

Chalgrove Primary School

Inspection report

Unique Reference Number	123029
Local Authority	Oxfordshire
Inspection number	359348
Inspection dates	7–8 February 2011
Reporting inspector	Mike Capper

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Judith Bennett
Headteacher	Claire Hague
Date of previous school inspection	1 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons taught by eight teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 80 questionnaires from parents and carers, 21 from staff and eight from pupils in Key Stage 2.

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

- the progress of boys in the Early Years Foundation Stage and the consistency of progress across the school
- the effectiveness of teaching in providing the right level of challenge for all pupils
- the impact of the leadership team on driving improvement
- the extent to which pupils take responsibility and how well they understand how to improve their work.

Information about the school

This average-sized primary school takes most of its pupils from the local community. The proportion of pupils identified as having special educational needs and/or disabilities is slightly above average. The proportion of pupils known to be eligible for free school meals is below average. The large majority of pupils are White British. Children in the Early Years Foundation Stage are taught in a Reception class and in a Nursery which runs morning sessions. The school has numerous awards, including Healthy School accreditation and Artsmark Gold.

The Chill-Out Club is an after-school club managed by the governing body that runs from 3.15 to 6.00 each evening. The school shares a site with a recently opened Children's Centre. This was not inspected.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Leaders at all levels have not taken effective action to tackle weaknesses in teaching and learning. Relationships between leaders and staff are poor and they are not working together well enough to move the school forward. This means that the drive for improvement is not secured across the school causing a major hindrance to improvement over the last year. School self-evaluation lacks rigour and is not effective in helping the leadership team to identify and then tackle the right priorities. The school is less effective than it was at the time of the last inspection and the weaknesses in self-evaluation means that the capacity to improve is inadequate.

Pupils' achievement is inadequate. Pupils' good enjoyment of school is reflected in above-average rates of attendance but their progress is inconsistent and they do not acquire new skills quickly enough. They learn best in Year 6, where accelerated progress partially compensates for previous underachievement so that attainment reaches broadly average levels by the end of the year. However, leaders know that pupils' attainment is not high enough, especially in writing, where boys' progress is too slow. The curriculum lacks breadth and balance and there are insufficient opportunities for pupils to practise and improve their writing skills by using them in subjects such as history and geography.

While there are pockets of good teaching across the school, too much is inadequate. In the Early Years Foundation Stage, where provision is inadequate, there is too little direct teaching and children make unsatisfactory progress. The curriculum in the Nursery and in the Reception class takes too little account of how boys learn, and this means that they do not do well enough. In Key Stages 1 and 2, teachers are hard-working but expectations of what pupils can achieve are often too low. Teachers do not always use assessment information effectively to ensure that work is pitched at the right level for all. This means that in too many lessons progress is slow for significant groups of pupils, including those with special educational needs and/or disabilities.

Pupils are good ambassadors for the school. They behave well and develop good levels of confidence and self-esteem. They are polite and courteous and work hard in most lessons. Pupils take responsibility with enthusiasm and make a good contribution to the community by taking part in village events such as the May Fair. The school has good safeguarding procedures and pupils say that they feel very safe at school. They are confident that problems will be dealt with quickly by adults. However, pupils are not well prepared for

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the next stage of their education because their application of basic skills across the curriculum is weak.

The school does not engage well with parents and carers. The school does not have robust systems for gathering their views and then taking account of their suggestions and concerns.

What does the school need to do to improve further?

- 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.

Outcomes for individuals and groups of pupils

4

Although most pupils say they enjoy school, slow rates of progress mean their achievement is inadequate. When children start school in the Nursery or Reception class, the majority are working at the levels expected for their age. Throughout the school, pupils are keen and enthusiastic but their progress in lessons is rarely better than satisfactory and sometimes inadequate. There is good learning in some lessons. For example, in a numeracy lesson pupils learnt well because the work on interpreting graphs encouraged them to think like mathematicians. There was a good pace to learning because work was interesting and provided good challenge for all. However, too often

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progress in lessons is slow. In a literacy lesson where pupils were writing about 'The Iron Man', some pupils made little progress because the work was not suitable for them. In a numeracy lesson, where pupils were using a number line to count forward, progress was inadequate because the purpose of the work was not fully understood. Consequently, pupils lost interest in what they were doing and behaviour deteriorated.

Pupils who have special educational needs and/or disabilities make the same inconsistent progress as others in lessons because their needs are not always met well enough. They do slightly better in sessions outside lessons, where there is a stronger focus on providing individually tailored support.

Pupils are proud of their school and keen to learn. They are sociable and friendly and their social and moral development is good. They know clearly the difference between right and wrong. They show good concern for the needs of others by taking part in charitable fundraising. Pupils feel very safe and they adopt healthy lifestyles by eating sensibly most of the time. However, although the school has Healthy School accreditation, physical education lessons are not spread evenly across the week for some classes, limiting opportunities for regular physical activity.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

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How effective is the provision?

Adults are kind and caring and help to make school a safe place to be. This has a positive effect on school life and contributes well to pupils' enjoyment of it. The school gives suitable support to pupils who are finding home or school life difficult and helpfully employs additional staff such as play therapists and counsellors for this purpose. There are good transition arrangements for pupils when they start school and move on to their next school. Pupils who attend 'The Chill-Out Club' are able to take part in a range of enjoyable activities that ensure the end of the day is happy. The club takes place in the new Children's Centre and this is a good example of increasingly strong links between the school and centre.

Teaching does not meet the differing needs of pupils well enough and teachers' expectations are too low. Some teachers assess learning carefully and use this information well to plan the next stages in learning. When this happens, the pace of learning is brisk and work is well understood by pupils. However, this good practice is not consistent across the school. There has been some good recent work on improving target setting and marking, and pupils are developing a clearer understanding of how to improve their work.

