

Chadlington Church of England Primary School

Inspection report

Unique Reference Number	123096
Local Authority	Oxfordshire
Inspection number	327846
Inspection dates	14–15 May 2009
Reporting inspector	Clive Lewis

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	90
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Alison Bennett
Headteacher	Ms Roberta Hornibrook
Date of previous school inspection	27 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Road Chadlington Chipping Norton OX7 3LY
Telephone number	01608 676366

Age group	4–11
Inspection dates	14–15 May 2009
Inspection number	327846

Fax number

01608 676868

Age group 4-11

Inspection dates 14-15 May 2009

Inspection number 327846

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This school is smaller than average. It serves children from Chadlington village and the surrounding area. The great majority of its pupils are from White British backgrounds and all speak English at home. Because of the small cohorts, children's attainment on entry varies from year to year but is generally average. The proportion of pupils entitled to free school meals is very low compared to most schools. The proportion of pupils who have special educational needs is broadly average overall although it is very high in some years. Most of these pupils have moderate learning difficulties. There is an after-school club onsite. The school has achieved the Investors in People Award and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It provides a well-balanced education for its pupils that has a positive impact on all aspects of their development. Pupils make good progress because of good leadership and management, good teaching and the positive working environment. Improvements made under the leadership of the headteacher to the quality of teaching, planning and assessment systems have largely addressed past fluctuations in pupils' rates of progress and have led to year-on-year improvements. The development of distributed leadership throughout the school has led to improved teamwork and a better understanding of roles and responsibilities. Nevertheless, subject leaders are still at an early stage of developing an overview of the quality of teaching and the standards in their subjects across the school. Although there remain some inconsistencies in classroom practice, teaching is good overall and, as a result, pupils make good progress from the Early Years Foundation Stage through to Year 6. The recent focus on improving pupils' writing skills has been particularly successful in raising standards. Standards are above average in English, mathematics and science at the end of Year 6. Although children in the Reception class make good progress overall, provision for independent outdoor activities is limited.

Pupils' personal development and well-being are good. Pupils learn how to be safe and healthy and to take responsibility for themselves and others. They enjoy coming to school, as evidenced by the good levels of attendance of the great majority of pupils and their good behaviour. Pupils contribute well to the local community. Relationships are harmonious and play a key role in the good progress pupils make in their personal development. They benefit from a well-planned curriculum that includes a wide range of extra-curricular activities and places a strong emphasis on physical activities and the encouragement of a healthy lifestyle. The curriculum for the Early Years Foundation Stage meets the needs of children well although the school is aware of the need to further improve outdoor provision. Provision for the care, guidance and support of pupils is good. The school has effective and rigorous systems for the collection and analysis of data to monitor the progress of individuals.

Most parents are very positive about the school as is evident in comments such as, 'I feel my children are getting a very good standard of education coupled with a strong community ethos at Chadlington'. The school has worked hard and successfully to overcome the difficulties caused by recent challenging staff absences and turnover although it realises it has not been totally successful in explaining the situation to anxious parents. It has responded well to the issues for improvement mentioned in the previous inspection. It has clearly demonstrated a good capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress towards the early learning goals in relation to their starting points. They have strong relationships with adults and other children and the happy and caring relationships contribute much to children settling in quickly and developing the confidence needed to make good progress in all areas of learning. Children behave well and are enthusiastic about their learning. They clearly enjoy their time in school and approach activities enthusiastically. Children play well on their own and with others and learn to share and take turns. They take responsibility for choosing activities, justifying their choices and explaining what they are doing.

Detailed and thorough planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well matched to the full range of children's needs, based on thorough and accurate observations. There is a high level of commitment to implementing effective strategies to promote children's social, physical and economic well-being. There are secure procedures for safeguarding children and arrangements are regularly reviewed. Those in charge are justifiably proud of the way they have improved provision so that children are provided with a range of activities that are carefully organised allowing them to work on things that they choose themselves as well as taking part in more formal group work activities with adults. However, the school is aware of the need to further develop planning and resources for the outdoor curriculum, including the development of a covered area which would allow outdoor activities during inclement weather.

What the school should do to improve further

- Strengthen the role of subject coordinators in monitoring the quality of teaching and evaluating standards in their subjects across the school.
- Further develop the youngest children's independent learning skills by improving planning and provision for the outdoor curriculum in the Early Years Foundation Stage.

