

# Chieveley Primary School

## Inspection report

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<b>Unique Reference Number</b>	109810
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	356631
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Alison Grainger

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>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mala Langdon
<b>Headteacher</b>	Linda Wood
<b>Date of previous school inspection</b>	20 May 2008
<b>School address</b>	School Road Chieveley, Berkshire Newbury RG20 8TY
<b>Telephone number</b>	01635 248281
<b>Fax number</b>	01635 247495
<b>Email address</b>	office.chieveley@westberks.org

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed twelve whole-class lessons taught by a total of seven teachers and one lesson with a group of pupils taught by a teaching assistant. Meetings were held with staff, members of the governing body and pupils. An inspector spoke informally with parents and carers at the end of a school day. Inspectors observed the school's work, and looked at the school's development plans, policies and the records on pupils' attendance and progress. They also scrutinised pupils' written work. Account was taken of the views expressed in the 45 parental questionnaires received.

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

- The contribution of teaching, including academic guidance, to pupils' progress.
- All aspects of pupils' personal development and well-being, including the extent to which pupils develop independence and gain understanding of the diversity of modern society.
- The extent to which leaders and managers at all levels, including subject leaders, are driving and securing improvement.

## Information about the school

Most pupils attending Chieveley Primary School are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these pupils have moderate learning difficulties, although some have more complex needs. The percentage of pupils known to be eligible for free school meals is below average. After-school care is provided on three days each week.

The turnover of staff has been high since the last inspection and there have been some long-term staff absences. The headteacher took over responsibility for the school in January 2009. The Chair of the Governing Body has held her role since July 2010. Extensive building work has been taking place since April 2010 and was still ongoing at the time of the inspection. The school has occupied its present accommodation since February 2011.

**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?**

**2**

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

**2**

## Main findings

Chieveley Primary School provides a good education for its pupils. It takes a balanced approach to promoting pupils' personal development and well-being and to ensuring pupils make good progress over their time in the school. As one parent noted, 'Children leave Chieveley as confident young people, with a good sense of fair play and enquiring minds'. Despite the many challenges posed by the high turnover of staff, staff absences and major building work, the headteacher has maintained a relentless focus on ensuring that pupils' learning needs are met effectively and that they are kept safe.

Pupils' achievement is good because teaching and the curriculum are good. These strengths are clearly evident when children start in the Reception class. Children settle extremely well. They grow rapidly in independence, and their thirst for learning and enquiry is nurtured. Good relationships among children and between the school and parents and carers are established at the outset. A parent of one Reception child told inspectors: 'We are very happy with the progress our son is making. We are most impressed.'

Teachers' usually good subject knowledge and high expectations result in further good progress being made between the start of Year 1 and the end of Year 6. As a result, attainment is rising and is well above average now. Pupils with special educational needs and/or disabilities are included well. However, as some parents and carers noted, not all teaching is as good as the best. Occasionally, there are times during a lesson when the instruction or activity is not sharply enough matched to the needs of pupils of all abilities in the class. Much good marking tells pupils exactly what they have done well and what they should do next to ensure that the further steps in learning are taken quickly. This quality of marking is not, however, consistently evident in all classes and subjects.

A wide range of exciting and relevant visits out of school and extra-curricular activities contribute much to learning and enjoyment. Some good links between subjects help to make learning meaningful. Provision for information and communication technology (ICT) has developed well since the last inspection. A relatively less effective, although satisfactory, aspect of the curriculum is the promotion of pupils' understanding of the rich diversity of modern society within the United Kingdom.

Self-evaluation is rigorous and sometimes too modest, reflecting the headteacher's determination to improve the school further. Teamwork and clarity of purpose is strong among the staff. Nevertheless, the high turnover of staff has resulted in the responsibility for improvement resting too heavily with the headteacher and not sufficiently with other teachers. Based on the school's track record since its last inspection in developing the provision to improve pupils' outcomes, the capacity for further improvement is good.

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

- Ensure that all teachers consistently focus sharply on the next steps in learning for each pupil at all points in lessons and when marking pupils' books.
- Give pupils more opportunities to gain understanding of the rich diversity of cultural and faith traditions of people living in the United Kingdom.
- Increase the involvement of all teachers in checking the effectiveness of teaching and the curriculum, and in driving improvements. Increase the involvement of all teachers in checking the effectiveness of teaching and the curriculum, and in driving improvements.

