



# Cudworth Churchfield Primary School

Inspection Report

**Unique Reference Number** 106622  
**LEA** Barnsley  
**Inspection number** 277596  
**Inspection dates** 7 December 2005 to 8 December 2005  
**Reporting inspector** Mr James Kidd CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Snydale Road
<b>School category</b>	Community		Cudworth
<b>Age range of pupils</b>	5 to 11		Barnsley, South Yorkshire S72 8JR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01226 710 523
<b>Number on roll</b>	313	<b>Fax number</b>	01226 780 593
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Barry Helliwell
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Mr Malcolm Wainwright

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 7 December 2005 - 8 December 2005	<b>Inspection number</b> 277596
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Cudworth Churchfield Primary School is a village school, situated close to Barnsley in South Yorkshire and serving a varied catchment area. The percentage of pupils known to be eligible for free school meals and the proportion who have learning difficulties and/or disabilities is below average. Children's attainment on entry to the school is well below average. The majority of pupils are of white British heritage and there are few pupils from minority ethnic groups. The school holds the Fit and Active Award for its work in sport and games.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's evaluation that Cudworth Churchfield is a good school, with some outstanding features. Its mission statement, 'the journey is more important than the destination' characterises its philosophy and ensures that all pupils are valued and included in everything the school has to offer. Pupils, including those with learning difficulties and/or disabilities achieve well in all areas of school life and are very proud to take responsibility, particularly in helping and supporting younger children. Standards are rising in both key stages and the school has introduced a range of initiatives to accelerate the rate of boys' learning. Writing is correctly identified as an area for development and the school is working hard to improve pupils' skills in this important area. Provision in the Foundation Stage is good and is a strength of the school. Children make good progress because of the stimulating environment and exciting activities. Teaching and learning are good throughout the school and pupils speak highly of the outstanding support and guidance they receive when they are experiencing difficulties. The broad curriculum, the many sports, and the dance, musical and drama activities play a major role in the exceptional personal development of the pupils. Links with the community are excellent and both pupils and the surrounding neighbourhood benefit from the school's visits to community establishments.

The school is led and managed well and the monitoring and use of data to target underachievement is outstanding. For example, standards in mathematics and English across Key Stage 2 are improving as a result of the school's prompt and effective action. The school evaluates its performance in detail, although is sometimes modest about its successes, and has good capacity for further improvement. The school provides good value for money.

### What the school should do to improve further

The school has already identified that, in order to build on its strengths and improve provision it should:

- raise standards in writing in Key Stage 2 further by continuing to develop the strategies already in place
- eliminate the less effective teaching by continuing its close monitoring and support and sharing of good practice
- ensure that the quality of marking is consistently high across the school, in order that all pupils receive effective advice on how they may improve their work.

## Achievement and standards

### Grade: 2

The school's evaluation that standards are average and that achievement is good is accurate. From a starting point of standards that are well below average when they enter the school, pupils make good progress overall to reach broadly average standards in English, mathematics and science when they leave Year 6. The most rapid progress

is made in the Foundation Stage, where children achieve very well and receive a strong basis upon which to develop future learning. Pupils achieve well across key stages 1 and 2, making good progress overall, although their progress in writing is no better than satisfactory. The school has correctly identified this as an area for improvement. Pupils with learning difficulties and/or disabilities also achieve well. There is no significant underachievement by any group of pupils. In English, mathematics and science this year a larger proportion of pupils is working close to the higher National Curriculum Level 5 than in previous years. The school is mostly successful in helping its higher attaining pupils reach the levels they should and also in ensuring that Year 6 pupils meet the challenging targets set for them in English and mathematics.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding and better even than the school judges them to be. Pupils behave well and have excellent attitudes to learning. They work and play together with a faultless generosity of spirit, which characterises the whole school community. Older pupils volunteer to support younger children and they clearly understand their responsibility to be a good example to them. Those taking part in the school's Guardian Angels scheme, for example, ensure that pupils are not isolated at playtime and they encourage children to behave well in order that they can receive green praise cards. As one Year 6 pupil said, 'We help each other because we want everyone to do well.' Pupils voice their opinions through the school council and are very proud of their achievements, the provision of sunshades in the playground, for example. They enjoy keeping healthy, take full advantage of the extensive sporting activities available and make sensible eating choices in the dining hall. Pupils' spiritual, moral, social and cultural development is good and pupils have a keen awareness of other cultures and faiths. Attendance is average and because the school actively encourages parents to come into school with their children each morning, punctuality is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors agree with the school's view that teaching and learning are good, and that there are examples of outstanding practice. In the best lessons, pupils are fully engaged, thrive on high levels of challenge and are desperate to make contributions. They co-operate well with each other in groups and enjoy evaluating the work of their classmates, in Years 5 and 6 for example, when considering the quality of PowerPoint presentations on the planets. Teachers treat their pupils with the utmost dignity and respect and children who find some of the work difficult are fully included in all activities. Teaching assistants provide very effective support and pupils benefit from the targeted reading groups. The result of this good and outstanding teaching is that all groups of pupils achieve well and make good (and sometimes very good) progress.

