

# Chickerell Primary School

## Inspection report

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<b>Unique Reference Number</b>	113708
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	357400
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	Michael Barron

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>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Dibben
<b>Headteacher</b>	Jody Harris
<b>Date of previous school inspection</b>	15 April 2008
<b>School address</b>	Rashley Road Chickerell Weymouth DT3 4AT
<b>Telephone number</b>	01305 783876
<b>Fax number</b>	01305 789330
<b>Email address</b>	office@chickerell.dorset.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 14 teachers. They also held meetings with the headteacher, senior leadership team, members of the governing body, parents and carers, teaching staff and groups of pupils. They observed the school's work and looked at school development planning, minutes of governing body meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 147 Ofsted questionnaires returned.

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

- The attainment and achievement of pupils, especially in Year 6, and what this signifies in terms of the quality of teaching and the progress of different groups of pupils throughout the school, including those with special educational needs and/or disabilities and the more-able pupils.
- The quality of provision in the Early Years Foundation Stage and the possible effects of changes to the teaching staff on children's progress and achievement.
- Provision for cultural education and its effect on building up pupils' knowledge and understanding of cultures and communities other than their own.

## Information about the school

This is larger than the average sized primary school. Nearly all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities is below the national average. These needs include moderate learning difficulties and social and communication problems. The proportion of pupils known to be eligible for free school meals is below the national average. There is Early Years Foundation Stage provision in the school's two Reception Year classes. The school has gained several awards including Healthy School status and the Rights Respecting School award. The school did not take part in the national tests for pupils in Year 6 during the summer of 2010. The present headteacher took up her position in September 2010.

**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

Chickerell Primary is a good and improving school where pupils make good progress. A key factor in this improvement is the inspirational leadership of the headteacher. Working well with staff and governors she has ensured that the school has evaluated its performance effectively and implemented strategies aimed at improving its practice. As a result, the quality of education has risen since the school was last inspected and this is reflected in the improvements in pupils' attainment and progress. It is also an indication of the school's good capacity for future improvement. Parents and carers believe that the school has improved since the arrival of the present headteacher and are happy with the education their children receive. 'Very impressed with the many changes the new headteacher has made', is typical of the many positive comments in the parents' and carers' questionnaires.

All pupils, including those with special educational needs and/or disabilities and the more-able pupils, achieve well in nearly all year groups because of good teaching which gives effective attention to their individual needs. As a result, pupils' attitudes to learning are excellent. By Year 6, attainment is above average and pupils are prepared well for the next stage of their education. However, pupils' progress is not consistently good throughout the school. Children in the Early Years Foundation Stage make average progress as a result of satisfactory teaching and learning.

Pupils make good progress in their personal development and pupils of all ages get on very well together. They feel valued as individuals and are proud of the school's achievement in becoming a Rights Respecting School. Even younger pupils understand the importance of this award. Pupils have an excellent understanding of the importance of leading a healthy lifestyle. Effective attention is given to pupils' safety and well-being to ensure they are safe and well looked after at all times.

Pupils enjoy talking about what they like the most about school, especially their favourite subjects and also the good range of extra-curricular activities the school provides for them. However, even the oldest have little idea or understanding of the multicultural nature of modern society in the United Kingdom and they find joining in conversations about this difficult through lack of experience.

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

- By the end of the spring term 2012, raise the level of progress children make in the Early Years Foundation Stage by improving the quality of teaching and learning in the Reception Year.

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- Increase pupils' awareness of the multicultural nature of modern society in the United Kingdom by improving opportunities for them to develop their knowledge and understanding of the country's ethnic and cultural diversity.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy school and many of the older pupils comment that they are not looking forward to leaving in the summer. They are keen to learn and this is evident in their above-average rates of attendance. The quality of their spiritual, moral, social and cultural development is good. While one aspect of pupils' cultural development is in need of improvement, their spiritual, moral and social development is strong and this is reflected in pupils' good behaviour and in their respect for others. They are confident that any rare instances of antisocial behaviour by pupils will be dealt with quickly by adults.