Achievement and standards

Grade: 2

Pupils' achievement is good. Throughout the school, pupils of all abilities achieve well. Skills on entry to the Reception class are in line with those usually found and pupils consistently make good progress as they move through the school. As a result, by the end of Year 6, standards are above the national average in English, mathematics and science. This progress reflects teachers' high expectations and the good use of systems to track pupils' progress. There is no difference in the progress and standards between different groups of pupils within the school and those pupils who have moderate learning difficulties or physical disabilities make good progress because of the individual attention they receive. While understandably pleased with these results, the school is not complacent. It recognised that standards in writing could be improved even further and has successfully put in place strategies and initiatives to remedy the situation.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Relationships between adults and pupils are good in every part of the school. Although levels of attendance overall are broadly in line with national averages, the great majority of pupils attend school regularly and punctually. The school is working hard to improve the attendance of a small but persistent minority of pupils. Pupils are happy at school; they clearly like working and playing together and get on very well. Pupils behave well and they willingly take on responsibilities. Pupils engage in a wide range of physical activities which help them develop an understanding of the importance of a healthy lifestyle. They know how to keep safe and what to do to make sensible decisions about their actions. The school council is proud of the way in which it works to improve things in the school. Pupils decide which charities to support and are involved in a number of community events including, recently, a project to support the local post office which was threatened with closure. They develop good skills to contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Classroom routines are made clear and regularly reinforced and this ensures learning takes place in a well-structured environment and that all pupils can contribute to lessons. Teachers and teaching assistants work well together to ensure that pupils receive extra help as they need it. Teachers plan well, they make intended lesson outcomes clear and provide work appropriate to the different ability and age groups within each class. In the best lessons, skilled teaching successfully extends pupils' language and thinking skills. Pupils respond really well to the high level of challenge and make good progress as a result. However, unavoidable long-term absences during the current school year have resulted in some inconsistency in the quality of teaching.

Curriculum and other activities

Grade: 2

The curriculum meets all statutory requirements and is effective in enabling pupils to make good progress in all of their skills and develop a positive attitude to learning. National initiatives and guidelines are used well to ensure that learning is built upon year by year. Amendments and enrichments to the curriculum have improved standards of writing across the school. The curriculum effectively promotes healthy lifestyles, keeping safe and being considerate to others. There is a wide range of interesting visits and visitors. During the inspection, for example, Year 1 and 2 pupils were away on their first residential visit to an activity centre and Reception children spent a day away visiting them. These activities make a positive contribution to pupils' personal and academic development. The school is aware, however, of the need to develop further multicultural links in order to provide pupils with greater experience of life in a multicultural society.

Care, guidance and support

Grade: 2

The safe and attractive environment and the warm relationships throughout the school reflect the strong pastoral support given to the pupils and contribute significantly to their enjoyment of school and their eagerness to learn. Throughout the school pupils are well looked after. Parents are confident that their children are safe and well cared for. Skilled support is provided for pupils who have learning difficulties and/or disabilities and, as a result, they make good progress. The importance of maintaining a healthy lifestyle is promoted well. The needs of pupils who have learning difficulties and/or disabilities are carefully identified at an early age. Liaison with external agencies is used efficiently to secure children's welfare and ensure they achieve as well as they can. Recently revised and considerably improved whole-school assessment and tracking systems are effective in allowing the school to monitor closely the progress pupils are making towards their targets. Pupils are aware of their targets and know what to do to improve their work.

Leadership and management

Grade: 2

Leadership and management are good, with a clear focus on raising standards. Methods for evaluating the school's work, the effectiveness of decisions and the areas to be improved are rigorous. Consequently, the school knows itself well and accurately prioritises the important areas for development. The headteacher has initiated a number of noticeable improvements including the recent whole-school drive to raise standards in writing. There are clear signs of success. The regular evaluation of lessons provides senior management with a clear view of the quality of teaching. Subject leaders are beginning to develop a whole-school view of their areas of responsibility and to understand how to use the assessment data to check on the school's performance but there is still too much reliance on the headteacher to provide this analysis. The governors are hard-working and use their good understanding of the school effectively to hold it to account.

The school makes a good contribution to community cohesion. Pupils have regular opportunities to participate in the local community and actively support a school in South Africa. The headteacher is aware, however, of the need to provide further opportunities for pupils to learn about life in a multicultural society. The great majority of parents have very positive views of the school. One wrote, 'Chadlington has a wonderful family atmosphere and the way children look after each other makes it even more special'. However, a minority of parents voiced concerns about the lack of information provided by the school and the school is aware of the need to focus on improving its communications with parents.

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.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

28 May 2009

Dear Pupils

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

I would like to thank you for your help during the recent inspection of your school. I very much enjoyed my visit.

Chadlington is a good school. Your headteacher and staff are leading the school well. They care for you sensitively and give you good support to enable you to learn and enjoy your lessons. They make sure that you know how to look after yourselves and keep safe, and you do this well. You told me that you really like your school and there are lots of things to do and enjoy. I agree with you. Your behaviour is good. You try hard and succeed in all that you do.

I have asked the school to do a few things that will make it even better.

- Improve the range of outdoor activities for the youngest children to help them become more independent.
- Help teachers with a responsibility for a particular subject or area to develop a better understanding of how well you are all doing across the school.

You can also help to improve the school by ensuring all of you attend regularly and arrive at school on time every day.

Yours faithfully

Clive Lewis

Lead Inspector