## Outcomes for individuals and groups of pupils

2

Pupils have positive attitudes and behave consistently well in lessons and around the school. As a result of the pupils' good response to the school's high expectations of their behaviour and relationships with others, the atmosphere in the school is very supportive of learning. It is no wonder that the attendance rate is high and that pupils' achievement is good. Pupils speak positively of the way in which teachers motivate them to want to learn. They try hard in lessons, take care with their work, and follow instructions well. They listen attentively, although, very occasionally, not all maintain full involvement. Some loss of attention is evident if the whole-class instruction or an activity is a bit too hard, a little too easy, or takes up quite a long time.

Pupils, including those with special educational needs and/or disabilities, rise well to challenging opportunities to explore and find things out for themselves. This was evident, for example, when pupils in Year 3 investigated whether a Venn or a Carroll diagram would be the best means of presenting data on the rate of growth of girls' and boys' feet. At the end of this lesson, pupils showed good maturity and thoughtfulness when given opportunities to reflect on, discuss and evaluate their learning. As a result of such opportunities, pupils develop good independence and initiative, and gain insight into the effectiveness of their learning.

Almost all pupils feel very safe in school and also have a well-developed understanding of how to stay safe out of school. Pupils in Year 6, for instance, were very sensible and thoughtful during a session led by a police officer requiring them to make decisions about how they should respond in a variety of situations. Pupils' good adoption of a healthy lifestyle is evident in the enthusiasm many have for sport and their understanding of what constitutes a well-balanced diet.

Pupils contribute well to the community through participating in local events, older pupils taking on roles such as those of house captains, and by raising funds for charities. The school council is effective, for example, in choosing play equipment to be purchased and enjoyed by others.

Pupils' good academic progress and their many strong personal qualities prepare them well for their future lives. While there are many strengths to the spiritual, moral and social aspects of their development, their understanding of cultural diversity is relatively less well developed.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<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?

The vast majority of teaching has a good influence on pupils' progress because it is focused on what the class as a whole and different groups need to learn next. Frequently, effective deployment of teaching assistants ensures that pupils with special educational needs and/or disabilities are kept involved, motivated and learning effectively.

Occasionally, when teaching is satisfactory, there is a lack of sharp focus on the full range of learning needs that slows some pupils' progress. Parents and carers have correctly identified that, where a class has several teachers who cover different subjects, such as in Years 5 and 6, there can be variation in the effectiveness with which subjects are taught. There is much good marking, but there are also missed opportunities to support learning through written feedback in some classes.

The curriculum makes an impressive contribution to pupils' personal development. Pupils greatly enjoy opportunities to consider feelings as part of their personal, social and health education lessons. The range of activities additional to daily lessons is particularly good for a relatively small school. Year 6 pupils have recently been away on a residential visit and those in Year 2 visited Windsor Castle during the inspection, experiences which broadened their learning.

Many features of the care for pupils are very good. Each pupil is known well as an individual and pupils say that they have an adult to whom they can turn should the need arise. The school can point to striking examples of its good care for its most vulnerable

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pupils, and the impact of this is evident, for example, in academic progress. Systems for promoting good attendance are highly effective. Preparation for the transition to secondary school is good.

Partnerships with outside agencies to safeguard pupils and support those with special educational needs and/or disabilities are strong. Pupils who attend the after-school care hugely enjoy the varied and stimulating activities and benefit from good relationships with the adults who look after them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?

Good leadership and management have ensured that pupils have not suffered as a result of the many challenges presented by staffing issues and building work. One parent, praising the strengths in the headteacher's leadership, pointed out that, 'It has not been an easy introduction to headship with a major build and some serious staffing issues'. All in all, the headteacher's evaluation of the school's effectiveness has ensured that it has set its sights high and focused on promoting effective learning. In particular, although not yet consistently as good as it could be, marking has improved significantly, and so have the opportunities for pupils to use ICT across the curriculum.

Teachers with responsibilities, such as for leading English and mathematics, are making a sound contribution to the school's leadership. There are good features, such as the analysis of pupils' performance carried out by the mathematics subject leader. This enabled identification of weaker aspects of pupils' knowledge and understanding in order to target them effectively. Delegation is not effective in fully involving all teachers in monitoring the school's effectiveness and ensuring that improvements are made.

