

# Chambersbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	117214
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	358108
<b>Inspection dates</b>	7–8 February 2011
<b>Reporting inspector</b>	David Shepherd

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>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Helfgott
<b>Headteacher</b>	Desmond Taylor
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Hill Common Bennetts End, Hemel Hempstead HP3 8JH
<b>Telephone number</b>	01442 256435
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons led by eight different teachers. Meetings were held with senior staff, all staff in the Early Years Foundation Stage, two groups of pupils and the Chair of the Governing Body. Inspectors observed the school's work, looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 73 parents and carers, 17 staff and 70 pupils were received and analysed.

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

- Why are results in Key Stages 1 and 2 better in mathematics than in reading and writing?
- Why do boys not attain similar levels to girls and their peers in other schools in reading, writing and mathematics?
- How consistent is the good teaching throughout the school?
- To what extent is the monitoring carried out by subject coordinators contributing to rising attainment?

## Information about the school

The school is smaller than average. Seventy per cent of pupils are from a White British background. Seven per cent are from a Pakistani background, 4 per cent from a Caribbean background and 3 per cent from an African background. The proportion of pupils joining the school during the year is above average. The proportion of pupils who come from minority ethnic groups and/or speak English as an additional language is average. An average proportion of pupils have special educational needs and/or disabilities. Their main needs are specific learning difficulties, moderate learning difficulties and speech, language and communication difficulties. A lower than average proportion of pupils have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is average. The Early Years Foundation Stage is made up of a Nursery class and a Reception class. The governing body runs a daily breakfast club.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Chambersbury Primary School provides a satisfactory education. Pupils make satisfactory progress because the teaching is satisfactory overall. There are some good features of the school's work. In particular, good care, guidance and support mean that pupils enjoy school, feel safe, behave well, get on well together, lead healthy lifestyles and play a significant part in enabling the school to run smoothly. Pupils' knowledge and understanding of a wide variety of cultures are good.

Children start in the Nursery and Reception classes with skills and abilities that are below the levels typical for their ages. They make good progress and join Year 1 at the levels expected for their age, except in writing. In 2010, pupils in Year 2 made satisfactory progress and reached higher levels of attainment in all subjects than in the previous year. However, boys in Year 2 performed less well than girls or their peers in other schools in reading, writing and mathematics. This, though, is not typical throughout the school where, in some year groups, boys outperform girls and their peers in other schools in these subjects. At the end of Year 6, attainment is at expected levels in English and mathematics. This represents an improvement from the previous year. In 2010, attainment in Years 2 and 6 was higher in mathematics than in reading and writing. This is not the case this year. The school's focus on improving reading is having a positive impact, causing attainment in this subject to be higher than in other subjects. Although attainment in writing has improved, more-able pupils do not always reach the levels of which they are capable because they do not have enough opportunities to write at length. Pupils with special educational needs and/or disabilities make satisfactory progress overall.

A notable feature of lessons is the consistently good relationships between pupils and adults. As a result, pupils try hard to please the staff. Teachers and teaching assistants provide good guidance and support for pupils during lessons. Lessons generally meet pupils' needs but, on occasions, activities are not matched appropriately to different levels of ability. Marking is satisfactory but does not always provide enough guidance for pupils, and where next steps are indicated, pupils are not always given enough time to respond to the suggestions made. Introductions to lessons are often imaginative and interesting but in some classes they are not challenging enough for some pupils and so they do not make the progress of which they are capable. Overall, teaching is satisfactory in all classes and some is good. The curriculum is enriched by a wide variety of visitors to the school and visits to places of interest.

The headteacher has a clear vision for the school, which is shared by the deputy headteacher and senior staff. Subject coordinators are gaining the skills necessary to carry out their roles, but have not yet had a full impact on learning. The governing body is supportive and makes a satisfactory contribution to the school. Self-evaluation is accurate, and this underpins the school's satisfactory capacity to sustain further improvement.

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Please turn to the glossary for a description of the grades and inspection terms

However, planning does not focus enough on outcomes for pupils. The school has been successful in developing outstanding links with parents and carers. As one parent wrote, 'The overall management is excellent, very approachable and total commitment is always shown to staff, children and parents.'

