

# Chalgrove Community Primary School

Inspection report

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<b>Unique Reference Number</b>	123029
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314460
<b>Inspection dates</b>	1–2 October 2007
<b>Reporting inspector</b>	Judith Dawson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	188
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Strange
<b>Headteacher</b>	Mrs Claire Hague
<b>Date of previous school inspection</b>	2 June 2003
<b>School address</b>	High Street Chalgrove Oxford OX44 7ST
<b>Telephone number</b>	01865 890385
<b>Fax number</b>	01865 890749

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Chalgrove primary school is smaller than average. Relatively few pupils are entitled to free school meals and their economic backgrounds are more favourable than most. A smaller than average proportion of pupils have learning difficulties or disabilities. The school has just been put on the national database as delivering full Extended Services provision. It holds the Activemark and Gold Artsmark awards and an international award from the British Council. The headteacher was appointed eighteen months ago and was without a senior management team for about a year because of staff absence.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Chalgrove Primary school provides a satisfactory education for its pupils. Since the last inspection pupils' standards by Year 6 and pupils' achievements through the school had been slipping. However, the new headteacher swiftly began to establish systems for tracking pupils' progress in English and mathematics based on an astute understanding of the school's needs. The absence of the deputy headteacher and Key Stage 2 leader prevented the changes from having an immediate impact on teaching and learning. Lessons have been observed, mainly by the headteacher, but the monitoring is not sufficiently focussed on the impact of the teaching on pupils' learning. However, as systems are becoming more refined and the effective senior management team is now active, the school has a sound basis for future improvement. As one parent said, 'There have been many positive changes in the last year'.

Although in the recent past standards have not been as high as they should have been, there are indications that pupils are beginning to make better progress. Pupils' achievement in mathematics improved in the 2007 national tests, despite a significant proportion of pupils with learning difficulties or disabilities. Pupils currently in Year 6 are making good progress and standards are now above average.

Almost all pupils behave well, working and playing together amicably. They relish responsibility and the school council is having a real impact on school improvement. The 'Rainbow Bench' for example, provides a haven for pupils in need of a friend. Pupils thoroughly enjoy the wide range of activities on offer. Their fundraising for local and national charities demonstrates good levels of social awareness and care. Teachers have good relationships with their pupils and most pupils generally make good progress in lessons, achieving what the teachers expect of them. They work hard and take a pride in their work. Some are beginning to understand what they need to do to improve their work but the quality of teachers' marking is inconsistent throughout the school. Pupils' know their targets but these seldom reflect pupils' individual learning needs. The school tracks pupils' progress but these assessments are not used to set challenging targets for individual pupils. While some teachers provide plenty of challenge, others do not expect enough of their pupils, especially in mathematics and for those who are more able. There is an interesting and varied curriculum, which is evolving to provide more links between subjects.

The school's good pastoral care and guidance for pupils, recognised by the parents, enable them to feel safe and secure in school. There are rigorous systems for ensuring pupils' welfare and safety and they are encouraged to express their feelings, discuss issues and empathise with others. Some teachers' marking does not give pupils enough information about how to improve their work. This means school does not yet make the best use of pupils' responsible attitudes to enable the majority to take responsibility for improving their own learning.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the school with average levels of attainment. Staff establish good routines which ensure that children feel safe and secure. The attractive and spacious environment, with plenty of access to outdoor activities, contributes to children's enjoyment of learning. In spite of mixed aged classes, all the children have good access to the full Foundation Stage provision. Personal and social development and language skills are particularly well catered for, as staff are aware that these are the basis of successful learning across all areas. This was not so at the time of

the last inspection. Teaching is good. Adults encourage the children to develop independence, while skilfully intervening at appropriate times to extend learning. Children's progress is recorded systematically and records used to plan for, and support, individual needs. This enables all children, including those with learning difficulties or disabilities, to make good progress, and many leave the Foundation Stage with above average knowledge and skills.

### **What the school should do to improve further**

- Establish rigorous systems for monitoring teaching and learning with a clear focus on raising teachers' expectations of pupils in Years 1 to 6, to enable them to make consistently good progress.
- Ensure teachers consistently make good use of assessment data to plan work and set challenging targets for pupils of all abilities particularly in mathematics.
- Make sure all teachers' marking helps pupils to know how to improve their work.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Attainment on entry to Year 1 varies but is often above average because of the good progress made in the Foundation Stage. However, a significant number of pupils now in Year 3 have learning difficulties and standards were below average when they left the Foundation Stage. This resulted in standards in reading and mathematics by the end of Year 2 being lower than in the previous year and lower than last year's national average. Pupils' achievements are satisfactory throughout the school. Standards in the national tests at the end of Year 6 were above average in English and science in 2006 but in mathematics were below average, with fewer pupils than average attaining the higher levels. Good support for pupils with learning difficulties or disabilities enables them to achieve as well as their peers.

There were only twelve Year 6 pupils in the summer term of 2007 and over a third of them had learning difficulties or disabilities. Although they made satisfactory progress, standards were not as high as those of the previous cohort. Pupils made better progress in mathematics but fewer than average attained the higher levels. The school has set appropriately challenging targets for pupils in the current Year 6. These pupils are making good progress towards them because their teacher has a good understanding of each individual's learning and high expectations of what each pupil can achieve. As a result, current standards are now above average in English and mathematics.