Relationships throughout the school are good and older pupils willingly take on responsibilities as school councillors, pupil representatives on the governing body and buddies to younger pupils. They have developed an excellent understanding of the importance of staying safe and are confident that if they have any concerns about their safety then these will be dealt with quickly and effectively by the school. Pupils also have an excellent understanding of the importance of leading a healthy lifestyle. They are keen to point out the benefit of regular exercise and a healthy diet and understand the significance of the school gaining the Healthy School status. During a Year 5 mathematics lesson, pupils used information about calorific, fat and fibre content to work on a simple algebraic equation in order to find out which foods were good and bad to eat. They had smiles on their faces as they correctly predicted that white chocolate was extremely bad for you whereas baked beans were relatively good.

Children enter their Reception Year with the skill levels expected for their age. They make satisfactory progress in the Early Years Foundation stage and all groups of pupils make consistently good progress throughout the rest of the school. By Year 2, attainment is above average in English and mathematics. Pupils are able to use their developing writing skills effectively when, for example, researching facts about the lifestyles of blue whales. Year 4 pupils are able to successfully carry out scientific investigations into different types of rocks and have an excellent grasp of technical terms such as igneous, sedimentary and metamorphic rocks. Although attainment in Year 6 is above average in both mathematics and English, the school is working hard to ensure that pupils attain as well in writing as they do in reading.

Pupils like their teachers because 'they are fun and nice to us' and say that teachers mix subjects together well in order to 'make learning interesting'. They are proud of the role the school council plays in ensuring the school listens to and acts on their views. They believe they make a good contribution to the wider community and talk enthusiastically about their good links with the local church and their involvement in village life. Pupils' developing skills in literacy, numeracy and information and communication technology coupled with their excellent attitudes to learning, and their good collaborative and independent skills, are preparing them well for their future economic well-being.

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*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>1</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 headteacher, staff and governors share a commitment to ensure pupils gain the greatest benefit from their time in the school. This has led to the development of a curriculum designed to make learning more meaningful for pupils while focusing on promoting the effective development of skills in numeracy, literacy and information and communication technology. The curriculum is enhanced by a good range of visitors to the school and through visits to interesting places such as local museums. Theme weeks, for example the annual arts week, are especially popular with pupils and are used effectively to develop their interest in learning.

Lessons in Year 1 to Year 6 are planned well and nearly always feature activities which are well matched to the stage at which different pupils are working. Teachers and teaching assistants work effectively together in order to ensure that pupils requiring extra help with learning receive the support they need to make similar progress to all other pupils. Teachers make good use of interactive whiteboards and other resources to make lessons interesting for pupils, who say that teachers make sure they know what they have to do to improve their work. The quality of most teaching observed during the inspection was good and some was outstanding. However, the quality of teaching in the Early Years Foundation Stage is not as well developed as in other year groups and this has a negative effect on children's progress.

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The school provides a good level of care, guidance and support for pupils and this is the basis for their good personal development. Parents and carers value the effective way in which the school ensures children are safe at all times and pupils are confident they will always be well looked after. Effective induction and transfer arrangements help pupils settle quickly into new routines and potentially vulnerable pupils receive good levels of well-targeted care and support and this enables them to play a full part in school life.

Pupils have a good understanding of different cultures and religions in other countries through their links with schools in France, Italy and India. However, pupils' awareness of cultural diversity in this country is not as well developed.

*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?

The good quality of leadership and management can be seen in the thoroughness of the school's self-evaluation and in the good quality of its development planning. Parents and carers appreciate that the headteacher has worked hard to improve the effectiveness of the school since her appointment. She has been very well supported by the staff and by the governing body, which fulfils its statutory duties effectively and offers the school a good level of challenge and support. Governors have a realistic understanding of the school's strengths and areas needing improvement and are influential in determining the strategic direction of the school.

Expectations of what pupils can achieve are high, although this is not yet fully reflected in the Early Years Foundation Stage. Discrimination is not tolerated in a school which has earned the Rights Respecting School award and fully appreciates that all children have the equal right to be educated and treated fairly.

The school has worked hard to build good links with parents and carers and also with several outside agencies, which it uses effectively to support pupils' academic and personal development, especially when supporting pupils who may be experiencing emotional, social or learning difficulties. Safeguarding procedures are good and meet all requirements. This is reflected in the precision of the staff recruitment and vetting checks and the way in which the school regularly monitors and evaluates its policies and practices. Staff and governors receive frequent training about safeguarding issues and are fully aware of the importance of their role in protecting pupils. Resources are good and used effectively to enhance learning.