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By July 2011, raise attainment in writing, especially of more-able pupils, to ensure they make the progress of which they are capable by providing more opportunities for writing at length in literacy and other subjects.
- By July 2011, raise the quality of teaching so that lessons are consistently good, by:
  - setting activities that are matched closely to pupils' different abilities
  - showing pupils clearly how to improve their work, and giving them time to implement such guidance
  - improving the pace and challenge of introductions to lessons.
- By December 2011, ensure that monitoring and evaluation by senior leaders and subject co-ordinators leads to accelerating progress and improved attainment by training these staff in the monitoring and evaluation of lessons, pupils' work and planning.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils settle down quickly to their work, and make satisfactory progress in lessons to reach broadly average standards. For example, pupils in Year 6 worked industriously when making comparisons between different versions of the same legend. Pupils in Year 4 enjoyed role play activities that expressed emotions such as happiness, sadness, calmness and anger. In Year 1, pupils talked about the features of the local area, such as the doctor's and dentist's surgeries that they were painting, and explained clearly why they were important for the community. Overall, there are no significant differences between the attainment of boys and girls.

Pupils know about healthy foods and the importance of exercise. They enjoy physical activities in lessons as well as at playtimes and lunchtimes. Pupils behaved well in the lessons seen, and sometimes their behaviour was exemplary. However, a few pupils mentioned in their questionnaires and to inspectors that on occasions behaviour is not always good. Pupils make a good contribution to the school community. For example, all pupils have regular opportunities to put their ideas forward to house captains. In this way, pupils have selected some themes for topics and chosen colours for the toilets and outdoor play equipment. They have raised money for a range of charities at home and abroad. They learn about aspects of other cultures and different religious beliefs and this gives them a good understanding of the world around them. Above average attendance confirms pupils' enjoyment of learning and school.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</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?

Teachers plan and organise lessons well so that equipment and materials are to hand. This helps the lessons to flow smoothly. Introductions to lessons are linked to the main teaching points and this helps pupils understand more easily what they are being taught. Teachers' high expectations of handwriting and neatness encourage pupils to respond by presenting their work neatly. Teachers and teaching assistants support pupils with special educational needs and/or disabilities on an individual basis in their understanding of particular aspects of their work. This additional teaching helps them to make satisfactory progress. Teachers show pupils what is expected from them but, on occasions, they are confused because they are unsure how to tackle the tasks they have been set. Pupils are regularly set learning targets in writing and mathematics and these help them improve. At times the pace of teaching and learning is too slow because some pupils carry out activities at the same level of difficulty for too long.

Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and include a wide variety of visits, visitors to the school and extra-curricular clubs. In some classes, pupils' writing skills are not developed regularly enough in literacy lessons and in other subjects and they do not make the progress of which they are capable. Art and design and design and technology are not taught regularly enough. The breakfast club makes a satisfactory contribution to the well-being of those who attend, ensuring that they start their lessons ready to learn.

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Good arrangements for pupils joining the school ensure that they settle quickly. As one parent wrote, 'I know my child is happy to attend school each day and therefore I too am happy.' Procedures for promoting good attendance are effective. Transition arrangements are good from Reception to Year 1, and satisfactory from Year 6 to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has been extremely successful in developing outstanding relationships with parents and carers. Initiatives such as annual questionnaires, termly open forums called 'Just Chillin' for parents and carers in each year group, curriculum days on different topics, for example 'Maths Puzzle Days', homework that includes information about what is being taught that week and annual transition meetings, are all extremely successful in engaging the majority of parents and carers in school life. As one parent said, 'The school staff have positive attitudes to parents and children and always make sure they are free to talk to children and their parents'.

Senior leaders have made a good start in identifying the strengths and weaknesses of teaching and learning in their areas of responsibility. They are training subject coordinators in curriculum teams to carry out their monitoring and evaluation roles effectively. Data are analysed satisfactorily and lessons learned from the analysis are included in school planning. Currently the plans do not include the impact of the actions on outcomes for pupils nor is staff time fully costed, and this limits their effectiveness. Morale is very high, as indicated by the very positive responses to their questionnaire from staff.

