

# Chippenham, Monkton Park Primary

## Inspection report

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<b>Unique Reference Number</b>	126188
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360016
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Stephen Lake

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Huw Thomas
<b>Headteacher</b>	John Barlow
<b>Date of previous school inspection</b>	13 May 2008
<b>School address</b>	Sadlers Mead Chippenham SN15 3PN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons or parts of lessons, observing eight teachers and one coaching staff teaching sports. Inspectors held meetings with members of the governing body, staff and pupils, and spoke with parents and carers. They observed the school's work and looked at the most recent school self-evaluation form, the school development plan, the governing body minutes, the school's assessments of pupils' attainment and progress, the records held on vulnerable pupils and those with special educational needs, school policies, and reports from the local authority and the School Improvement Partner. Inspectors analysed questionnaires from pupils, staff and 85 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Achievement of pupils in Key Stage 1 to determine whether teaching is sufficiently challenging.
- The provision made through the curriculum and teaching to support boys' writing.
- The effectiveness of the school's strategies to develop pupils' understanding of community cohesion at national and international levels.
- The achievement of boys in the Early Years Foundation Stage.

## Information about the school

This is a smaller than average school serving mainly the residential area around it near the centre of Chippenham. The large majority of pupils are White British with only a small number from other ethnic groups. Very few pupils are at an early stage of speaking English as an additional language. The school has a higher than average percentage of girls. Fewer pupils than average are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average but almost all of these are boys. Specific needs relate to pupils on the autistic spectrum, those with speech and language difficulties, and pupils with physical difficulties such as hearing impairment. Slightly more pupils than average enter or leave the school other than at the normal times. The school has been through a difficult period with a great deal of building work, including some emergency work that disrupted the school for some months. There have been significant changes of staff in the last year including the headteacher and deputy headteacher. A pre-school run by an independent provider is located on the school site and subject to separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Monkton Park Primary School provides good quality education for pupils. Effective strategies for school improvement are well focused and enabling improvements in the quality of learning. The good quality revised curriculum makes learning enjoyable and relevant for pupils, especially boys. Together with the good quality care, support and guidance that pupils receive, it enables pupils to make good progress in their personal development and grow into mature and confident young people. Pupils behave well and have a good understanding of how to stay safe. They make a good contribution to the school and local community, although their understanding of the diversity of cultures in Britain is less well developed. Extremely strong partnerships with external agencies provide high quality support for vulnerable pupils. Equally strong partnerships with local schools and sports clubs contribute greatly to pupils' excellent knowledge of how to keep fit and stay healthy.

Achievement is good overall and improving. The decline of the previous few years has been reversed. Nevertheless, there are some variations in the progress made. Children start in Reception with skills that are generally in line with those normally expected at this age. The good provision ensures that they start Year 1 well prepared for future learning, but some children do not have their learning needs assessed early enough in Reception, which is limiting their progress, particularly in their early writing skills. Pupils in Years 3 to 6 make good progress due to consistently good, and sometimes outstanding, teaching. Attainment is above average at the end of Year 6, especially in mathematics, but girls do slightly better than boys in English. Progress in Years 1 and 2 is satisfactory and attainment at the end of Year 2 is average because some pupils, especially those who are potentially higher-attaining, are not always challenged enough. Pupils with special educational needs, however, make good progress in Years 1 to 2 because of the good support they receive and in Years 3 to 6 make the same good progress as the other pupils.

The school has an accurate view of its strengths and weaknesses, and is effective at securing the improvements needed. The new senior team, led very well by the new headteacher, provides good leadership and management. They all share a strong sense of purpose, work together effectively and are well supported by the governing body. There is substantial evidence to show the very positive impact this is having, particularly upon the quality of teaching. Strengths of the previous inspection have been maintained and recent weaknesses addressed effectively. Attainment and progress are rising again and the imbalance between the attainment of boys and girls is decreasing. This all indicates that the school has a good capacity to improve further.

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

- Embed the improved systems for assessing pupils' progress more securely across the school so that:
  - children in the Early Years Foundation Stage have their learning needs identified as soon as possible
  - information on the progress of pupils in Years 1 and 2 is used to plan lessons that challenge more-able pupils to achieve of their best.
- Improve the progress in English of boys in Years 3 to 6 to match that of girls by
  - embedding securely the changes to the curriculum that are engaging boys more effectively.
- Evaluate the effectiveness of the strategies being developed to promote pupils' understanding of cultural diversity so that community cohesion is promoted more effectively.

