

Chadlington Church of England Primary School

Inspection report

Unique reference number	123096
Local authority	Oxfordshire
Inspection number	395728
Inspection dates	29–30 May 2012
Lead inspector	Jane Chesterfield

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Helen Warren
Headteacher	Roberta Hornibrook
Date of previous school inspection	14–15 May 2009
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Age group	4–11
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Introduction

Inspection team

Jane Chesterfield

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 10 lessons taught by five teachers and spent five hours in class. Meetings were held with groups of pupils, members of the governing body and staff. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at documentation including data on attainment, tracking and monitoring records, school self-evaluation and development planning, headteacher's reports to the governing body, pupils' books and documentation related to safeguarding. She analysed questionnaires returned by 34 parents and carers, 33 pupils and 12 members of staff.

Information about the school

Chadlington Church of England Primary is much smaller than the average school. It is situated in a small village just outside Chipping Norton. The majority of pupils come from White British backgrounds and very few pupils are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs fluctuates considerably year on year because of the small size of the cohorts. It is currently in line with the national picture. These needs relate mainly to physical disabilities or behavioural difficulties. The school is on track to meet the current floor standards, which are the minimum standards expected by the government. Early Years Foundation Stage children are taught in the Reception/Year 1 class. There is privately run childcare on site, which is subject to a 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Chadlington Church of England Primary is a good school. The areas for improvement from the previous inspection have been tackled well, and achievement has been maintained. The school is not outstanding because attainment in mathematics and writing is not as high as that in reading.
- The achievement of pupils is good. They move from generally below-average starting points to reach average standards in mathematics and writing, and above average standards in reading by the time they leave the school, making good progress along the way. Children in the Reception year make rapid progress thanks to the outstanding outdoor provision. This was an area for improvement in the previous inspection.
- The quality of teaching is good. The key strengths are that teachers know their pupils very well, because of the quality of their assessment and the small size of the cohorts, and so meet their different needs effectively in class.
- Pupils' behaviour and safety are outstanding. This is because of the family atmosphere of this small school, and the high expectations which all staff have for behaviour. Pupils have extremely well-focused work habits in class and are exceptionally supportive of one another in the playground.
- Leadership and management are good. The headteacher has enabled the rest of the teaching staff to develop their subject leadership roles well since the previous inspection, so that all are now involved in the monitoring and evaluation of teaching and learning. Staffing has stabilised over the last two years, and performance has been managed effectively, so that there is now a consistency of approach in all classes.

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

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What does the school need to do to improve further?

In order to become outstanding, the school should take the following action.

- Improve achievement in mathematics by:
 - ensuring that pupils apply their calculation skills in problem solving
 - developing lower-attaining pupils' confidence and skills in investigation.

- Improve achievement in writing by:
 - ensuring that pupils use their knowledge of grammar and punctuation when they write at length
 - helping lower-attaining pupils to increase their vocabulary and express their ideas coherently.

Main report

Achievement of pupils

The very small size of the cohorts, usually between six and 12 children, makes it hard to distinguish trends in children's skills on entry. Generally, they are below average with a wide-ranging spread of abilities in the children joining Reception, but with a higher proportion at the lower end of the scale than the top. The Reception children learn very eagerly, particularly in the excellent outdoor area where they become thoroughly engrossed in their tasks. During the inspection, boys and girls worked together to prepare 'cakes' for a cake stall and café as part of their Jubilee celebrations. They developed their literacy skills very effectively as they sequenced cake recipes and wrote down rotas for the stall, and used their numeracy skills well as they worked out change for their customers.

Attainment overall is broadly average by the end of Year 6. Boys' and girls' attainment in reading, however, is above expectations throughout the school. This is because of the strong focus on learning letters and sounds, and the love of reading and opportunities for reading for a wide range of purposes fostered by adults. Year 1 pupils of all abilities who were heard reading, for example, had the strategies to tackle unfamiliar words without pausing or asking for help.

Writing is broadly average for both genders, and there are two main reasons why it is not as good as reading. First, pupils of all abilities do not always apply their knowledge of grammar and punctuation when they write at length, so that their work, although often creative and imaginative, is not underpinned by secure sentence structure. Second, some lower-attaining pupils lack confidence in themselves as writers, and do not have the vocabulary to express their ideas. There is a similar picture in mathematics, where attainment is broadly average. Pupils do not always use the knowledge they have to solve problems, and some lower-attainers lack the confidence to do independent investigative work.

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

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Disabled pupils and those with special educational needs learn equally as well as their classmates because of the well-targeted support they receive to help them overcome their physical or behavioural difficulties. Parents and carers are rightly pleased with the progress that their children make, and pupils themselves feel that they learn a lot in lessons.

Quality of teaching

Increased stability in staffing has meant that the school has been able to improve consistency in teaching and overcome previous gaps in pupils' learning in mathematics and writing. Teachers make good use of assessment to plan pupils' learning. They ask deliberately targeted questions to check pupils' understanding, and draw pupils together at different points in the lesson to judge what progress they are making. In a Year 6 science lesson, for example, the teacher held a brief discussion after pupils had done practical work on pulse rates, in order to assess what they had found out before they set about recording their work, and so made sure that all knew which factors had affected their fair tests. As a result of careful assessment, teachers plan tasks which meet the needs of all abilities well. Disabled pupils and those with special educational needs are well provided for. In the Early Years Foundation Stage, adults develop children's learning well with careful questioning and reinforcement of vocabulary and ideas.

