

# Churchwood Community Primary School

Church-in-the-Wood Lane, St Leonard-on-Sea, East Sussex, TN38 9PB

**Inspection dates** 14–15 November 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too few pupils are making consistently good progress across the school in English and mathematics.
- Teaching is not good enough to ensure that all groups of pupils make good progress.
- Pupils have too few opportunities to practise their reading and writing skills across other subjects. Teaching does not always promote neat handwriting and correct spelling and grammar.
- Pupils do not make good progress in mathematics because they do not apply their skills in real-life situations often enough.
- Teachers do not always use the information they have about pupils to plan work at the right level of difficulty, especially for the more able.
- Marking does not routinely give good guidance about how pupils can improve their work or give them the opportunity to respond to the comments made.
- Where teaching is sometimes dull, pupils need reminders to focus on their learning.
- School plans for improvement identify appropriate areas but are not clear enough about how teaching and pupils' achievement will be improved.
- The governing body relies too heavily on evidence provided by the school and its view of the school's effectiveness is not sufficiently accurate.

### The school has the following strengths

- Children achieve well in the Early Years Foundation Stage because of effective teaching and an exciting and inviting environment.
- The school works well with parents and this is helping to make sure pupils attend school more regularly.
- A good range of visits and visitors to the school provides pupils with exciting experiences.
- Pupils are polite and friendly. The school provides a calm, safe environment.
- Disabled pupils and those with special educational needs make good progress because additional support is very well planned.
- Pupils supported by pupil-premium funding make similar progress to their classmates because the additional funds are used well.

## Information about this inspection

- Inspectors observed 15 lessons, 14 jointly with the headteacher or deputy headteacher.
- Six sessions were observed by an inspector and the deputy headteacher where pupils were being supported individually or in small groups.
- The headteacher and deputy headteacher were observed giving feedback to teachers.
- The headteacher, deputy headteacher and inspectors looked at pupils' work together.
- Inspectors listened to pupils reading, looked at pupils' books in lessons and spoke to pupils about their work. The inspectors also observed playtime and watched an assembly.
- Meetings were held with senior and middle leaders and the Chair of the Governing Body. An inspector had a telephone conversation with a representative from the local authority.
- Inspectors scrutinised a number of documents, including the school's checks on how well it is doing, the school's improvement plan, governing body minutes, records relating to behaviour, attendance and safeguarding and data on pupils' performance.
- Inspectors took account of the 29 responses to the online questionnaire Parent View received during the inspection as well as 36 staff questionnaires.

## Inspection team

Joanna Toulson, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school. Most pupils are of White British origin.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals, children from service families and children who are looked after by the local authority) is much higher than the national average. There are no children of service families in the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.
- The school runs a breakfast club and after-school provision.

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

- Improve the quality of teaching by making sure that:
  - marking consistently gives pupils good guidance about how to improve their work and teachers provide opportunities for pupils to respond to their comments
  - lessons are motivating and engaging so that pupils develop consistently good attitudes to learning
  - work is more precisely set for pupils' levels of ability, especially for the more able.
- Raise achievement in reading, writing and mathematics by:
  - providing more opportunities for pupils to read and write in all subjects
  - improving the accuracy of pupils' spelling, grammar and handwriting
  - ensuring that pupils develop their mathematical skills by solving real-life problems.
- Improve the quality of leadership and management by:
  - making sure that school plans for improvement include specific targets and deadlines so that school leaders, including governors, can judge how well they are doing towards achieving their aims
  - developing the skills of governors so that they have a better understanding of how well the school is performing compared to others and so can better hold the school to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because not enough pupils make good progress.
- Pupils do not make good progress in their writing because they have too few opportunities to write in subjects other than in English. Pupils' books show that their work is often poorly presented, with untidy handwriting. Spelling and punctuation mistakes are often not corrected and this slows the progress that pupils make.
- In 2013, a more consistent approach to the teaching of calculation skills and additional support given to the more able pupils in Year 6 resulted in an increase in the number of pupils reaching the higher levels in the national tests in mathematics. However, the progress that pupils make in mathematics through the school is not good because pupils do not have enough opportunities to develop and apply their skills to solve real-life problems.
- In Year 1, the national check on skills in phonics (the sounds that letters make) in 2013 showed that the proportion of pupils achieving the expected standard was similar to the proportion nationally. However, pupils' achievement in reading is hampered because they do not have enough opportunities to read in lessons and sometimes the books they choose are too easy or too difficult.
- Not enough pupils make consistently good progress because teachers do not always use the information they have about how well pupils are doing to plan work which is set at the right level, especially for more able pupils. As a result, some pupils are not reaching the highest standards of which they are capable.
- Children join the school with levels of skills below those typical for their age. They make good progress through the Early Years Foundation Stage and join Year 1 with skills typically expected for their stage of development.
- Most pupils go on to make the progress expected of them and so by the end of Year 6, although standards are rising, attainment in English and mathematics remains broadly average.
- High levels of focused support, both in small groups and by teaching assistants in class, are given to disabled pupils and those with special educational needs. In particular, they are given good support to develop their speaking and listening skills. As a result they make better progress than their classmates.
- The pupil premium is used by the school to provide a good range of activities for eligible pupils, including additional tuition in small groups and one-to-one support. As a result, there is no gap between their achievement and that of their peers in English and mathematics.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement as it is not strong enough to bring about consistently good progress.
- Work is not always set at precisely the right level for all pupils. In particular, opportunities are sometimes lost to encourage the more able pupils to think and work hard.
- Sometimes pupils become restless and lose concentration because teachers take too long to introduce an idea and talk too much. Pupils told inspectors that they enjoy learning best when they are given practical activities, rather than listening for too long to a teacher's explanation.
- The marking of pupils' work does not consistently give good guidance to pupils about their misconceptions or how to improve their work.
- Where teaching is strongest, lessons include a range of activities which keep the pace of learning lively and pupils interested and keen to learn. In these lessons, the teacher makes frequent checks to make sure that the pupils understand what they are doing and uses questioning well to move their learning on.
- In the Early Years Foundation Stage, adults plan activities which motivate and excite the children,

