

Cudworth Churchfield Primary School

Snydale Road, Cudworth, Barnsley, South Yorkshire, S72 8JR

Inspection dates 9–10 October 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Senior leaders have improved the quality of teaching since the school was previously inspected and as a result, standards have risen, particularly in writing and mathematics.
- Many of the children who enter the Reception classes arrive with knowledge and early reading, writing and numeracy skills below those typical for their age. The majority leave Year 6 with knowledge and skills broadly in line with those expected nationally. This represents good progress for all groups.
- The quality of teaching is good overall because teachers plan lessons which make learning active and enjoyable. This involves pupils well, as evidenced by the good quality of work seen in books.
- Pupils feel safe and describe school as a friendly and welcoming place to which they enjoy coming. Behaviour is good both inside and outside the classroom and pupils show courteous and friendly attitudes to staff visitors and each other.
- Since the previous inspection, the headteacher and senior leadership team have raised both the quality of teaching and pupils' achievement across the school. This continuous commitment shows leaders' ability to make the school even better in the future.
- The effective governing body offers good levels of support and challenge to senior leaders.

It is not yet an outstanding school because

- Teaching in Year 1 is less good than in other areas of the school because planned learning lacks structure. As a result, pupils, particularly the most-able, do not progress as well as they could and behaviour is less consistently good.
- Pupils' achievement is slightly lower in reading than writing and mathematics because they do not always have support to practise reading at home. All staff are not yet confident at using the new system for supporting pupils' reading.

Information about this inspection

- Inspectors observed 19 lessons and parts of lessons taught by 16 teachers and support staff. Joint lesson observations were undertaken with the headteacher and the one of the assistant headteachers. The inspection team also listened to pupils from Years 1, 2 and 6 read and examined the quality of work in the books of pupils across the school with the school's senior leaders.
- The inspection team held meetings and had discussions with pupils, senior leaders, members of the school staff and three members of the governing body. They also met a representative from the local authority.
- The inspection team also took into account the views of 23 parents who made their views known through the on-line questionnaire (Parents' View). Twenty four members of staff also made their views known to the inspection team.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the procedures to check the performance of staff and the school's system for checking pupils' progress.

Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Pamela Davenport

Additional Inspector

Tracy Fulthorpe

Additional Inspector

Full report

Information about this school

- Cudworth Churchfield is a larger than average-sized primary school.
- The vast majority of pupils who attend come from families of White British heritage. A very small number come from families from other ethnic groups.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from forces families.
- The proportion of pupils with special educational needs supported through school action is in line with the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly higher than the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has a range of awards and accreditations including Healthy School silver status and the Activemark.

What does the school need to do to improve further?

- Improve the quality of teaching in Year 1 to be consistently good by:
 - introducing a more structured approach to planned learning which provides more focused tasks and activities which involve pupils more effectively and improve their progress and behaviour in lessons
 - ensuring most-able pupils are offered sufficiently challenging activities which enable them to maximise their progress.
- Increase pupils' attainment in reading to at least match that in writing and mathematics by:
 - improving the quality of training for support staff so that they are more confident in supporting pupils to improve their reading skills
 - involving parents more effectively in order to increase the number who regularly listen to their children read.

Inspection judgements

The achievement of pupils is good

- The majority of children start school in the Early Years Foundation Stage with skills and knowledge that are below those typical for their age. In 2013, Year 6 pupils left with attainment broadly in line with that expected nationally in English and mathematics. This represents good achievement overall.
- Current Year 6 pupils are making good progress and are on course to improve on last year's national test results despite their lower starting points at the end of Year 2. However, progress in reading is not yet quite as rapid as in mathematics and writing.
- Many children who join the Reception classes start with language and numeracy development below that typical for their age. They make good progress during their time in the school and are ready to start Year 1 with skills and knowledge close to average. Staff are skilled at recognising children's needs and provide a range of activities both inside and through outside play which involve and interest children well. This good start is clearly recognised by parents. A comment made by one represents the feelings of others, 'My child can't wait to get here in the morning'.
- Attainment at the end of Key Stage 1 in 2012 was below average in mathematics. However, data from teacher assessments in 2013 show that this trend has now been reversed and current school data shows staff are building further on this improving trend. Lesson observations, scrutiny of pupils' work and hearing pupils read confirm the improving picture. More needs to be done in Year 1, however.
- Slightly fewer Year 1 pupils than the national average achieved the expected performance in the phonics screening check (which tests pupils' ability to link letters to sounds) in 2012. However, data show that last year the number of pupils attaining expected levels has increased by approximately one third. This rapid increase is largely due to the impact of the well organised and imaginatively taught daily phonics sessions for Reception class children and Year 1 pupils.
- Reading overall is well promoted across the school and pupils spoken to say how much they enjoy reading. Older pupils describe how they visit the library on their own in order to enjoy the latest books in quiet surroundings. The school recognises that for some pupils there are difficulties in practising their reading skills at home and this is one of the reasons why currently standards in reading are slightly lower than mathematics and writing.
- School leaders have also recently introduced a reading support scheme, which is beginning to show an impact on improving reading. However, its implementation has not yet been completed because some support staff have yet to receive sufficient training.
- Attainment for pupils who were known to be eligible for free school meals was lower than others nationally in the tests at the end of Year 6 in 2012 by approximately one term. Their attainment was also lower in comparison to others in school. Data from last year's results and current tracking information shows gaps have narrowed and attainment for this group has improved and is now in line with others within the school.
- The recent improvement made by this group is because school leaders have been effective in their use of pupil premium funding to support pupils. For example, the school has identified the needs of individual pupils and has put in place extra one-to-one and small group sessions which as one pupil said, 'Have helped me to get better at reading words'.
- School staff are skilled in identifying and providing for the extra needs of disabled pupils and those with special educational needs and this group are currently making equal progress in English and mathematics to others in the school.
- Parents feel that school values all its pupils equally. They commented on how quickly they and their children felt part of the school community. This supportive approach ensures all groups, including those from other ethnic backgrounds and most-able pupils, make equally good progress over time.

