

# Chawson First School

## Inspection report

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<b>Unique Reference Number</b>	116672
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	358004
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	Anna Coyle

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Frapwell
<b>Headteacher</b>	Helen Wallace
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Wych Road Droitwich WR9 8BW
<b>Telephone number</b>	01905 773264
<b>Fax number</b>	01905 775641
<b>Email address</b>	office@chawson.worcs.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 26 lessons and observed 15 teachers. They also held meetings with the headteacher, acting deputy headteacher, the senior management team, the coordinator for special educational needs and other staff, the Chair of the Governing Body and two other governors, and groups of pupils, parents and carers. Inspectors observed the school's work and looked at a range of documents including assessment and tracking information, the school development plan, the raising achievement plan, monitoring records, safeguarding documents and pupils' workbooks. The inspection questionnaires were analysed, including 135 from parents and carers, 24 from members of staff and 100 from pupils.

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

- Are teachers' expectations and pupils' targets high enough in Years 3 and 4 to enable all groups to make sufficient progress in reading, writing and mathematics, and especially for the more able in writing?
- How effective is the senior leadership team and the management of English and mathematics, given the recent staffing changes?
- How effective is the governing body in overseeing the school's outcomes and provision, and ensuring value for money?

## Information about the school

The school is situated within a residential area and is much larger than other schools of its type. The majority of pupils are White British and a few are from minority ethnic backgrounds. A small number speak English as an additional language and the main languages spoken at home are Punjabi, Afrikaans and Polish. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is also below the national average; a few have statements for their needs. The school has National Healthy School Status.

**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

This is a satisfactory school in which pupils behave well and are suitably prepared for the next stage of their education. The school celebrates diversity and values all pupils equally within its inclusive environment.

Achievement is satisfactory overall. Children make good progress in the Reception class and in Years 1 and 2. The rate of progress slows in Year 3 but quickens again in Year 4 so that attainment is broadly average in reading, writing and mathematics by the time pupils leave the school. However, not enough more-able pupils reach the higher levels in writing. This is because their use of punctuation, spelling and cursive handwriting is inconsistent. Spiritual, moral, social and cultural development is satisfactory overall. Attendance is broadly average.

Teaching and learning are satisfactory. All lessons observed were satisfactory or better. They are often good in the Early Years Foundation Stage and at Key Stage 1. Pupils are provided with a good curriculum and a wide range of after-school clubs to enrich their experiences. Assessment is satisfactory. The school's new tracking procedures are being embedded to ensure that careful records are kept of pupils' progress. However, teachers do not use assessment information and marking effectively at Key Stage 2 to help them plan their lessons and match work to pupils' abilities. Teachers' expectations are not high enough and teachers' questioning is insufficiently challenging. Marking is generally satisfactory but it does not consistently identify what pupils need to do next to improve their work, although they have suitable targets to help them learn. The pastoral care, guidance and support of pupils are good: parental comments confirm this, including 'teachers are very helpful'. Staff support pupils with special educational needs and/or disabilities effectively and this helps them to make sound progress.

The leadership of the headteacher and the acting deputy headteacher are the driving force behind improvement. They provide a satisfactory sense of ambition and purpose, and are supported appropriately by the senior leadership team. Subject leadership is satisfactory but self-evaluation is overly generous and the monitoring of teaching and learning lacks rigour. Some governors make good contributions to the life of school. However, the governing body is not sufficiently proactive and does not provide enough critical challenge to the school to hold it to account for its performance and bring about necessary improvements to teaching, learning and attainment. The school promotes community cohesion satisfactorily and is developing links with national communities to enhance pupils' learning further. Based on its satisfactory track record of improvement, rising standards and sound leadership, the school has satisfactory capacity to sustain improvement.

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.

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

- Accelerate progress and raise attainment in writing so that a larger proportion of more-able pupils reach the higher levels at the end of Year 4 by:
  - extending the use of cursive handwriting into Years 3 and 4
  - improving pupils' knowledge of spelling patterns and their use of punctuation.
  - Improve the quality of teaching and learning in Year 3 so that 60% is good or better by January 2012 by:
    - planning learning tasks that are more challenging for pupils of all abilities, especially the more able
    - making better use of assessment information and marking to guide planning and match work to pupils' abilities
    - making sure that lessons get off to a brisk start, teachers have high expectations and they are adept at asking challenging questions.
- Improve the leadership, management and governance of the school by:
  - ensuring that senior leaders and managers monitor teaching and learning more rigorously
  - ensuring that the governing body provides proactive, critical challenge so that it can hold the school to account for its performance and bring about necessary improvements to teaching, learning and attainment.

