage 2 have the opportunity to play a musical instrument. A range of themed weeks helps to keep pupils fit and healthy, and very effectively increases their understanding of other faiths and cultures, through creative activities.

Care, guidance and support

Grade: 1

The outstanding level of care, guidance and support provided by all adults lies at the heart of Cudworth Churchfield. Pupils feel confident they would find someone to help if they had any worries, and parents overwhelmingly agree that their children are well-cared for and safe. Procedures for safeguarding pupils are rigorous and health and safety requirements are fully met. A strong team of skilled teachers and teaching assistants work closely together to ensure that pupils are very well supported in their learning and grow in confidence in their own abilities. Very strong partnerships with a range of external agencies support the more vulnerable pupils in overcoming any barriers to learning. Adults know their pupils exceptionally well and use this information to set challenging targets, which supports the good progress they make. Pupils

know their targets for improvement and parents appreciate the guidance and support they receive, typically commenting: 'The teachers are always prepared to update me on my child's progress and happy to pass on tips on how to encourage my child to learn at home.'

Leadership and management

Grade: 2

Leaders and managers have successfully created a caring school in which pupils thrive as a result of outstanding care. Leadership and management are good, helping pupils to achieve well. The committed headteacher leads by example giving a clear direction to the school. The school runs smoothly on a day-to-day basis. The warm, welcoming, stimulating environment is a testament to the good stewardship of the school building. Staff work diligently as a strong team. Subject leaders are dedicated and enthusiastic. However, staff beyond the leadership team, do not always have the opportunity to plan and take the lead on whole-school initiatives and they are not always fully involved in monitoring the school's work and performance. Governors know the school well. They are very committed and amply fulfil their role as a 'critical friend.' In particular, the school benefits from their very strong community links. The school has a good understanding of its strengths and areas to develop. Self-evaluation is good. Central to the school's vision is the inclusion of everyone and the way it reaches out to the community. This aspect of leadership is outstanding.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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 eliminated	1
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for being so friendly and helpful when we inspected your school. It was a pleasure to meet you. You told us how much you enjoy coming to school and we could see how happy you are at Cudworth Churchfield.

You should be very proud of the way you behave, because your behaviour is excellent. You do a great deal to help each other, by leading playground games, for example. You clearly know how to stay fit and healthy. We were really impressed with how well you do in sporting competitions, like when you represented your region in the 'All England' tag rugby finals!

Your school provides you with a good education. You work hard, make good progress with your work and reach standards that are similar to those reached by other children. That is because the teaching you receive is good and you have many fun activities in the classroom. Adults look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. The school is very good at giving special help to those of you who need it.

All adults at school work hard to help you. We have asked them to help you improve your writing in all your lessons. We have also asked more staff to become involved in checking the school's work.

Thank you for helping us with the inspection. Keep working hard and enjoying your school!

We wish you well in the future.