

# Cudworth Churchfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	106622
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	377432
<b>Inspection dates</b>	22–23 March 2012
<b>Lead inspector</b>	Anthony Kingston

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>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Hellewell
<b>Headteacher</b>	Lesley Gray
<b>Date of previous school inspection</b>	22 October 2008
<b>School address</b>	Snydale Road Cudworth Barnsley S72 8JR
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## Introduction

Inspection team

Anthony Kingston

Additional inspector

Eithne Proffitt

Additional inspector

Jennifer Firth

Additional inspector

This inspection was carried out with two days' notice. The team observed 17 lessons and 10 teachers, and held meetings with groups of pupils, members of the governing body and staff. They listened to pupils read and observed intervention groups and assemblies. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at documentation including improvement plans, school and national data, school policies, monitoring records and procedures for the care and protection of pupils (safeguarding). They also analysed responses to the 88 questionnaires from parents and carers, and those completed by pupils and staff.

## Information about the school

This is a larger-than-average-sized primary school. The great majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is slightly above the national average. The proportion of disabled pupils and those who have special educational needs is average. There has been considerable disruption and changes to staffing involving, senior managers and teachers, since the previous inspection. The school has achieved the Healthy School Award (silver) and Active Mark. The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- Cudworth Churchfield is a satisfactory school. Pupils enjoy school, feel safe and have positive attitudes to learning. The school is not yet good because pupils’ progress is satisfactory overall and aspects of leadership and management need attention.
- Achievement is satisfactory and improving, especially in Key Stage 1 where progress is good. Progress is not yet as rapid, although it is satisfactory, in Key Stage 2 and in the Early Years Foundation Stage, The school has focused on improving reading. This has resulted in pupils making greater gains in this subject than in writing and mathematics, although attainment overall remains below average. Pupils are given few opportunities to practise their numeracy skills across all subjects.
- Teaching is satisfactory. Relationships between pupils and the adults who work with them are strong. Sometimes, pupils are kept for too long by the teacher before being allowed to work independently. Activities, especially for the more-able pupils, often lack challenge. As a consequence not all pupils make as much progress as they could. Teachers mark pupils’ work regularly. However, comments do not always relate to the outcomes for the lesson, and guidance to pupils on how to improve is not always clear.
- Pupils' behaviour is good. In lessons they show positive attitudes to learning. They are eager to help each other and collaborate well, for example in paired partner routines. They play well together at play times but a very small minority become more boisterous at lunch time.
- Leaders at all levels are committed to a clear and shared vision for the school. There is satisfactory management of both teaching and the school’s overall performance. Although teaching is monitored regularly shortcomings remain because leaders do not focus strongly on the impact it has on the learning taking place. To improve performance leaders have made effective use of

external advice. This has sharpened the school's understanding of areas of its work that need most attention, but not all of its actions are having impact on outcomes for pupils yet. Leaders, staff and governors work together as a team and hence morale is high and improvements in outcomes are emerging.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and maximise the progress pupils make, especially in Key Stage 2, with a focus on writing and mathematics, and improve progress in the Early Years Foundation Stage by:
  - making sure work is always sufficiently challenging, particularly for the more-able pupils
  - ensuring that pupils and children in the Early Years Foundation Stage move to independent work as soon as possible
  - providing more opportunities for pupils to practise and develop their mathematical and writing skills in meaningful contexts in other subjects
  - making marking more sharply focused on what pupils are learning and how they can improve further.
  
- Make sure leadership is effective in raising attainment by:
  - ensuring actions, particularly the monitoring of performance, is focused on pupils' learning and outcomes
  - improving the quality of teaching through closer monitoring to ensure that initiatives that have already been implemented are being fully embedded and that refinements can be made if necessary
  - ensuring strategic planning has a sharp focus on improving outcomes as well as provision.

## Main Report

### Achievement of pupils

Children enter the Reception class with skills that are below those expected for their age in all areas of learning and are especially low in personal, social and emotional development and communication, language and literacy skills. They experience a range of activities that nurture and develop good attitudes to learning. For example, children enjoy learning their letters and sounds because the school has introduced a carefully structured programme of teaching these skills and children learn through activity. They make good progress in these lessons. However, overall progress is satisfactory and attainment remains below average when they leave Reception.