## Outcomes for individuals and groups of pupils

**3**

Pupils make satisfactory progress overall. From attainment that is below expectations on entry to Reception, they make good progress and achieve well by the end of Year 2. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are integrated well to help them make sound progress in basic literacy and numeracy skills. However, progress is slower at Key Stage 2 than it is at Key Stage 1, especially in Year 3, because pupils' cursive handwriting is not continued from Years 1 and 2 into Years 3 and 4. In addition, pupils' knowledge of spelling patterns and the use of punctuation are inconsistent. This holds them back from attaining the higher levels. Staff are working hard to drive up standards and attainment is rising year on year. The inspection evidence confirms that pupils in Year 4 are currently working at levels that are broadly similar to those expected for their age in English and mathematics. For example, in a lesson seen on the use of persuasive text, pupils were able to identify both sides of an argument and evaluate their own writing successfully.

Spiritual, moral and cultural development is satisfactory. Social development is good. Most pupils know right from wrong, play well together and are tolerant of each other's beliefs and cultures. Behaviour is generally good. Pupils say that there is a little misbehaviour and a small amount of bullying but they know to whom they should go if they have any concerns. Pupils say that they feel safe. They understand how to be healthy through regular exercise and by eating nutritious food such as potatoes, carrots and runner beans from the school garden, although a few pupils have unhealthy items in their lunchboxes. They enjoy physical activities such as multi-sports, gardening and bell boating. Pupils

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enjoy contributing to the school through the school council and the eco committee. The choir goes out into local community homes for the elderly and sings in the local library. Pupils develop their well-being and enterprise skills satisfactorily, although there are limited opportunities for them to contribute to the wider community. Attendance is broadly in line with the national figures, but it is adversely affected by the persistent absence of a few pupils.

*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>3</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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 in Years 1 and 2 have high expectations of their pupils and good subject knowledge. Relationships with pupils are pleasant, and teachers often have a cheerful rapport with them, especially during practical activities. For example, in an outstanding mathematics lesson in Year 2 on the use of tally charts and bar charts, the teacher's detailed planning, clear learning objective and brisk pace made learning enjoyable. Teachers and teaching assistants work as a good team to guide small groups of pupils and individuals with special educational needs and/or disabilities. Pupils have appropriate targets to help them learn such as those for literacy in Year 4. However, teaching is not as good in Year 3 as it is in other year groups because assessment information is not used consistently to tailor lesson planning and match work to pupils' abilities. In addition, teachers' expectations are not always high enough, questioning skills are limited and introductions to lessons sometimes go on too long. Marking is satisfactory: it has improved

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since the last inspection and makes good use of praise but it still does not give pupils enough pointers to help them improve their work. Pupils evaluate their own work confidently.

The curriculum is well planned and provides pupils with a wide range of learning opportunities. Effective links between subjects, such as English and history, make learning interesting for the pupils. Activities are adapted well for pupils with special educational needs and/or disabilities so that they have equal access to the curriculum. Personal, social and health education are promoted well, and pupils have good opportunities to develop their independence during lessons on modern foreign languages and music. Pupils also benefit from a good range of extra-curricular activities including sports and musical activities such as football and guitar club.

Staff care, guide and support the pupils effectively. They know the pupils well and provide them with well-targeted support. Teaching assistants liaise closely with class teachers to make sure that pupils with special educational needs and/or disabilities and those who are vulnerable because of their circumstances are supported sensitively. The school promotes regular attendance and follows up absences carefully. Pupils from minority ethnic backgrounds and those who speak English as an additional language are integrated well. Transition arrangements are organised appropriately for pupils who leave at the end of Year 4.

*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?**

Since her appointment two years ago, the headteacher has managed the school through a period of turbulence caused by many staffing changes, including a high number of maternity leaves and part-time job-shares. The senior leadership team has been depleted by some of these changes but staff work together well to support each other. Self-evaluation is used appropriately to set targets for the future, but it is not wholly accurate in places, being over-generous. It is adversely affected by the lack of rigour in the monitoring of teaching and learning, especially in writing. Nevertheless, the detailed school development plan and raising achievement plan (RAP) rightly identifies specific areas for improvement, such as writing at Key Stage 2.

The governing body fulfils its statutory requirements and is well organised. Individual governors have suitable links with classes and other aspects of provision such as special educational needs. However, although a few key members of the governing body are proactive, some are not. The governing body does not keep a close enough check on how well the school is doing so that it can take prompt action when needed and hold leaders to

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account for its performance. There has been limited improvement since the last inspection when there were issues in writing in Years 3 and 4 and shortcomings in teachers' marking and the use of targets.