The school has good links with the local authority, medical services and the sports partnership. These help to promote effectively the personal development and well-being of pupils. The school has satisfactory links with local schools. Governance is satisfactory. The governing body is very supportive and shows high levels of commitment to the school. However, it does not provide enough challenge to enable it to make significant contributions to improvements. Safeguarding procedures are good. The site is safe and secure, and all staff are rigorously vetted and trained regularly in child protection procedures.

The school tackles any racist behaviour and discrimination well. The school provides good support for pupils with special educational needs and/or disabilities but the needs of more-able pupils are not always met. Community cohesion is satisfactory. Pupils have a good knowledge and understanding of their local and national communities but wider international links are less well developed.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children receive a good start to their schooling and make good progress in the Early Years Foundation Stage. In 2010, they left Reception with broadly average attainment in most areas of learning, except in writing.

Children are looked after well and enjoy the activities provided for them. They are given good opportunities to chat to adults about what they are doing, practise the sounds letters make, read, write, count and play with toys and other equipment. They develop their keyboard skills well on computers. Behaviour is good and children get on well with each other and adults. The learning environment is well organised indoors and outdoors. It provides children with an enjoyable range of activities that includes all areas of provision. The Early Years Foundation Stage coordinator is working well with her team and ensuring that all staff are developing their skills. Links with parents and carers are outstanding. Induction procedures are good and children quickly settle into school routines.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

The proportion of parents and carers that responded to the questionnaire was above average. Nearly all of these were very positive about all aspects of the school. Seventeen questionnaires included written comments, all of which were positive and one said, 'Interaction at the school is very good between the headteacher and the children of different ages. The children genuinely seem very happy there. A great school.' Only two questionnaires raised critical points amongst other positive comments. One parent expected more physical education lessons. Inspectors found that all pupils are scheduled to receive the nationally recommended two hours per week of physical education lessons. Extra-curricular clubs in sport are in addition to this. Another parent pointed out that teaching across the school is not consistently good. Inspectors have included this point as one of the key issues for improvement.

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

Ofsted invited all the registered parents and carers of pupils registered at Chambersbury 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	71	21	29	0	0	0	0
The school keeps my child safe	55	75	18	25	0	0	0	0
My school informs me about my child's progress	42	58	31	42	0	0	0	0
My child is making enough progress at this school	40	55	29	40	3	4	0	0
The teaching is good at this school	44	60	27	37	1	1	0	0
The school helps me to support my child's learning	47	64	24	33	1	1	1	1
The school helps my child to have a healthy lifestyle	39	53	33	45	1	1	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)	34	47	30	41	2	3	0	0
The school meets my child's particular needs	45	62	24	33	0	0	1	1
The school deals effectively with unacceptable behaviour	41	56	31	42	0	0	1	1
The school takes account of my suggestions and concerns	45	62	27	37	1	1	0	0
The school is led and managed effectively	56	77	15	21	1	1	0	0
Overall, I am happy with my child's experience at this school	56	77	16	22	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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.**



9 February 2011

Dear Pupils

**Inspection of Chambersbury Primary School, Hemel Hempstead, HP3 8JH**

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you about how you feel the school is preparing you for the future. Thank you to those of you who completed the questionnaire for inspectors. Your responses were very helpful. You will be pleased to hear that the school has had a satisfactory outcome from its recent inspection. Here are some of the good things we found.

You enjoy school, are well behaved and get on well with each other.

You work hard and write neatly in your books.

You like your teachers and teaching assistants and try your best to please them.

You know what foods to eat and to take exercise to keep healthy.

Your teachers and teaching assistants look after you well.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

Help all of you, especially those who find their work easy, do even better in writing by setting you more writing activities.

Make more lessons good, by setting you activities that you find challenging, and letting you know what you need to do next to improve.

Help all the leaders in the school check on the progress you are making in all lessons.

All of you can help by continuing to work hard.

Yours sincerely

David Shepherd

Lead inspector

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