

# Chiseldon Primary School

## Inspection report

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<b>Unique Reference Number</b>	126183
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	360014
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Anthony Byrne

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>	154
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Stewart
<b>Headteacher</b>	John Dickens
<b>Date of previous school inspection</b>	8 July 2008
<b>School address</b>	Castle View Road Swindon SN4 0NS
<b>Telephone number</b>	01793740349
<b>Fax number</b>	01793740349
<b>Email address</b>	head@chiseldon.swindon.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were seen, taught by eight teachers. Meetings were held with governors, groups of staff and pupils. They observed the school's work, and looked at data tracking pupils' progress and other records, curriculum planning, lesson monitoring files and school plans and policies. Eighty-six questionnaires returned by parents and carers, some including written comments, were considered, alongside other questionnaires completed by pupils and staff.

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

- Whether pupils of average and lower abilities make the progress that should be expected of them.
- Whether assessment is used throughout the school to plan lessons and direct support so that the needs of all learners are met.
- Whether pupils' views of other places and cultures are well developed so that they are prepared for life in the wider world.

## Information about the school

Chiseldon Primary School is smaller than average. Most pupils are from White British backgrounds and the few who are from other backgrounds are not at an early stage of learning English. Fewer pupils than average are known to be entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is below average; their identified needs relate mainly to difficulties with literacy. The school holds Healthy School status and the International School Silver Award. The site is shared with a privately managed pre-school. ♦ Breakfast and after school clubs and a holiday club are also offered by a private provider on site.

**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

Chiseldon Primary School is providing a satisfactory quality of education. Almost all pupils, including those who have special educational needs and/or disabilities are making at least satisfactory progress. Attainment is average overall. The curriculum developed since the previous inspection is good: it successfully stimulates pupils to enjoy their learning and good outcomes of work displayed in all classrooms reflect pupils' willingness to work hard. Support is allocated and sometimes adapted tasks are planned for pupils who have special educational needs and/or disabilities. The work of all pupils is assessed regularly and older pupils are invited to respond to teachers' comments. However teachers are not always quick in responding to pupils who say they are ready for harder challenges. Meeting regularly with senior managers, teachers review progress and pupils who are stuck are identified, but it is not rigorously determined what action will be taken next. Teaching is satisfactory overall, varying between good and satisfactory. This variability impedes pupils' potential progress, even though they are consistently very willing to learn. In the majority of lessons what is to be learnt is very clear and different groups of pupils are rapidly briefed how to set about it, but in others there is less clear direction and no crisp timing, consequently pupils' work methods are less organised and progress is slower.

The school cares for pupils well and as a result their personal development is good. They enjoy school and the wide range of trips and clubs as indicated by their good behaviour and the sustained improvement in attendance. They help their local community and through lessons and direct experiences they know about and respect other places and cultures.

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

- Implement more sharply focused management strategies in the following ways:
  - ensure that precise targets are set for individual pupils then monitor and report on them;
  - monitor lessons more systematically to iron out inconsistencies in teaching so that within a year most lessons are of good quality;
  - consult more effectively with parents and carers about how they can support their child's progress.
- Governors should use the better information that will emerge from these monitoring activities to challenge senior management more rigorously to secure improvement.

**Outcomes for individuals and groups of pupils**

**3**

**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

Children enter Reception with the skills and experience expected of this age group. ♦ A very large majority of pupils make progress at the rate that is expected nationally. Those with special educational needs and /or disabilities are well supported and make similarly satisfactory progress. This was evident in a mathematics lesson where the teacher carefully checked with the teaching assistant that a small group had time to fully grasp some methods of calculation before rejoining the whole class so they could make the same gains as others. ♦♦ Progress is better in English than in mathematics, but in both subjects it is in line with what is expected of the age group. Although pupils' needs are known and supported there was little evidence in lessons or marking that predetermined, specific strategies were being used to help individual pupils make improvements to their work.

Personal development is good and attendance is above average. Pupils clearly feel secure and happy at school. They like healthy exercise in sport and clubs and can order healthy lunches 'on line' from their classroom to the school canteen. The behaviour of the vast majority is good because high standards are expected and pupils take pride in meeting them. They like singing for the local community and help in a nature reserve. They know a good deal about the wider world and respect different cultures. Pupils' interest was evident when they talked informatively about visits to London, to a mosque and to an Asian restaurant. They value assemblies and their link with the local church and can explain their thoughts and feelings about serious matters. One girl summed up the common view, 'it really is helping me to be grown up.'

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*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?

Teaching is at least satisfactory and in a majority of lessons good. Good for instance when Year 4 and 5 pupils engaged very well in creating PowerPoint presentations in favour of different energy supplies, or when Year 6 were preparing to write 'horror' stories and keenly generated impressive lists of words to use whilst listening to atmospheric music. However, an uneven quality of teaching restricts the impact of the good curriculum which is broad and effectively stimulates pupils' interest and creativity. For example in a mathematics lesson, different challenges were well chosen for pupils of different abilities, but the most able could have proceeded with their work without going through the refreshment session that others needed. In another lesson pupils did not fully understand the objective of the learning which meant that their approach was rather slow, not confident and purposeful.

Assessment is regular and carefully recorded, but is not always used to plan specifically for pupils next steps to improve. All pupils are very well cared for and the few potentially vulnerable pupils were seen to be well settled and confident in school. Oversight of pupils with special educational needs and/or disabilities and support in lessons are managed well, which is an improvement since the previous inspection.