## Outcomes for individuals and groups of pupils

2

Pupils' learning is improving as a result of the improved teaching and this, in turn, is enhancing their enjoyment of learning. Pupils in Year 6 are on track to reach challenging targets this year. Effective strategies are in place to improve the attainment of boys in English but it is too early to see the full impact. Nevertheless, in many lessons, especially in Year 6, boys' progress is starting to approach that of girls because lessons are made more motivating for the boys through activities that capture their imagination. Boy-friendly texts, such as 'Tom's Midnight Garden', stimulate all pupils to write more complex sentences such as this example of a boy's work: 'He ran towards the trees, the bark was as rough as grit, the grass was a shade of jade green and slightly wet from the morning dew.'

In a mathematics lesson in Year 6, all made excellent progress in problem solving because the problem was posed as a challenging game that engaged all pupils and provided an extremely high degree of challenge for the most-able. Less-able pupils were supported very well in this lesson because the game allowed them to progress through small achievable steps. In contrast, in Years 1 and 2, more-able pupils are not challenged consistently enough. Learning is limited a little because too many of the more-able pupils in the current Year 2 cohort have not developed secure independent learning skills. This means a few do not stick to their task and engage in low-level disruptive behaviour such as talking quietly with those next to them or leaving their place. This slows the learning for these pupils and restricts the tasks that they can be set. Pupils with English as an additional language make the same progress as other pupils because teaching is well matched to their needs. Similarly, pupils with special educational needs and/or disabilities make good progress due to tasks being matched closely to their needs and the effective work of the teaching assistants. Pupils' above average attainment and good information and communication technology (ICT) skills mean they are well prepared for the next stage in their education. Good quality work was also noted in art and science.

Pupils say that they feel safe in school. They say that there is no bullying in the school and they trust the adults to deal with any that might occur. Pupils demonstrate great maturity in the polite and courteous way they speak with visitors. They make a strong contribution

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to school life by taking on a wide range of responsibilities such as 'Young Sports Leaders' organising the playground games equipment. They help decide school charities and older pupils look after younger ones well. Pupils' very secure understanding of how to stay healthy and keep fit is evident in the enthusiastic way they take advantage of the many opportunities for physical activity in the school grounds and after school. Pupils make a good contribution to the local community, for example helping design the Chippenham 'Coat of Arms', or taking part in the multicultural festival at the local college. Pupils have a good understanding of right and wrong and show respect for themselves and for others. They have a good understanding of the cultures in some other countries through visitors to the school and other links. However, pupils' understanding of the rich diversity of cultures to be found in Britain is more limited.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is improving as a result of well-targeted and effective actions by the headteacher. Recent appointments have strengthened the teaching team. The achievement of boys in English, especially their writing, has risen because teachers have improved the way they teach. Pupils' writing is assessed regularly and pupils are set individual short-term targets. However, although improved, this is not yet consistent across all classes, especially in Years 1 and 2. Good quality systems for marking have been introduced across the school. In most books, marking provides clear guidance on the next

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steps in pupils' learning. Teachers make good use of a wide range of strategies to make learning interesting and stimulating for pupils. ICT is used well to support learning and stimulate boys to write. Questioning often challenges pupils well and extends their learning while assessing what they already know.

The broad and balanced curriculum makes learning enjoyable and makes a strong contribution to pupils' personal development. Pupils are very enthusiastic about the residential visits they undertake. The school is building upon the existing strengths to develop a curriculum that makes learning more relevant and accessible to all pupils, especially boys. Pupils deemed gifted and talented have access to a wide range of activities through the very strong partnerships with local schools and the local authority. The school has recognised that, although visits and visitors make a strong contribution to pupils' understanding of different cultures and understanding of community cohesion, too few opportunities exist in the curriculum to support pupils' cultural development. Different strategies to address this are being explored, including the possibility of a link with a school in Africa.

Pastoral care is strong. Good quality child protection procedures are detailed and well known to all staff, and safeguarding procedures are good. The school works very closely with parents and carers to support their children's learning through parent/ teacher consultations. Pupils are supported in assessing their own learning through effective systems that allow pupils to assess if they have attained the targets set for them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

School leaders are effective in communicating their vision for the school to all staff and the governing body. Staff work together as a cohesive team to bring about school improvement and share an ambition to improve further. Teaching and learning are monitored effectively and information gained is used well to improve classroom practice. The school is careful to tackle any incidents of discrimination and the great care taken to monitor the progress of all ensures good equality of opportunity. More sophisticated systems of analysing data are being introduced to strengthen this even more. Procedures for safeguarding, including training in child protection, are rigorous. Staff and the governing body have a very clear understanding of what is required to keep pupils safe. They understand the importance of safe recruitment, effective risk assessments are regularly completed, and the school site is secure.