The governing body provides good support and important challenge. It has, for instance, ensured that the targets set for pupils' attainment and progress are challenging enough to raise attainment and overall expectations of pupils. The focus on setting challenging targets and supporting learning, as well as including vulnerable pupils, has resulted in the school tackling discrimination and promoting equality of opportunity well. Governors are effective in working with the headteacher, to ensure that pupils are safeguarded. At the time of the inspection, current government requirements for the safeguarding of pupils were met well. Careful attention has been given to ensuring pupils' safety during the building work and checks on adults coming into school have been carried out conscientiously.

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The school is actively involved in the local community. It works effectively with other schools to increase opportunities available to pupils. However, the action it takes to promote community cohesion by preparing pupils for life in a culturally diverse society is only satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</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>2</b>

**Early Years Foundation Stage**

Children make good progress in all areas of learning as a result of an excellent balance of adult-led and child-initiated activities. Regular reading sessions develop a love of books. As one child said, 'We're always looking at information books', when explaining how he had identified a 'mini beast' as an earwig. Children make a good contribution to the curriculum, providing ideas for activities. Teamwork skills are developed well, such as when children devised their own football rules. Rules, written by the children, included 'no chiting' and 'no sliding takls' (sic). More-able children are generally challenged well. Those with lower starting points on entry are given extra support through a nurture group that develops skills, such as in concentrating and remembering.

The teacher who has taken over responsibility for the Reception provision this year has led its development well. She has made highly effective use of the room in which the provision is temporarily based. She is rightly looking forward to the move to new accommodation in September that will allow the establishment of an outdoor classroom. Currently, outdoor learning is restricted by mainly taking place on an area that is also used as a playground for other pupils.



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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>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 made their views known through the questionnaire and/or by speaking with an inspector are pleased with the school. Inspection evidence supports parents' and carers positive views.

A few parents and carers expressed individual concerns, in particular about the school not helping them to support their child's learning. The headteacher agrees that, while marking has improved since the last inspection, there are still some classes in which the academic guidance for pupils could be better. She recognises that the setting of clear next steps targets for individual pupils helps parents and carers, as well as pupils, to gain insight into progress being made and how to speed it up.

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

Ofsted invited all the registered parents and carers of pupils registered at Chieveley 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	67	14	31	1	2	0	0
The school keeps my child safe	28	62	16	36	1	2	0	0
My school informs me about my child's progress	25	56	16	36	4	9	0	0
My child is making enough progress at this school	16	36	19	42	6	13	1	2
The teaching is good at this school	17	38	25	56	1	2	0	0
The school helps me to support my child's learning	13	29	23	51	9	20	0	0
The school helps my child to have a healthy lifestyle	19	42	25	56	1	2	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)	22	49	22	49	1	2	0	0
The school meets my child's particular needs	17	38	19	42	7	16	0	0
The school deals effectively with unacceptable behaviour	23	51	18	40	2	4	0	0
The school takes account of my suggestions and concerns	19	42	21	47	5	11	0	0
The school is led and managed effectively	25	56	17	38	1	2	0	0
Overall, I am happy with my child's experience at this school	20	44	19	42	4	9	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.**



30 June 2011

Dear Pupils

**Inspection of Chieveley Primary School, Newbury, RG20 8TY**

Thank you for helping us when we visited your school. We enjoyed talking with you, watching your lessons and looking at your work. Chieveley is a good school. It gives the right balance of attention to your personal development and well-being and to ensuring that you learn well. As a result, you grow into mature and sensible young people who are well prepared for secondary school and your future lives. Well done for having excellent attendance! You told us that you enjoy school a lot. Your behaviour is good, too.

Your school does much to care for you and to ensure that you are kept safe. We know that special care has been taken to look after you while the building work is going on. The new part of the school that you are already occupying provides good, attractive accommodation. We think that you are very lucky.

You are making good progress because teaching and the curriculum are good overall. To make sure that you are always helped to learn as much as possible, we have asked the adults to do these things.

- Make sure that all of the teaching is good and meets each of your learning needs well. Part of this involves the teachers in telling you clearly what you have done well and what you need to do to improve your work. We want all the teaching to be as good as the best.
- Give you more opportunities to learn about the different traditions and backgrounds of people living in the United Kingdom.
- Involve all the teachers more in checking up on how well the school is doing and in leading improvements so that your school gets even better.

All of you can help by continuing to work hard and by being such pleasant young people. Please tell your teacher if your work is too easy or too difficult.

Yours sincerely

Alison Grainger

Lead inspector

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