In those lessons where teaching is satisfactory, pace sometimes slows and pupils are not always fully engaged in their learning. As a result, they do not achieve as well as they should.

Assessment is good overall but the quality of marking is not consistently high across the school. It varies from detailed and accurate remarks on how pupils can best improve their work, to irregular and cursory comment, which is not related to National Curriculum levels.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets statutory requirements. The introduction of French has added to the opportunities children have to achieve well in many areas. Provision for children's personal, social, health education and citizenship is outstanding. The physical education curriculum and excellent opportunities for sports activities emphasise the importance of maintaining a healthy lifestyle. The school has not been complacent about developing information communication technology (ICT) and the arts, and children thrive on the chances they have to test their skills and confidence in these subjects. The quality and range of children's art reflects the enthusiasm and expertise of the artist in residence who works with them and who also supports them in other lessons. The school has successfully dealt with the issue from the previous inspection relating to religious education and is now looking to provide more curriculum opportunities to improve pupils' skills in writing. Children benefit from the many opportunities planned to enrich their learning. They are enabled to foster their interests in sporting and non-sporting activities, enjoy the skills and qualities brought by visitors to the school and take part in residential visits.

The Foundation Stage curriculum is good. Well-planned activities ensure that children make an effective start to their school careers.

## **Care, guidance and support**

### **Grade: 1**

The care shown by the school to its pupils is outstanding and lies at the very heart of its ethos. Pupils feel safe. Strategies to support vulnerable children are very effective and those pupils experiencing difficulty are identified rapidly and supported with sensitivity. Child protection and health and safety arrangements are secure, are monitored regularly and applied rigorously. Pupils' views are sought through the school council and children believe that their comments are listened to and valued by their teachers. Staff have an excellent awareness of individual children and their family circumstances and pay close attention to the well-being of each pupil; the school's links with parents and other agencies are a strength and ensure that pupils achieve well in all areas of school life. For example, parents of pupils in the Foundation Stage are well informed about their children's progress and they are encouraged to read books and play games with them at home. As a result of this outstanding care and support, pupils feel safe and confident and learn well.

A major feature of the care provided by the school is the excellent support of the learning assistants. Both inside the classroom and in small timetabled groups, they give extensive and effective guidance to pupils who find some of their work difficult. This helps these pupils to make good progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good at all levels. The headteacher gives clear direction as to how the school is to develop. With effective support from the deputy headteacher and other senior managers, improvements in standards and achievement are vigorously pursued. The strong sense of purpose shared by governors, staff and children alike creates a positive ethos in which creativity and enjoyment for teaching and learning flourish. As a result, pupils largely achieve well.

The headteacher's monitoring of quality and standards, his use of information and the resulting action are outstanding. Responsive to new ideas, he encourages subject leaders to implement initiatives to drive the school forward. The stability of teaching staff and classroom assistants is a clear indication of the support they receive and of how much their contribution to the school is valued.

The school is well resourced and well maintained because of prudent financial management. Governors are highly supportive of the school, discharge their duties and responsibilities well and are an effective critical friend, prepared to challenge the senior leadership when required.

The school is central to the community it serves. It enjoys the full confidence and support of parents. Senior managers work closely with local organisations and providers to secure the quality of learning for all of its children. In the light of its recent track record of raising standards, the school has good capacity to improve and provides good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Thank you all so much for welcoming us to your school and for being so kind, polite and friendly. We enjoyed our visit very much and want to tell you what we think about your school.

What we like most

- We are pleased that you behave well, work very hard in lessons and look after each other so well. We like the wonderful way you all get on with each other and with your teachers.
- We think that your teachers and teaching assistants look after you very well and give you many useful jobs to help in running the school.
- We believe that the school council does a lot to make everyone feel happy and that the 'Guardian Angels' make sure that no-one is lonely at playtime and lunchtime.
- We are delighted that you are taught well and that you make good progress in your lessons. We know that you enjoy the many sports activities you have and that music, art and drama are very important for you.
- We know that your headteacher and all the other staff know how to make your school even better!

What we have asked your school to do now

- We would like your teachers to keep looking for more different ways of teaching to help you make even more progress in writing and in mathematics.
- We believe that you could have more advice in your exercise books on how you can improve your work.

We enjoyed talking to you and watching you learn. We wish you well for the future.