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24 November 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 to your school with Jennie Dowling, additional inspector, on 22–23 November 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 second 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.

Progress since previous monitoring inspection – good.

Newly qualified teachers may now be appointed to all years.

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 February 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 second monitoring inspection on 22–23 November 2011

Evidence

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

Context

There is a new Chair of the Governing Body. The governing body did not appoint a new headteacher for a start in January 2012 but plan to do so early next year. The acting headteacher will remain in her current post until July 2012. A Year 1 teacher has left and has been replaced with two teachers who job share. There is a newly qualified teacher in Year 3. The Year 6 teacher will leave the school at the end of this term. The inspectors did not focus on the point for improvement relating to the curriculum on this visit.

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

Pupils' learning and progress continue to improve. Assessment results for Year 2, which have yet to be validated, demonstrate that levels of attainment, though still broadly average, are rising for all groups. Across Key Stage 1, data shows that pupils' progress similarly improves. School targets are challenging and evidence gathered by the school indicates that after Reception, pupils are learning at a rate necessary to combat the underachievement identified by the previous inspection. Early Years Foundation Stage profile results show that attainment is improving, though learning and progress remain slower through Reception. Pupils were positive about their lessons and thought they were challenged more regularly by teachers to make faster progress. Pupils knew their targets well. Results for Year 6 in 2011 show that the quality of boys' writing continues to improve, though girls do less well than boys in mathematics. Observations of lessons confirmed this better progress. The pace of learning for those pupils with special educational needs and/or disabilities is improving as a consequence of better interventions, but it remains slower than for other pupils in the school.

Progress since the last inspection on the area for improvement:

- Raise pupils' attainment and progress – good.

Other relevant pupil outcomes

Pupils' behaviour and their attitudes to learning are good. All pupils try to do their best. Pupils' behaviour in lessons is extremely good. The inspection did not focus closely on other outcomes, but there was evidence that pupils continue to adopt safe practices and healthy lifestyles.

The effectiveness of provision

With continued good support from the local authority and the acting headteacher, the school has made good progress in addressing the three points for improvement identified by the last inspection relating to improving the quality of teaching. Good progress has been made in ensuring that teachers' expectations of what pupils can achieve are more challenging and suitably matched to their different learning needs. Good progress has also been made by teachers in using data to inform lesson planning that embraces all groups of pupils. The targets for each pupil are placed on cards or laminated sheets on tables directly in front of them and are regularly referred to by teachers. These are reviewed regularly and updated as necessary. Teachers have continued to make 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 but lacks the finer detail on areas of learning to ensure pupils' progress is as good as it could be. As a consequence, the challenge of tasks in lessons is still not finely tuned enough to meet all pupils' needs. There are better activities for boys in the outdoor area. A new play area was being constructed during the visit and this will provide an excellent outside resource for all pupils. 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.

Progress since the last inspection on the areas for improvement:

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

The effectiveness of leadership and management

The leadership and management capacity of the school has been strengthened further with a new appointment to the senior leadership team. Although the governing body did not feel able to appoint a new headteacher for January 2012, it is confident that this appointment can be made early next year. The acting headteacher has agreed to remain in her current post until July and this will help the

school to embed more securely the well-planned and effective initiatives that have recently been introduced. For instance, planning for raising attainment and improving achievement has been further strengthened and progress is reviewed more regularly by the governors and local authority. The governing body has improved its grasp of the strengths and weaknesses of the school and provides a good balance of support and challenge. As a consequence, the school continues to make a robust and good attempt to address the areas for improvement identified by the previous inspection. Relationships have been strengthened extremely well across the school. There are now good 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 more secure and robust. Communication with parents and carers continues to be reviewed and developed well, and one parent said this aspect had improved dramatically. In these ways the school's capacity to improve is being strengthened effectively. The school continues to meet well 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 – good.

External support

The school continues to work well with the local authority to improve outcomes and the quality of teaching and learning. Local authority consultants provide good support to help the school further refine its strategies in English and mathematics.