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*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers have taken action to improve since the previous inspection and satisfactory capacity to sustain this is evident in the teamwork of staff, improved use of assessment and support for pupils with special educational needs and/or disabilities. However, the school is not sufficiently ambitious in following through on improvement. At analysis meetings about progress, precise decisions are not being taken about strategies which can then be the clear focus for monitoring and this restricts pupils' progress. Induction arrangements for newly qualified teachers are sound, but other lesson monitoring is not systematic in identifying and specifying improvements required to secure consistently good teaching and this negatively affects the overall teaching profile.

Governors are conscientious in approving and reviewing policies but have not received enough feedback about impact to challenge the school rigorously about the impact of policies. Equal opportunities and tackling discrimination are supported adequately by both policy and ethos, but records to inform reports on these matters have been very recently introduced. Safeguarding arrangements are secure and pupils are kept safe in school, but some information existed in several places and had to be drawn together during the inspection to provide a clear overall picture of procedures.

A few parents and carers expressed concern about being listened to and becoming involved in supporting their child. The school's many partnerships contribute well to the breadth of the curriculum and parents' willingness to be involved is demonstrated by efforts that provide the minibus that extends expeditions pupils can make. Partnership with the local secondary school is strong so Year 6 pupils feel confident about their future. The school plays a significant role in its community and is developing links more widely and internationally. However the contribution to community cohesion is satisfactory because it has evolved spontaneously without sufficient planning and monitoring of its potential impact on outcomes for pupils.

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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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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

Pupils in Reception make satisfactory progress. Improved collaboration with Year 1 and moderation meetings with other schools have led to more accurate assessment of attainment, which is average by the end of the year. The overall effectiveness is satisfactory, but under the leadership of the deputy head good features are developing. The Reception setting is a well organised learning area, indoors and out. Children enjoy learning through creative and problem-solving play which is well balanced between independently chosen and teacher-directed activity. The animal theme for planning for the week covered a wide range of skills. There was good progress in numeracy as explorers counted and lined up in order the numbered model animals they discovered in the jungle outside. The vet's surgery role play area promoted spoken language skills well as conversation buzzed about the treatment of the animals. Good progress in writing was evident as children eagerly made posters after the teacher pleaded for help to find a lost pet. Assessments are recorded well, shared with parents and carers and are used well to plan what individuals need to do to make progress. This systematic approach is of recent date and progress is showing signs of improving and leadership and management are now good. Significant improvement has been made since the previous inspection in deploying teaching assistants to both support and observe learning. The shared teaching has a few disadvantages in continuity, but both teachers work hard to overcome them and their development is very well supported by the deputy head in her coordinator role.



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

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

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

## Views of parents and carers

There was a higher return than average to the Ofsted questionnaire. All parents and carers who responded to the questionnaire believe that the school keeps their child safe and almost all said their child enjoys school. The inspection team agreed with these positive views. A few parents and carers were dissatisfied with the management of the school and how it listens to them and several written comments helped inspectors to identify ways in which leaders and governors can improve the involvement of parents and carers. Inspectors find that leadership and management are satisfactory but that senior leaders should improve communication between school and home.

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

Ofsted invited all the registered parents and carers of pupils registered at Chiseldon 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 eighty six completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	66	28	31	1	1	0	0
The school keeps my child safe	60	70	26	30	0	0	0	0
My school informs me about my child's progress	39	45	42	49	5	6	0	0
My child is making enough progress at this school	37	43	44	51	5	6	0	0
The teaching is good at this school	41	48	39	45	5	6	0	0
The school helps me to support my child's learning	33	38	44	51	8	9	0	0
The school helps my child to have a healthy lifestyle	32	37	49	57	5	6	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)	41	48	38	44	3	3	0	0
The school meets my child's particular needs	33	38	46	53	5	6	0	0
The school deals effectively with unacceptable behaviour	23	27	51	59	5	6	5	6
The school takes account of my suggestions and concerns	23	27	52	60	10	12	0	0
The school is led and managed effectively	29	34	39	45	15	17	1	1
Overall, I am happy with my child's experience at this school	44	51	39	45	3	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



15th May 2011

Dear Pupils

**Inspection of Chiseldon Primary School, Chiseldon SN4 0NS**

Thank you so much for welcoming the inspection team's visit to your school. Your school is providing a satisfactory education for you. You reach average levels in your subjects and skills and a few of you get to higher levels. Your progress is satisfactory. Some things have been improved since the previous inspection those of you who have some difficulties in learning are now supported well by teachers' planning and by teaching assistants. We noticed that marking in your books is regular and helpful. However, some lessons are of a better quality than others and more could be done to help your progress by teachers' use of the regular assessments to plan your next steps more specifically.

When we watched you in lessons and at play we thought you looked very happy to be at school. You confirmed that in your questionnaires. You behave well and your attendance is good. You feel safe at school and we can see that the school looks after you well. You really enjoy the topics you study and we saw some of the good work you do on display in all classrooms. You are enthusiastic about clubs and sports and always ready to help. The trips you go on and links that the school makes introduce you to the wider world beyond your village and this benefits you.

Staff as a team want to make the school more than satisfactory and we have asked senior management and governors to give them a clear lead in the following ways.

- When your teachers and senior managers talk about your progress, they should set precise, individual targets for you and frequently check how successfully they are helping you.
- Senior staff should visit lessons regularly to make sure they are all as good as the best ones.
- Consult with your parents and carers about how they can be involved in supporting your progress.
- Make sure governors are regularly updated on improvements.

Once again many thanks for your help. Best wishes for the future.

Yours sincerely

Tony Byrne

Lead Inspector

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