such as mixing ingredients in a cauldron and making witches' potions, looking for pirate treasure and making 'twig men'. Astute questioning and constant encouragement result in children making good progress.

### **The behaviour and safety of pupils**

### **require improvement**

- On occasions, pupils need reminders to focus on their learning, particularly if activities go on for too long, and this can slow the pace of learning. In these lessons, the work does not always stimulate and engage them.
- The large majority of parents who completed Parent View feel that their children are safe and happy at school. Pupils echo this view.
- A few parents expressed concerns about behaviour but generally pupils are positive about how well pupils behave. School records show that incidents of poor behaviour are dealt with appropriately. The school is calm and pupils usually behave well.
- Discussions with pupils show that although they know that bullying is wrong, they are not fully aware of the different forms bullying may take. The school has planned an 'anti-bullying' week for later this term.
- Pupils have a good awareness of how to keep safe on the internet and the school provides good information to parents, through information meetings and on the school website.
- Older pupils enjoy taking on additional responsibilities, such as being a 'peer mediator' to help sort out disagreements on the playground, school ambassadors or sports leaders. This helps them to develop a range of personal skills such as working in a team and treating people fairly.
- The level of attendance is improving. The school has been rigorous in promoting the importance of good attendance and has several incentives to encourage pupils to come to school regularly, including the breakfast club. The contribution of the parent school advisor has also supported a reduction in the number of pupils who are often absent.

### **The leadership and management**

### **require improvement**

- Leadership and management require improvement because the good standards of teaching and achievement at the time of the previous inspection have not been maintained.
- School leaders make frequent checks on the quality of teaching but systems to set teachers targets and provide training and coaching have not resulted in teaching becoming consistently good.
- Plans for school improvement are thorough but do not identify clearly enough the specific aspects to be improved. A lack of deadlines, linked to pupils' achievement, makes it difficult for school leaders to check how well they are doing in bringing about these improvements.
- The curriculum appropriately promotes pupils' personal development. Visits to an art gallery, local parks, zoos and theatres provide good opportunities to broaden pupils' experiences. However, there are too few opportunities for pupils to develop and apply their English and mathematical skills across subjects.
- The provision for disabled pupils and those who have special educational needs is very well managed and this is contributing to their good progress.
- Much is being done to develop good links with parents. 'Coffee and chat' opportunities to meet with the headteacher, 'mince pie and read' sessions, monthly newsletters giving good information, regular invitations to see the work of the school as well as the work of the parent school advisor are just some of the ways in which parents are encouraged to support their child in and out of school.
- The school has secure systems in place to find out how well pupils are doing and this is supporting the school's ability to ensure equality of opportunity. Discrimination is not tolerated.
- School leaders, including governors, closely monitor the impact of pupil-premium funding. This funding is ensuring that eligible pupils make as much progress as their peers, although this is

not yet good progress.

- School leaders are showing that they have the capacity to make further improvements. For example, the improvement in the rate of pupils' attendance, the sustained good quality in the Early Years Foundation Stage and the upward trend in attainment at the end of Year 6.
- Although it is early to evaluate its impact, the school is making good use of the primary school sport funding by making links with local secondary schools to promote participation in sports activities, participating in the Olympic initiative, 'Be The Best You Can Be' and providing training for teachers to improve the health and fitness of pupils.
- The local authority has provided a range of helpful support at the school's request. This includes support with making sure assessments are accurate, ensuring safeguarding meets requirements and training in the teaching of phonics.
- **The governance of the school:**
  - Governors are supportive of the school. They check the performance of the headteacher and that other teachers are meeting their targets. They know that pay progression is linked to pupils' performance and what the school is doing to tackle any underperformance. Although they are provided with information by the headteacher, they are not rigorous enough in checking how well the school is doing compared to other schools nationally. Governors do not have a fully accurate view of the school and consider that pupils' achievement and the quality of teaching is better than it is. The introduction of 'link governors', working closely with staff to explore different aspects of school life, is beginning to improve their understanding about how well policies are put into practice. They know how pupil-premium funding is being spent and the impact that it is having on achievement. Governors have ensured that statutory requirements, including safeguarding, are met.

## 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

<b>Unique reference number</b>	114470
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	427303

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deryck Charnock
<b>Headteacher</b>	Tracy Curl
<b>Date of previous school inspection</b>	18–19 January 2011
<b>Telephone number</b>	0142 485 2326
<b>Fax number</b>	0142 485 2326
<b>Email address</b>	office@churchwoodcp.e-sussex.sch.uk

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