The school allocates a great deal of curriculum time to the teaching of English and mathematics. This means that subjects such as history and geography have become marginalised. Some links are made between different subjects, but pupils do not get opportunities to write purposefully across the curriculum. This limits the speed at which their writing skills develop.

Partnerships with other schools and agencies support learning and help to enrich the curriculum. For example, more-able mathematicians are able to work with others at a local secondary school. The school's Artsmark Gold award is reflected in high quality art work that is displayed in classrooms.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders have not taken effective steps to remedy weaknesses identified at the last inspection and confirmed by local authority reviews over the last year. Although there have been some potentially helpful initiatives, including a focus on marking and target setting as well as guidance to teachers about how they can improve, initiatives are not followed up with sufficient rigour to ensure they are being applied properly and are having the desired effect. Despite recent extensive local authority support, there has been some

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resistance to change amongst staff and this means that senior leaders have not been able to secure the required improvement.

Governance is inadequate because efforts to bring about significant improvement have not been effective. Nevertheless, the governing body is beginning to play an active part in driving the school forward and, over the last year, has considerably strengthened the way it works. Governors are beginning to provide a good level of challenge to the school, asking questions such as 'is teaching good enough?' and are doing much more to find out things for themselves.

Although there is no discrimination, the school does not promote equality of opportunity effectively. Leaders are beginning to make sharper use of a wide range of data to check the progress of different groups more closely, but this is still being developed. The process is hampered because, until recently, assessment data for some year groups have, as the school acknowledges, been inaccurate. The school promotes community cohesion satisfactorily. Pupils respect the beliefs of others. The school works closely with the local community and in partnership with other local schools and groups to help pupils develop a secure understanding of their place in the wider world. The school is now developing global links to strengthen further this aspect of its work.

The school has good safeguarding procedures and does the right things to ensure that pupils are kept safe. Vetting procedures and checks on staff are very thorough and the school ensures that the site is kept safe and secure.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	4
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make inadequate progress in the Early Years Foundation Stage because teaching does not take sufficient account of their different starting points. This results in below

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average attainment by the end of the Reception Year, especially for boys in writing. Children are happy in both the Nursery and Reception classes, but they spend too much time on unstructured play and too little time being taught directly by teachers. This weakness has already been identified by the school but has not been tackled with sufficient vigour.

Both the Nursery and Reception classes have access to large outdoor areas but teachers do not always use these well to support learning. Too little account is taken of how boys learn and, when they are able to play outside, activities are sometimes uninspiring. Consequently, when they go outside, boys resort to inventing their own, often unsuitable, games rather than working on the activities that have been set up.

Leaders have recently been focusing on improving provision within the Early Years Foundation Stage but this has proved ineffective. Although, assessments are now becoming more accurate, the use of data to check whether children are doing well enough is inadequate. Teachers' planning does not take enough account of the need to provide for different areas of learning and this means that the curriculum lacks balance.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

There was a relatively high return rate of questionnaires from parents and carers. While most are happy with the school, a minority have concerns about how effectively it is led and managed. Typical comments include 'my child has flourished at school' and 'my child is happy and settled' but also 'I feel that the children could be pushed more' and 'the staff seem to have low morale which is not good for the children.' A common concern was the quality of communication between home and school. Inspectors found that current arrangements are not working well enough, and the governing body has already identified the need to review the way that information is shared with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chalgrove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	48	35	44	4	5	0	0
The school keeps my child safe	40	50	36	45	3	4	0	0
My school informs me about my child's progress	26	33	39	49	13	16	0	0
My child is making enough progress at this school	21	26	43	54	12	15	2	3
The teaching is good at this school	31	39	35	44	7	9	0	0
The school helps me to support my child's learning	24	30	40	50	13	16	0	0
The school helps my child to have a healthy lifestyle	23	29	46	58	7	9	2	3
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)	22	28	35	44	7	9	3	4
The school meets my child's particular needs	24	30	37	46	11	14	2	3
The school deals effectively with unacceptable behaviour	23	29	40	50	8	10	4	5
The school takes account of my suggestions and concerns	17	21	39	49	13	16	6	8
The school is led and managed effectively	21	26	31	39	12	15	7	9
Overall, I am happy with my child's experience at this school	30	38	37	46	9	11	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Dear Pupils

Inspection of Chalgrove Primary School, Chalgrove OX44 7ST

Thank you being so welcoming and talking to us. We found some good things about your school but there are also some important areas that need to improve. We have decided that the school needs 'special measures' so it can receive extra help to improve quickly.

Here are some of the things we found out about your school.

- Those of you in the Nursery and Reception classes are happy and enjoy playing but spend too little time working with a teacher.
- Throughout the school, lessons are not always taught as well as they could be. This means that you are not learning quickly enough in some classes, although you do make good progress in Year 6.
- You like taking responsibility and we can see that you play a good part in village events.
- Members of staff help you to keep safe and they support you suitably if you have a worry.
- Your behaviour is good and you all get on well together.
- Senior leaders and governors have not done enough to improve things.
- Most of your parents and carers are pleased that you come to this school, but there are some who think it could be doing better and inspectors agree.

This is what we have asked your school to do now.

- Increase the pace at which things improve by making sure that everyone is working together and checking what they are doing more carefully.
- Make sure that teachers plan work that is not too hard or too easy and always expect enough of you.
- Help children in the Nursery and Reception class to do better by making more use of the outdoor area and ensuring that children get enough opportunities to work with a teacher.
- Improve the curriculum so that you are taught more subjects and have opportunities to use your writing skills throughout the day.

You can all play your part in helping the school to improve by continuing to work hard in lessons.

Yours sincerely

Mike Capper 

Lead inspector

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