The school has good systems for safeguarding children, ensuring child protection and the safe recruitment of staff. Clear procedures for risk assessments and regular staff training ensure that the school maintains pupils' safety. Equality and diversity are celebrated satisfactorily because staff treat pupils with respect, although some of the most-able pupils are not sufficiently pushed to attain higher standards in Years 3 and 4.

The school encourages parents and carers to become involved in their children's learning and it provides plenty of information to help them support their children at home. Community cohesion is promoted satisfactorily for the benefit of the pupils. The school has good links with local schools and businesses. It has a few links with national groups to enhance pupils' understanding of different cultures and it is considering reaching out to other communities. The school provides satisfactory value for money.

*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>2</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**

Attainment on entry varies from year to year but the school's data shows that it is generally below expectations for children's age when they first start school in the Reception class. They settle happily at the beginning of the day and play contentedly together, increasing their skills well in personal, social and emotional development. They behave well and enjoy learning with 'Woody' the toy woodlouse, listening carefully to instructions. All children are curious and eager to explore the world around them when looking for butterflies and snails. They participate enthusiastically in creative and physical activities in the outdoor area where a good range of resources are readily available. Children understand that healthy food is good for them and all enjoy eating fruit at snack



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time. They make good progress and attain the expected goals by the time they begin Year 1; a significant number of children exceed the level expected for their age.

The quality of teaching is good. Staff are caring and patient. They provide plenty of exciting things for the children to do that include a good range of adult-led and free-choice activities. The good teaching means that children develop their early literacy and numeracy skills effectively. Assessment is used well to guide teachers' planning. Children's records are updated regularly and shared with parents and carers. Teachers and teaching assistants work together as a strong team to support and guide the children, including those with special educational needs and/or disabilities. Leadership and management are good. The leader of the Early Years Foundation Stage, who is also the acting deputy headteacher, works closely with other staff to oversee the provision.

*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	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The majority of parents and carers who responded to the questionnaire indicated that they are pleased with the education provided by the school, and the vast majority feel that their children are kept safe. A few parents and carers feel that the school does not deal effectively with unacceptable behaviour and that it does not take sufficient account of their suggestions and concerns. Some parents commented on the high turnover of staff recently. The inspectors investigated these concerns and found that the behaviour of most pupils is good, but there are occasional incidents of misbehaviour which are managed appropriately by staff. The school provides a good amount of information for parents and carers and actively seeks their views. The school has had a high number of staffing changes over the last year.

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

Ofsted invited all the registered parents and carers of pupils registered at Chawson First 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	59	49	36	4	3	2	1
The school keeps my child safe	94	70	38	28	1	1	1	1
My school informs me about my child's progress	55	41	71	53	9	7	0	0
My child is making enough progress at this school	56	41	70	52	7	5	2	1
The teaching is good at this school	67	50	64	47	4	3	0	0
The school helps me to support my child's learning	73	54	54	40	7	5	0	0
The school helps my child to have a healthy lifestyle	68	50	64	47	2	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)	65	48	62	46	2	1	0	0
The school meets my child's particular needs	65	48	62	46	5	4	2	1
The school deals effectively with unacceptable behaviour	54	40	66	49	11	8	2	1
The school takes account of my suggestions and concerns	59	44	60	44	10	7	1	1
The school is led and managed effectively	63	47	59	44	8	6	3	2
Overall, I am happy with my child's experience at this school	72	53	57	42	3	2	2	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



20 June 2011

Dear Pupils

**Inspection of Chawson First School, Droitwich, WR9 8BW**

Thank you for being so kind to us and helping us to learn about your school when we visited you recently. The inspectors judged that you go to a satisfactory school. Here are some of the things we found out.

You make satisfactory progress in your learning and achieve the levels expected by the time you leave at the end of Year 4, although some of you who find learning easy do not make enough progress in writing.

You told us that most of you like coming to school and enjoy learning.

Your behaviour is good and those of you in the school council and on the eco committee take your responsibilities seriously.

You understand that healthy food and regular exercise are good for you, but some of you bring unhealthy items to school in your lunchboxes.

The teachers and the teaching assistants take good care of you and make sure that you are safe when you are in school.

The headteacher and acting deputy headteacher work together closely to make sure that the school runs smoothly.

We have asked your teachers to help those of you who are more able to do better in writing. We have also asked them to improve the teaching in Year 3 and make sure that teachers match work to your needs. We want the leaders and managers to monitor teaching and learning more rigorously and the governors to be more active in the school. You can help too by making sure that you always work hard in lessons, especially in writing, and try to eat healthy food.

Yours sincerely

Anna Coyle

Lead Inspector

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