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9 February 2012

Miss J Quarrell
The Acting Headteacher
Chalgrove Community Primary School
High Street
Chalgrove
Oxford
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Dear Miss Quarrell

Special measures: monitoring inspection of Chalgrove Community Primary School

Following my visit to your school on 7 and 8 February 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in February 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may be appointed to all years.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Oxfordshire.

Yours sincerely

Peter Limm
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2011.

- 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.

Special measures: monitoring of Chalgrove Community Primary School

Report from the third monitoring inspection on 7 and 8 February 2012

Evidence

The inspector observed the school's work, scrutinised documents, visited ten lessons and looked at a range of pupils' written work. He also met with the acting headteacher, other members of staff, a group of pupils, and the Chair of the Governing Body.

Context

A Year 6 teacher left the school at the end of the autumn term and has been replaced, temporarily, with an Advanced Skills Teacher. There have been no other key changes.

Achievement of pupils at the school

Pupils' learning and progress continue to improve. Assessment results for Year 2 in 2011, supplemented by accurate school and local authority evaluation of pupils' attainment since then, demonstrate that levels of attainment, although still broadly average, are rising for all groups. Not all pupils who may be disabled or who may have special educational needs (SEND) and a minority of pupils who are eligible for school meals, attain as well as their peers, especially in mathematics. But the gap is closing with good intervention and support on a one-to-one basis. Throughout the school, and particularly in the Early Years Foundation Stage, most pupils are making better progress since the previous visit. Pupils were positive about their lessons and thought they were challenged more regularly by teachers to make faster progress. Pupils knew their targets well. Observations of lessons confirmed this better progress. For instance, in a Year 1 lesson, when the teacher checked how well pupils were undertaking the task, she asked two boys whether they had remembered their targets for literacy and they responded accurately and demonstrated that they were grasping well the skills required.

Progress since the last inspection on the area for improvement:

- raise pupils' attainment and progress – good.

The quality of teaching

The school has made further good progress in addressing the points for improvement identified by the last inspection relating to improving the quality of teaching. Good progress has been made in ensuring that teachers' expectations of what pupils can achieve are more challenging and better suited to their different learning needs. Good progress has also been made by teachers in using formal assessment information to sharpen lesson planning that embraces all groups of pupils. However, although the monitoring of pupils' progress within lessons is now

better in Reception and good across the Early Years Foundation Stage, it is less developed in other key stages. Teachers have made good progress in involving pupils more in assessing how well they are doing. The quality of marking in books and folders is much better. Pupils say that they enjoy their lessons and demonstrate much enthusiasm in talking about their favourite topics. In all lessons observed, pupils responded well to questions that allowed them time to think and to explain their answers fully. There is a better balance of independent learning and close guided support. As a consequence, most pupils who may be disabled or who may have special educational needs make better progress, and those that continue to make slower progress are benefiting from closer and better structured support.

Progress since the last monitoring visit on the areas for improvement:

- improving the quality of teaching and learning – good.

Behaviour and safety of pupils

Pupils are emphatic that they feel safe. They have a good understanding of what they should do if problems arise and who they can talk to to sort difficulties out. In lessons, such as child-directed tasks in the Early Years Foundation Stage, they show that they are aware of potential risks and they behave responsibly. In this caring community, pupils and staff treat each other with respect. Pupils are good humoured, polite and willing to talk enthusiastically about their work. Pupils' behaviour in lessons is extremely good. Attendance remains above average.

The quality of leadership in and management of the school

Leaders and managers have worked well to embed initiatives introduced since the previous inspection, such as better monitoring of the quality of teaching and learning, new curriculum topics, and better procedures for evaluating the achievement of different groups of pupils. There has been good progress in improving provision for children in the Early Years Foundation Stage. Planning is better and includes the finer detail on areas of learning which were not fully in place for the previous visit. As a consequence, the challenge of tasks in lessons meets the needs of children better. The new play area is being used very well by both boys and girls. There has been further good progress in improving the curriculum. Pupils and parents said that they valued being involved in identifying topics for study. As a consequence, more opportunities have been provided for teaching pupils about subjects other than English and mathematics. The cross-curricular themes have been well planned, but further thought is required to establish how best the school can track development in pupils' skills and understanding both across and within topics. There are also further opportunities to write purposefully in different subjects.

The governing body has yet to appoint a substantive headteacher, but hopes to rectify this shortly. It has balanced its critical and supportive roles well and has a better strategic vision for the future of the school. Relationships have been strengthened extremely well across the school and all staff work in unison to help drive improvements in achievement, teaching and learning. Communication with

parents and carers has been further augmented by informative newsletters, one of which is compiled by pupils in Year 6. In these ways the school's capacity to improve is being strengthened effectively. The school continues to meet well all the necessary safeguarding requirements, including those for child protection.

Progress since the last monitoring inspection on the areas for improvement:

- strengthen leadership and management and build the school's capacity to improve – good
- improve provision for children in the Early Years Foundation Stage – good.

External support

The school continues to work well with the local authority to improve achievement and the quality of teaching and learning, particularly in mathematics. The raising achievement plan has been reviewed well and the school benefits from regular meetings with local authority managers.