## **Personal development and well-being**

### **Grade: 2**

Pupils have positive attitudes to their learning and enjoy their lessons. They behave well and feel safe and secure in school. Pupils say there is little bullying and any problems are dealt with promptly and fairly. Pupils' spiritual, moral, social and cultural development is good and they feel confident to discuss their feelings and concerns with their friends and adults. This has improved since the last inspection. Although there is little cultural diversity amongst pupils, the school's international award is a testament to the good relationships with other schools around the world. Pupils have provided bricks to build a permanent school in Burundi. Pupils

are well aware of how to keep healthy and safe, many participating in the sporting activities. Some are active school councillors and all take a pride in their involvement in local community events such as the horticultural show. Older pupils are good 'buddies', caring for and supporting younger ones.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils enjoy learning because of the mutual respect between teachers and pupils. Teachers strive to make learning interesting and make good use of resources. Teaching assistants provide valuable support and, with the teachers, question pupils effectively to extend understanding. The very few incidences of inappropriate behaviour are managed effectively. Teachers encourage pupils to work cooperatively and some expect pupils to evaluate how well they or their peers have learnt. Although pupils generally achieve what is expected of them in lessons, some teachers do not set their sights high enough to motivate and challenge pupils. This results in no more than satisfactory progress over time. Regular assessments of pupils' progress are being used to predict pupils' levels by the time they leave school. Teachers now know how much improvement 'average' pupils should make over a year. However, this knowledge is not yet sufficiently geared to providing pupils of all abilities with the tools they need for them to excel.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall with good provision for activities outside lessons. The school is further enhancing its breadth and balance by starting to link learning across the subjects. For example, computers and interactive whiteboards are used effectively across the curriculum. There is a good personal, social and health education curriculum and issues relating to drug, sex and relationships are promoted well. Visitors to school extend pupils' learning. High quality artwork is the outcome of the support received from a visiting artist. Pupils enjoy their French lessons. Visits to, for example, the Oxford museum, are well matched to pupils' learning in the classroom. Residential visits for Years 4, 5 and 6 deepen pupils' confidence and independence. The wide range of clubs is much appreciated and makes a good contribution to pupils' enjoyment of learning.

### **Care, guidance and support**

#### **Grade: 3**

The school has good systems for ensuring pupils are safe and well cared for in school and child protection and health and safety checks are implemented rigorously. Teachers support pupils who have difficulties at home sensitively and make good use of outside agencies to provide for individual needs. Well-trained teaching assistants give good quality support and guidance for pupils with learning difficulties or disabilities. Although academic guidance is satisfactory, enabling pupils to know how well they have done, the school does not yet make good enough use of assessment data to ensure pupils know what they need to learn next or provide individual targets for improvement. Marking is not always helpful enough to make sure that pupils know how to improve their work.

## Leadership and management

### Grade: 3

The headteacher has a good understanding of the school's strengths and swiftly identified that there were weaknesses in pupils' achievement. Assessment procedures have been introduced to give staff an understanding of how much progress pupils should be making from year to year. Teaching and learning have been monitored and strengths and weaknesses identified. The results of this monitoring is beginning to be used to set targets for teachers' professional development. However, these evaluations are very general and lack a clear focus on improving pupils' learning. The school has identified the need to raise teachers' expectations, particularly for the more able pupils, and plans for development clearly reflect the need to raise standards and achievement. Governors have a very clear understanding of where the school needs to improve. They ask challenging questions to help leaders and managers focus on the major issues and support the headteacher very well. The new leadership team shares the headteacher's vision and their input into school improvement is beginning to show impact. They are, for example, tracking pupils' progress and starting to identify where there are weaknesses in pupils' learning, especially in mathematics. This is beginning to raise standards. This democratic school regularly seeks and acts upon the views of parents and pupils.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

15 October 2007

Dear Pupils

Inspection of Chalgrove Community Primary School, Oxford, OX44 7ST

Thank you all very much for your friendliness and help when we visited your school. We were very impressed with your smiling faces, good behaviour and the way you worked so hard in your lessons. Well done. A special thanks to the school council who talked to Mr Warner.

You told us that you enjoy school, people are friendly, your teachers are kind and that you feel safe. We all felt that your school is a friendly and happy place to be and we know that your teachers take good care of you. The youngest children amongst you are given a good start to your time in school so you have plenty of fun while you learn lots of new things.

We know how much you appreciate all your teachers do for you. When your headteacher and other leaders watch your lessons or look at your work, we would like them to make sure that all teachers teach you in ways that help you achieve as well as possible. We know you are making satisfactory progress. We have asked your teachers to make sure that they make good use of their records of your progress to set you work that matches your needs and challenges each one of you. This will help you learn even faster. Some teachers give you very helpful advice when they mark your work. We want all teachers to do this. This will help you take responsibility for improving your work. Don't forget to take their advice, will you? I am sure you will relish the challenge of work at just the level you need to enable you to make really good progress.

You have plenty of interesting things to learn about in school and lots of clubs and activities to keep you active and enable you to pursue your interests. Your school council must be proud of the changes you have made in school. We know how well you older pupils look after the younger ones. You must all be proud of how you helped to build the school in Burundi by buying bricks. The way you care for others will, I am sure, continue through your lives.

Best wishes

Mrs J Dawson (Lead inspector)