

Tribal  
1-4 Portland Square  
Bristol BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0117 3115319  
enquiries@ofsted.gov.uk **Direct F** 0117 3150430  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **Direct email:** matthew.parker@tribalgroup.com

23 June 2011

Miss J Quarrell  
Acting headteacher  
Chalgrove Community Primary School  
High Street  
Chalgrove  
Oxford  
OX44 7ST

Dear Miss Quarrell

**Special measures: monitoring inspection of Chalgrove Community Primary School**

Following my visit with Jonathan Moore, additional inspector, to your school on 21 and 22 June 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in February 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly Qualified Teachers may be appointed for Years 1 and 3.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Oxfordshire.

Yours sincerely

Peter Limm  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2011**

- Strengthen leadership and management and build the school's capacity to improve by:
  - strengthening relationships across the school so that there is a shared understanding of what needs to improve and how this is to be achieved
  - making sharper use of the monitoring of teaching by identifying key development points and clear actions for improvement
  - checking the implementation of initiatives more closely to ensure they are being sustained and having the desired effect
  - improving communication with parents and carers.
- Raise pupils' attainment and progress by:
  - improving the quality of teaching and learning
  - raising teachers' expectations of what pupils can achieve
  - ensuring assessment information is used more effectively to pitch work at the right level for all pupils.
- Improve provision for children in the Early Years Foundation Stage by:
  - ensuring planning takes account of children's different starting points and covers all the areas of learning in sufficient depth
  - making better use of the outdoor area to support learning, especially for boys
  - providing a better balance between child-initiated and teacher-led learning.
- Improve the curriculum by:
  - ensuring enough time is allowed for the teaching of subjects other than English and mathematics
  - giving pupils more opportunities to write purposefully in different subjects.

## **Special measures: monitoring of Chalgrove Community Primary School**

### **Report from the first monitoring inspection on 21 and 22 June 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents, visited nine lessons and looked at a wide range of the pupils' written work. They also met with the acting executive headteacher, other members of staff, groups of pupils, the Chair and Vice Chair of the Governing Body, and two representatives from the local authority.

#### **Context**

Following the previous inspection the headteacher resigned. Subsequently, the local authority, with the agreement of the governing body, introduced interim leadership arrangements. This involved initially the appointment of a local authority adviser as acting headteacher and then, from April 2011, the appointment of a leading practitioner headteacher as acting headteacher until a more permanent headteacher can be appointed for a start in January 2012. The leadership has been restructured. One member of staff in Year 3 has left the school and a teacher of Year 1 will leave the school at the end of July.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Pupils said that they generally enjoyed their lessons but thought some lessons were slow paced and not challenging enough. They talked knowledgeably about their targets and thought marking was usually helpful, which a scrutiny of work confirmed in most cases. Evidence gathered by the school demonstrates that, after a slow start in Reception, attainment for all groups of pupils remains broadly average, and that progress, which was inadequate at the time of the last inspection, is now improving. This is particularly the case where there has been well-targeted support across the school to improve writing and where there has been more attention paid to improving pupils' learning. The quality of boys' writing, in particular, is beginning to improve as more imaginative contexts for developing basic skills have been provided in the curriculum. Inspection of school data and observation of lessons confirmed this better progress.

Progress since the last inspection on the area for improvement:

- Raise pupils' attainment and progress – satisfactory.

#### **Other relevant pupil outcomes**

Pupils' behaviour and their attitudes to learning and school life are positive. They are good-humoured and welcoming to visitors, polite and willing to talk about their work. Most pupils try to do their best. Pupils' behaviour in lessons is extremely good. Attendance remains above average. The inspection did not focus closely on other

outcomes, but there was evidence that pupils' spiritual, moral, social and cultural development remains good. Pupils clearly adopt safe practices and healthy lifestyles.

### **The effectiveness of provision**

With good support from the local authority and the acting headteacher, the school has made satisfactory progress in addressing the three points for improvement identified by the last inspection relating to improving the quality of teaching. Satisfactory progress has been made, through specially focused training, in ensuring that teachers' expectations of what pupils can achieve are more appropriately suited to their different learning needs. Satisfactory progress has also been made by teachers in using data to inform lesson planning that embraces all groups of pupils. However, inconsistencies remain in how information on pupils' progress is used by teachers to create tasks that are appropriately challenging for all groups, so the rate of progress is still not quick enough to make a dramatic impact on raising attainment. Teachers have made good progress in involving pupils more in assessing how well they are doing.

There has been satisfactory progress in improving provision for children in the Early Years Foundation Stage. Planning is better in the Nursery class than in Reception, and partly as a consequence, the pitch and challenge of tasks in lessons is better for pupils in the Nursery. There are better activities for boys in the outdoor area, though again this is more evident for nursery age boys. The Frogmore outside area is an excellent resource and used well. There is now a better balance between child-centred and teacher-led learning but still too often child-centred activities are not demanding enough. Although there has been satisfactory progress overall, there are still inconsistencies relating to the pace of lessons and the rate of progress pupils make in the Early Years Foundation Stage.

There has been good progress in improving the curriculum. There has been a good review of the curriculum which has led to many more opportunities being provided for teaching pupils about subjects other than English and mathematics. The cross-curricular themes enable pupils to produce good work, as for instance on the theme of the Second World War. There are also more opportunities to write purposefully in different subjects. There is still more to be done to establish subject-specific skills in different subjects and to track pupils' progress in these against National Curriculum levels.

Progress since the last inspection on the areas for improvement:

- Improving the quality of teaching and learning – satisfactory.
- Improving provision for children in the Early Years Foundation Stage – satisfactory.
- Improve the curriculum – good.

### **The effectiveness of leadership and management**

The leadership and management capacity of the school has been bolstered well by the appointment of an acting headteacher and tighter more focused deployment of local authority consultants in the core subjects. Planning for raising attainment and improving achievement has been strengthened and progress is reviewed regularly by the governors and local authority. The governing body now has a much better informed picture of the strengths and weaknesses of the school and how it can be improved. As a consequence, the school has made a positive start in seeking to address the points for improvement identified by the last inspection. Relationships have been strengthened well across the school and teachers and governors have a much better understanding of what needs to improve. The understanding of how this is to be achieved is moving at a slower pace, but remains positive. Thus, there are now clearer strategies for monitoring the quality of teaching. The checking of the implementation of initiatives to ensure they are being embedded and having the desired impact is embryonic. Communication with parents and carers has been improved well. In these ways the school's capacity to improve is being strengthened and leaders and managers are more confident about their roles and what they need to do to improve. The school meets all the necessary safeguarding requirements, including those for child protection.

Progress since the last inspection on the areas for improvement:

- Strengthen leadership and management and build the school's capacity to improve – satisfactory.

### **External support**

The school is working productively with the local authority to improve outcomes and the quality of teaching and learning. Local authority consultants are helping the school to refine strategies and initiatives so that school improvement gathers pace. The local authority statement of action, which is fit for purpose, is being monitored carefully so that planned improvements are in place at the earliest opportunity, and reports from the school are interrogated robustly. The timescale set for the school no longer to require special measures is realistic, but this will only occur when the school can demonstrate robustly its own capacity to sustain better outcomes and provision.