The very large majority of parents and carers who returned the inspection questionnaires consider that their children make good progress and that the school helps their children to develop skills in communication, reading, writing and

mathematics. Inspection evidence shows that this view is accurate at Key Stage 1 but less so in Key Stage 2. At the end of Key Stage 1 attainment has risen and is broadly average in reading, writing and mathematics, reflecting good progress. However, because of significant turbulence in staffing, progress has been variable in Key Stage 2. Staffing is now more stable and lesson observations and scrutiny of pupils' work demonstrate that progress is satisfactory and improving. However, attainment remains below average in reading, writing and mathematics by the time pupils leave school. Throughout the school there is not always sufficient challenge especially for more-able pupils. As a result, some do not make the progress of which they are capable. Disabled pupils and pupils with special educational needs make satisfactory progress. Their progress is not good because the support they receive and the interventions in which they are engaged do not always fully meet their needs.

Learning in lessons in Key Stage 1 is good. Reading is a priority and this is reflected in pupils' enjoyment in learning letters and their sounds. Pupils make good use of the knowledge of phonics to help them decode unfamiliar words and read with fluency and expression. In Key Stage 2, pupils are increasingly enjoying reading. Learning and progress is becoming more effective as new approaches are successfully re-engaging boys who were reluctant readers. This was exemplified by a Year 6 child who said, 'It's great. You can fill so much of your time and relax with a book. I can use my imagination to make pictures of all the characters. It's better than seeing them in a film.' In Key Stage 2 progress in writing and in mathematics is not developing at the same pace as in reading.

### **Quality of teaching**

A very large majority of parents and carers feel that their children are taught well. However, inspection evidence found that the quality of teaching is satisfactory. In the Early Years Foundation Stage teachers are skilled at encouraging learning through activity and enjoyment. Indoors and outside, the variety of activities sustains children's interest although during teacher-directed activities children are sometimes kept on the carpet for too long and start to lose interest.

Teaching is satisfactory in Key Stages 1 and 2 but improving rapidly, especially in Key Stage 1 where progress is now good. In Key Stage 2, although learning is improving and is now securely satisfactory, teaching is not fully engaging learners. Teachers' explanations are often too long. This prevents pupils, especially the more able, from becoming immersed in more challenging activities which demand the application of their knowledge and skills to solve problems.

There are evident strengths in a number of aspects of teaching in all classes, especially the enthusiasm of teachers to capture pupils' interest, their subject knowledge and the effective use of skilled teaching assistants. When teaching is most effective teachers regularly check that a specific learning point has been understood, for example, by looking at pupils' responses written on small whiteboards. Teachers then seize opportunities to reinforce skills and strategies, often drawing in the whole class to solve a problem or enhance a piece of narrative through modelling. For example, in a Year 6 English lesson the class was challenged

to help another child to describe the water cycle in one sentence. This resulted in, 'The water cycle, although looking complicated is simple because water in its different forms is transferred from the seas into the atmosphere through the process of evaporation and then falls to Earth again as rain through precipitation.' Where teaching is less effective pupils are kept for too long listening to teachers rather than being given opportunities to explore and find out for themselves or work independently.

In the best lessons teachers use assessment information successfully to match work to ability. However, this good practice is variable across the school and some pupils, especially the more able, are not doing as well as they should because the work is not sufficiently challenging. The marking of pupils' work is frequent and consistent across the school. However, it often focuses on punctuation skills rather than on the purpose of the writing activity. As a result guidance on how pupils could improve their work is limited.

Teachers use the curriculum effectively to link subjects together in topics so that pupils make sense of their learning. However, the opportunity to practise basic writing and numeracy skills is not fully exploited. Teaching makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, the fascination and sense of joy on the faces of Year 1 pupils on hearing that Baba Yaga had sent them a letter.

### **Behaviour and safety of pupils**

Behaviour observed during the inspection was good. Pupils and the very large majority of parents and carers who responded to the questionnaire said that this is typical for the school. Morning and afternoon playtimes are happy occasions with many instances of boys and girls and older and younger pupils playing happily together in large organised games such as 'The Farmer's in His Den' and 'In and Out the Dusty Bluebells'. At lunch time, however, play often becomes more boisterous, especially amongst the boys, with a few of them forgetting the needs of others.