Pupils have a very good understanding of how to respect and get on with other groups in the local community. Strategies to extend this beyond the local community have been

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identified but procedures for evaluating the effectiveness of these strategies are largely informal and not effective enough.

The governing body's good support of the school through the disruption of the last 12 months has ensured that all necessary building work has been completed with minimum disruption. Representatives of the governing body visit the school regularly and monitor its work. They undertake regular relevant training, such as in safeguarding and finance, and have suitable succession planning in place for chairs of committees.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Well-established routines, and strong links with parents and carers and pre-school, help children who are new to the school to feel really secure and cared for. These systems ensure they get a good start to their education, although these are a little less secure at the point when children move from part-time to full-time education.

The Early Years Foundation Stage is led and managed well. The expertise and skills of all adults, and the good systems for checking on children's progress, ensure that all individuals are gently, but effectively, challenged to achieve well. The strong teamwork between teachers and teaching assistants ensures that the needs of the children are met well. Children feel really secure and cared for, and the provision for their welfare is good. From starting points that are in line with those expected for their age, children make good progress to start Year 1 well prepared for learning and with above average standards in most areas of learning. The slight exception is children's early writing skills, especially boys', which are lower on entry and remain slightly lower because assessment does not always identify learning needs early enough. Teachers are skilled at ensuring a good balance between direct teaching and opportunities for children to learn through purposeful play. This enables all children to grow in confidence and build securely on their previous

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experience. The well-organised and attractive environment is used effectively to support a stimulating curriculum that provides a good degree of challenge to children. Whole-class activities are planned well and suitable opportunities are provided for children to choose their own activities and move freely between indoor and outdoor activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The large majority of parents and carers are very happy with the school. Some wrote comments, the vast majority of which were positive. Typical of the positive comments was: 'My children love coming to school. They are both very happy and I am always amazed about how much they learn.' A very small minority of parents and carers expressed concerns about the way behaviour is managed.

Inspectors endorse the positive comments of parents and carers and during this inspection judge that behaviour is managed well.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	68	25	29	0	0	2	2
The school keeps my child safe	62	73	19	22	2	2	2	2
My school informs me about my child's progress	45	53	35	41	3	4	2	2
My child is making enough progress at this school	45	53	36	42	2	2	2	2
The teaching is good at this school	45	53	37	44	1	1	2	2
The school helps me to support my child's learning	42	49	40	47	1	1	2	2
The school helps my child to have a healthy lifestyle	46	54	33	39	3	4	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	54	30	35	0	0	2	2
The school meets my child's particular needs	41	48	40	47	2	2	2	2
The school deals effectively with unacceptable behaviour	43	51	35	41	2	2	4	5
The school takes account of my suggestions and concerns	35	41	46	54	1	1	2	2
The school is led and managed effectively	46	54	37	44	1	1	0	0
Overall, I am happy with my child's experience at this school	49	58	32	38	1	1	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 December 2010

Dear Pupils

**Inspection of Monkton Park Primary School, Chippenham SN15 3PN**

Thank you for making us welcome when we came to visit you. I enjoyed watching your Nativity play.

Yours is a good school. Here are some of the things that we liked:

- You get off to a good start in the Reception class. This prepares you well for learning as you move through the school. By the time you get to Year 6, you achieve better standards than pupils in most schools.
- You have an excellent understanding of how to keep fit and healthy because the school gives you such good guidance and through the excellent links with other schools and sports clubs.
- The school looks after you well and helps you understand how to stay safe.
- The teaching is good and teachers make learning enjoyable and fun for you. It is becoming more enjoyable for boys.
- You make a good contribution to the life of the school and the local community.
- The school is well run by the headteacher, staff and the governing body.

To help the school get even better, we have made a few suggestions for improvements to help you learn better. We have asked the school to:

- make sure those of you in Years 1 and 2, especially those who find learning easy, are given work that really challenges you to do your best. You can help make sure your targets are right for you by saying when you find work too easy
- make sure that the changes to the curriculum that make learning more enjoyable for boys are used well so they achieve as well as girls in English
- check as early as possible which of you in Reception need help to make good progress
- check on how well you are learning about how to get on with people from other cultures and places.

Yours sincerely

Stephen Lake

Lead inspector

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