The quality of teaching is good

- Progress in pupils' books and in the lessons observed during the inspection confirmed that teaching is good overall and in a small number of classrooms is outstanding.
- The vast majority of teachers are adept at using information about how well pupils are doing to plan future lessons. Their subject knowledge is good and they have high expectations of pupils' behaviour and levels of work to which pupils respond well.
- Teaching is often innovative and pupils clearly enjoy learning. An example of this was observed in a Year 2 physical education (PE) lesson, in which pupils were learning how to move around the room using different PE apparatus. Their high levels of concentration and the obvious pleasure that showed on their smiling faces when they were successful, clearly demonstrated their enjoyment of learning new skills.
- Parents of children who attend the Reception classes feel that the school gives their children a good start. 'The staff have made us feel welcome' was a comment made by several. Teaching is lively and interesting and staff work hard to give children wide and varied opportunities to learn particularly in the recently completed outdoor area.
- Teachers and support staff have the opportunity to plan work together and this strong working partnership is evident across the school. This leads to good quality provision for all pupils and particularly those who are disabled or with special educational needs. Their additional needs are well supported in classrooms.
- However, currently in Year 1, these high standards are not as clearly adhered to and as a result, pupils' behaviour and quality of work is less good. This is largely because the current organisation within the year group lacks effective structure and pupils often spend too much time moving between activities and insufficient time on focused, purposeful learning. As a result, behaviour sometimes deteriorates and progress overall is not always good.

The behaviour and safety of pupils are good

- 'I wish school was open at the weekends', commented one pupil; clear evidence of what a safe and happy place pupils feel school is. Learning is rarely interrupted by incidents of difficult behaviour and parents feel that behavioural incidents are effectively dealt with by staff.
- Pupils feel valued as members of the school community and their views are communicated well to senior leaders through the democratically-elected school council
- Pupils spoken to were clear about the different forms bullying can take. They feel that incidents are rare because pupils are made aware through, for example, the school's internet safety policy of the effects bullying can have on others. They are helped through the good quality of advice and guidance given by staff.
- Pupils' behaviour across the school is good. However, in Year 1, the behaviour of a few pupils sometimes deteriorates, such as, when pupils are not focused on purposeful learning
- Attendance has improved since the previous inspection and is now just above the average for primary schools. This is largely due to the consistent approach taken by all staff and the work of the well-being manager who actively supports individual families to improve the attendance and behaviour of their children.

The leadership and management are good

- The headteacher, supported by the assistant headteachers, has brought about significant change at a fast pace. Their unswerving focus on the school's improvement has ensured that both the quality of teaching and the achievement of pupils have improved since the previous inspection. Consequently, the school has improved from requiring improvement to good.
- All areas for improvement raised in the previous inspection report have been successfully addressed and leadership's clear vision has united staff in a quest to improve the school even

further.

- This determined approach has led to a marked increase in the progress made by pupils from low starting points. This success demonstrates the ability of school staff to bring about further change and improvement.
- Teaching is effectively checked on across the school and effective action is taken by the headteacher through the management of staff's performance to improve areas of weakness. As a result, the quality of teaching has improved since the previous inspection. However, further improvement is needed, such as in Year 1 if teaching is to become outstanding overall.
- School leaders ensure performance targets for staff link directly to pupils' achievement and targets within the school's development plan. Checks on the performance of staff are undertaken rigorously and the headteacher uses this information to make decisions on teachers' pay.
- The school's curriculum is good, often offering pupils interesting and imaginative opportunities to improve their writing skills. Through constant review of the curriculum, phase leaders have ensured staff are well prepared for the forthcoming planned national changes to the curriculum.
- Visits to a wide variety of locations are enjoyed by pupils across the school. The recent Key Stage 1 visit to the seaside at Withernsea was described by one pupil as, 'The best place I have ever been, even though it was raining'. These experiences increase pupils' spiritual, moral, social and cultural understanding well.
- The Early Years Foundation Stage curriculum meets the needs of children in the Reception classes well by offering a good balance between activities which are adult-led and others which children choose for themselves. This helps to increase children's social and independence skills.
- An innovative partnership with a local high school has improved the quality of PE for Years 5 and 6 pupils ensuring that all have gained a play leader award and Year 6 pupils are undertaking a first-aid qualification, Heart Start.
- Since the previous inspection, the local authority has offered the school a high level of support. This was recently reduced after a review when the rapid rate of progress made by the school was recognised by the local authority and since then a medium level of support has been in place.

■ **The governance of the school:**

- Members of the governing body bring a good range of skills and experience which they regularly update through attending further training. In partnership with senior leaders, they have developed an effective system for checking the performance of all staff, which rewards good teaching and addresses any underperformance. They manage pupil premium funding prudently and this careful management has enabled them to give valuable support to eligible pupils and to increase their rate of progress. They have already planned, with senior leaders how they will use the extra primary school sports funding to improve facilities and increase pupils' participation in school sports. They have a good understanding of the importance of the careful analysis of pupils' achievement data and offer school leaders support and challenge in all areas of the school's work. Safeguarding procedures and policies are undertaken to a good standard. The health and safety committee carries out regular inspections and has ensured that safeguarding procedures meet current requirements.

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	106622
Local authority	Barnsley
Inspection number	429640

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Barry Hellewell
Headteacher	Yvonne Gray
Date of previous school inspection	22 March 2012
Telephone number	01226 710523
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