A very large majority of parents and carers justly believe that their children are safe at school and are well looked after. This view was shared by pupils. However, a few parents and carers reported there are incidents of bullying with most acknowledging that such incidents are dealt with promptly and effectively. The school's records of the management of behaviour corroborate pupils' views and show that incidents are robustly addressed by leaders and managers, involving all parties in swiftly resolving any issues. Pupils are carefully nurtured as individuals and, through escalating scales and highly personalised interventions to support those with behavioural difficulties, learn how to regulate their own behaviour. This process is appreciated by many pupils, one of whom said, 'Because the teachers have listened to me I have learned to control my emotions and I know what to do to stop me from exploding.' All classrooms are calm. Pupils find lessons interesting and demonstrate positive attitudes to learning. They are keen to help each other in class, listen to the views of others, eager to answer questions and offer their opinions and join in the many clubs available. This enjoyment of school is reflected in above average attendance.

## Leadership and management

The headteacher enthuses staff and promotes good team spirit. As a result there is a common sense of purpose to move the school forward. With senior and middle leaders she works determinedly to secure school improvement. Systems are in place to involve subject leaders more in monitoring. This gives them a more informed picture of what works well and what needs doing to raise attainment. Although this ensures the school's development plan addresses the correct priorities, these priorities are not always focused sharply enough on outcomes for pupils. Teaching is monitored more rigorously but changes which have ensured that teaching is securely satisfactory overall, have not yet eradicated all weaknesses. Nevertheless, leaders seek out training which is starting to address concerns, especially in the focus on teaching letters and sounds, which has raised attainment in reading. Training with local schools has successfully improved lesson planning throughout the school and has had a particularly positive impact on provision in Key Stage 1. Attainment is now starting to rise. It is more evident in Key Stage 1 than in Key Stage 2 where the school has only recently secured stability in staffing. As a result the school's capacity to improve is satisfactory.

The school promotes equality of opportunities satisfactorily and has effective strategies to tackle discrimination, which therefore occurs rarely. Senior leaders are aware of differences in the progress and attainment of various groups of pupils. Through the use of early identification strategies, interventions and the daily support of the learning mentor, the school is now breaking down any barriers that might lead to gaps in pupils' learning.

The governing body provides increasing challenge and good support to the school. Governors ensure safeguarding and child-protection arrangements meet requirements.

The curriculum is satisfactory. It covers all required subjects and it is well balanced. The introduction of a skills-based curriculum has been embraced by staff and enjoyed by pupils. However, there are insufficient opportunities for pupils to transfer and develop writing and numeracy skills across other subjects.

Pupil's spiritual, moral, social and cultural development is strong because of the well planned programme of personal, social, health and citizenship education. For example, a member of the school council proudly stated that her role, 'is to be a good listener. I have to listen to other peoples' ideas because I've been elected by them. It's democracy.' However, pupils' lack an awareness of how the culture, faiths and beliefs held by others has an impact on their lives.

The close partnership with the large majority of parents and carers is effective. However, a small minority feel that communication between them and the school requires improvement. Inspectors looked very closely at this and found that opportunities were missed to inform parents why changes were made, particularly those concerning safeguarding. The school is aware of this and is developing new ways of communicating through a teacher, governor and parents' forum.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 March 2012

Dear Pupils

**Inspection of Cudworth Churchfield Primary School, Barnsley, S72 8JR**

Thank you for the very friendly welcome you gave the inspectors, and for being so kind and polite when we inspected your school. We enjoyed meeting you, visiting your lessons, listening to you read and seeing you have fun on the playground.

We have judged that Cudworth Churchfield Primary School provides you with a satisfactory education because most of you make sound progress. However, the progress you make in writing and mathematics is less than that in reading. We were pleased with the way you take on responsibilities such as play leaders and school councillors and I know that you are keen to do even more to help the school improve further.

Your teachers take good care of you and make sure you are safe and happy. Everyone has the best interests of you and the school at heart and is keen to make it even better. Your school is improving but to help it get better more swiftly we have asked the staff and governors to do the following.

- Help you to do even better in writing and mathematics by making sure that you start on more challenging work sooner in lessons.
- Give you plenty of opportunity to practise your writing and mathematical skills in other subjects
- Make sure marking tells you how to improve – you can help by looking at it very carefully and responding to it enthusiastically.
- Work towards making all teaching at least good and ensure that plans for improvement focus on improving your learning as well as on how well you are taught.

We hope that you will help the school to do these things by continuing to work hard and helping your teachers in every way.

Yours sincerely

Anthony Kingston  
Lead inspector

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