The school's work in promoting community cohesion is satisfactory. It has built up effective links with the local community, which it uses well to develop pupils'

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understanding of the immediate world around them. However, even the oldest pupils have very little appreciation or understanding of the diversity of cultures and beliefs in the wider national community.

*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>2</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

Parents and carers comment positively about the friendliness of the Early Years Foundation Stage staff and how there is a strong emphasis on promoting children's safety and welfare at all times. They know that their children enjoy school and are confident that they are well cared for. However, there were indications in the returned parents' and carers' questionnaires that a small minority feel their children are not presently making the progress of which they are capable.

The Reception Year classrooms are large, colourful and well equipped. They provide stimulating and safe learning environments for children, who clearly enjoy their first experiences of school and join in lesson activities with enthusiasm. Children soon develop positive attitudes to school and settle happily into new routines. They are happy to share and take turns and work well together. The secure outdoor area is used well to help children build up the skills associated with outdoor learning and play. However, in many lessons there is an over-dependency on adult-directed activities and children have few opportunities to work independently or at child-initiated tasks. As a result, the range of activities is at times too narrow to ensure that children make good progress in all areas of learning.

The quality of leadership and management is satisfactory and this is reflected in the quality of provision. Teachers and teaching assistants work well together to ensure that there is ongoing monitoring of the progress of individual children. However, this information is not always used to best effect to identify the next steps in learning when

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teachers plan further work for children. As a result, lessons do not always cater effectively for children's individual needs and this can have a negative effect on their progress.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Around 44% of parents' and carers' returned the inspection questionnaire. An overwhelming majority of those who returned the questionnaires or who were spoken to by inspectors held positive views about the school. Few parents and carers expressed any concerns although a very small minority felt the school did not deal effectively with unacceptable behaviour. A very small minority felt their children were not making enough progress and that the school did not keep them informed about how much progress their children were making. Inspectors considered these comments and judged that pupils are making good progress in nearly all year groups, with the exception of the Early Years Foundation Stage, and that the school keeps parents and carers well informed about their children's progress. Inspectors also judged that the school deals with unacceptable behaviour effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Chickerell 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 147 completed questionnaires by the end of the on-site inspection. In total, there are pupils 332 registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	66	50	34	0	0	0	0
The school keeps my child safe	113	77	34	23	0	0	0	0
My school informs me about my child's progress	64	43	71	48	10	7	2	1
My child is making enough progress at this school	68	46	66	45	9	6	0	0
The teaching is good at this school	82	56	60	40	2	1	0	0
The school helps me to support my child's learning	73	50	68	46	5	3	1	1
The school helps my child to have a healthy lifestyle	100	68	47	32	0	0	0	0
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)	77	52	62	42	3	2	1	1
The school meets my child's particular needs	79	54	58	39	8	5	0	0
The school deals effectively with unacceptable behaviour	60	40	70	48	11	7	1	1
The school takes account of my suggestions and concerns	58	39	78	53	5	3	1	1
The school is led and managed effectively	86	59	55	37	3	2	1	1
Overall, I am happy with my child's experience at this school	89	61	55	37	2	1	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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.**



25 June 2011

Dear Pupils

**Inspection of Chickerell Primary School, Weymouth DT3 4AT**

Thank you for welcoming the two other inspectors and me to your school. You were all really friendly and we soon realised why you enjoy coming to school so much. We found it very interesting reading your questionnaire replies and talking to you about what you like the most about your school. We also enjoyed watching you take part in the Bikeathon and the Ready Steady Cook competition. We agree with you when you say that you attend a good school.

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

- Children get off to a satisfactory start in the Reception class.
- Pupils then achieve well throughout the rest of the school.
- Teachers try to make lessons interesting.
- The adults who work in the school make sure you are always safe and well looked after.
- You have an excellent understanding of the importance of making sure you have a healthy lifestyle.
- You are all well behaved, caring and polite.
- Your headteacher, teachers and governors lead and manage the school well.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- improve the progress that children make in the Reception Year from satisfactory to good
- help all of you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds to yours.

Once again, thank you for making us feel so welcome and remember you can all help your school to improve by attending as often as you can and continuing to work hard.

Yours sincerely

Michael Barron

Lead inspector

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