The small size of the school and the supportive relationships in class mean that pupils move to different classes to do work at a level which is right for them. During the inspection, for example, gifted and talented Year 3 and Year 4 pupils worked productively alongside Year 6 pupils solving problems in mathematics, while Year 3 pupils with special educational needs benefited from a Year 2 mathematics lesson reinforcing simple graphs. Pupils feel comfortable about this and have no difficulties working with older or younger children.

The quality of marking of books and feedback to pupils is still inconsistent across the school. There are some good examples of evaluative comments which point out to pupils the next steps in their learning, but they are not apparent in all classes or all subjects. Some pupils responding to their questionnaire felt that they did not know how well they are doing at school. Pupils' self-assessment of their work is developing well in all classes.

The school's cross-curricular approach to learning inspires and motivates pupils. In a Year 6 lesson on developing mood and character in writing playscripts, for example, pupils drew on their topic work about Ancient Greece, and put great energy into writing and performing the story of 'The Labours of Herakles'. Boys as well as girls found this challenging and engaging. The development of reading, speaking and listening skills has a strong focus across the curriculum. Pupils feel that the school helps them to do well, and parents and carers rightly believe that their children are well taught.

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Behaviour and safety of pupils

The school's records, along with inspection observations, indicate that behaviour over time is outstanding. Adults have high expectations of pupils' behaviour at all times and, as a result, pupils have developed excellent work habits in class. Pupils of all abilities have developed the capacity to apply themselves thoroughly to their work without direct supervision and persevere until it is complete. Their conversation at their tables revolves around their tasks and the best way to approach them. As a result of their self-discipline, pupils achieve a great deal in lessons, and increase their rate of progress.

The 'family' atmosphere of the school, often mentioned by parents and carers and by pupils, is very much evident in the dining hall and in the playground. Pupils eat all together and go out to play together. Older boys and girls organise games for younger pupils, and help them develop their skills, for example in football or with stilts. Younger pupils, including the children in Reception, are confident in the playground and mix easily with older ones. Pupils are very accepting of one another's differences, and make every effort to include disabled pupils and those with special educational needs in their games.

Pupils feel safe in school and have a good understanding of what constitutes bullying, and the difference between bullying and friends falling out. They feel that no one deliberately behaves badly in class or in the playground. They say that they understand about cyberbullying, thanks to a talk given by the police, and know what to do if anyone upsets them via texts or social networking sites. They feel protected on the internet at school because websites are monitored and unsuitable ones blocked. All parents and carers who responded to the inspection questionnaire felt that their child is safe and well looked after at school. Pupils' enjoyment of school is attested by their attendance, which is consistently above average, and their punctuality, which is good.

Leadership and management

Since the previous inspection, the headteacher has managed performance effectively to build a staff team with common goals and a shared vision for improvement. Good achievement has been maintained, despite changes in staffing, and all areas for improvement from the previous inspection have been thoroughly addressed. The Early Years Foundation Stage outdoor area, previously a weakness, is now a strength. Subject leaders now play a full part in monitoring the school's performance, and influence development in their areas. This is leading to improvement in teaching and learning as consistent practice is spread throughout the school. The governing body is fully involved in evaluating the school's performance and meets its obligations well. Arrangements for safeguarding are rigorous, equality is well promoted and discrimination tackled robustly. The school consequently has the capacity for further continuous improvement. A few parents and carers would like more information from the school. The website is currently undergoing renovation.

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The school's curriculum is good. It is creative and imaginative, and promotes pupils' spiritual, moral, social and cultural development well. All year groups study the same topic each half-term, with appropriate coverage for their age, and this contributes to the pupils' feeling of whole-school unity and shared learning across the school. Pupils of all ages talk about Hinduism, for example, and Ancient Greece, which are the current topics. Art is a particular strength, and the range of enrichment adds to pupils' cultural experiences. Recent trips to the Roman Baths at Bath and the ballet at the Coliseum in London have left a lasting impression on pupils.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



1 June 2012

Dear Pupils

Inspection of Chadlington Church of England Primary School, Chadlington OX7 3LY

Thank you for making me so welcome when I visited your school recently, and for helping me with the inspection. I very much enjoyed talking to you, looking at your work and being involved in your lessons. Thank you too if you completed a questionnaire for me.

I found that Chadlington is a good school which is giving you a good start to your education. These are some of the things I found.

- I agree with you that you learn a lot in lessons and that the school helps you to do well, particularly in reading.
- I also agree with you and your parents and carers that you are well taught. Your teachers know you very well and give you the work that you need to help you make good progress.
- Your parents and carers told us that you feel safe at school, and I was able to confirm that you are well cared for and that any rare instances of bullying are handled well by staff. I was very pleased to see that your behaviour in class and in the playground and your relationships with one another and with adults are outstanding.
- Your school is well led, and you are given good opportunities to learn new things in all subjects of the curriculum, and to develop other skills and interests, particularly through your trips to interesting places.

To enable the school to improve further, this is what we have asked the staff to do.

- Help you all to do as well as you can in mathematics and in writing.

You can play your part by making sure that you think carefully about how to solve problems in mathematics, and by remembering to use the rules you know about sentence structure and punctuation in your writing.

Yours sincerely

Jane Chesterfield
Lead inspector

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