

Chipping Warden School

Inspection report

Unique Reference Number	121804
Local Authority	Northamptonshire
Inspection number	363946
Inspection dates	12–13 July 2011
Reporting inspector	Andrew Clark

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Kevin Bowman
Headteacher	Sam Dadd
Date of previous school inspection	9 October 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed four teachers. The inspectors held meetings with representatives of the governing body, the staff, and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 29 completed questionnaires from parents and carers, as well as 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.

- Do more able pupils make enough progress in writing?
- Do pupils with special educational needs and/or disabilities make good progress?
- How well do pupils use their basic skills throughout the curriculum?
- To what extent do all leaders and managers contribute to school improvement?

Information about the school

The school is a smaller than the average primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is broadly average. The school has 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils of all abilities, including those with special educational needs and/or disabilities, progress well as a result of good teaching, care and guidance. The rich curriculum and good partnerships, particularly with the local secondary school, ensure pupils possess at least good personal qualities. The headteacher provides a clear direction for future improvement. She is well supported by an increasingly effective staff team where everyone is involved in school improvement. Self-evaluation is accurate and rigorous. The well informed governing body contributes to rigorous monitoring procedures that ensure accurate evaluation of the school's work. The outcomes for pupils and the quality of provision have developed well since the last inspection and, as a result, the school has a good capacity to improve.

The school is successful in helping groups of pupils of all abilities make good progress and reach challenging targets. Pupils' attainment is above average overall by time they leave school in Year 6. Standards are well above average in reading and writing. They are not quite as high in mathematics. Pupils have a good understanding of how to stay safe from harm. They are very friendly and considerate towards each other and their behaviour is good. Pupils have an excellent knowledge of how to live a healthy lifestyle and take full advantage of challenging physical activities. Their attendance levels are high. Pupils make a good contribution to the school and local community, for example, through roles on the school council. However, they are not always challenged enough by the responsibilities they are given. Pupils are reflective and thoughtful and their spiritual, moral, social and cultural development is good.

The quality of teaching is good. Relationships are positive and behaviour is well managed. Teachers often make lessons exciting through the good use of information and communication technology (ICT), games and puzzles. Teachers make good use of marking to help pupils improve their own work. The imaginative curriculum provides good opportunities for pupils to follow their interests and participate in a very good range of extra-curricular activities. Literacy skills are used very well throughout other subjects. However, opportunities for pupils to use and apply their mathematical skills in realistic and relevant ways are less well developed. The school has robust procedures to identify pupils who need additional help and provide sharply focused support. They keep pupils safe. The majority of parents and carers are proud of the school. 'Children really enjoy school and have progressed well. The teachers genuinely care about the children and yet still challenge them. They are supported by a committed governing body,' wrote one parent, reflecting the views of many.

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What does the school need to do to improve further?

- Hasten pupils' progress by raising standards in mathematics by ensuring pupils frequently use numeracy skills in relevant problem-solving situations throughout the curriculum.
- Increase the extent and challenge of the responsibilities that pupils take in the life of the school and community.

Outcomes for individuals and groups of pupils

2

Pupils take pride in their work and present it well. They enjoy learning and are ambitious to achieve well. Pupils read very fluently and accurately. Pupils of all abilities write with imagination and care for a very wide range of purposes in many subjects. They spell accurately, use punctuation very well and make good use of different sources of reference such as ICT and dictionaries. They often combine these skills in exciting topic work on Tudors or space and extended homework projects. Pupils' calculation skills are good. Overall, these skills contribute well to the progress that pupils of all abilities make and equip them well for their future learning.

Children enter the Early Years Foundation Stage with skills and development typical for children of this age. In Years 1 and 2, pupils of all abilities make good progress in reading and writing. They make good progress in mathematics and reach above average standards. This is reflected in positive trends in the results of National Curriculum tests and assessments. More-able pupils make good progress overall and rise to the challenge of very clear targets in the marking. Pupils with special educational needs and or/disabilities make good progress developing their basic skills and very positive attitudes to learning. The rich curriculum ensures boys and girls achieve well in a wide range of subjects and there are many good examples of high quality work in art, design and technology, history and ICT throughout school.

Pupils work and play in harmony. Older pupils take good care of younger ones in roles such as 'playground monitors' and behaviour is good. They show kindness and consideration towards each other and are attentive to adults and other children. Pupils say they feel safe and explain their reasons for this well. They are well informed about safe and unsafe situations particularly those that may face them in life. Pupils have a good knowledge of and involvement in the school and its immediate community and benefit from the school's strong partnership with the local secondary school. They contributed to the designs of the school playground. However, some opportunities are missed to provide pupils with more challenging responsibilities which would extend their enterprise, organisation and management skills. Pupils are thoughtful and enjoy opportunities for reflection in assemblies and lessons. Pupils are very aware of what constitutes a healthy meal and this is reflected in the contents of their nutritious lunch boxes. They enjoy the physical challenge of their 'Freddie Fitness' sessions and physical education lessons. They are competitive and highly successful in a range of inter-school sporting events.

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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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 and teaching assistants work very closely together to ensure pupils of all abilities make good progress. Detailed lesson plans ensure the needs of different groups of pupils are well met and this is a good improvement since the last inspection. Teachers involve pupils well in identifying the criteria for successful learning in lessons and this enthuses them to try even harder. Teachers challenge pupils to think deeply through role play and carefully targeted questions, particularly in English. Expectations are generally high and pupils strive hard to meet them. This is particularly evident in the high-quality, well-presented written and art work. Lessons are regularly brought to life through the use of ICT, role-play, competitions and games. On a few occasions, teachers set tasks in mathematics which do not engage pupils enough in solving problems fully to extend their learning. Teachers make good use of marking and target stickers in English and mathematics to help pupils improve their own work and reach higher levels.

Imaginative themes and visits make learning relevant and often stimulating. A range of well-planned topics such as those on the local history and global issues make learning practical and meaningful to all groups of pupils. The application of literacy and ICT skills is skilfully interwoven into the curriculum and makes a significant contribution to pupils' love of learning. Such opportunities are less well developed for mathematics. A very good range of extra-curricular activities, often in partnership with other schools or sporting organisations, enrich pupils' personal and physical development. The provision for pupils

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with special educational needs and/or disabilities is well-planned as are some opportunities for those with a gift or a talent. Pupils have good chances to learn another language and participate in musical and acting events. Parents and carers make a good contribution to pupils' learning through their involvement in a number of school activities and their role in the 'learning logs' homework tasks.

The school has good systems to support pupils whose circumstances may make them vulnerable. Enthusiastic and well-trained staff maintain good records of pupils' personal development and academic progress, ensuring that their needs are well met. This work is successful in breaking down significant barriers to learning. There are robust and effective procedures to care for pupils and good systems to monitor and improve attendance and behaviour. The school provides a good range of information on pupils' progress for parents and carers.

These are the grades for the quality of provision

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

How effective are leadership and management?

The thoroughness and enthusiasm of all staff in ensuring that good practice is shared and embedded in to all aspects of its work is a key feature of the school's effectiveness. The headteacher has created an ethos where all staff have a clear role in school improvement and feel valued. They are supported well by the governing body. Its effectiveness is good because governors are a proactive and well-informed group who contribute well to school improvement. Monitoring procedures and tightly focused training make a good contribution to increasingly accurate self-evaluation and the sharing of best practice. This has had a good impact on developing assessment procedures and the role of teaching assistants. This is supported by effective systems to gather and act on the views of pupils, parents and carers and involve them in decision-making and school improvement.

The school has a good understanding of its immediate context and is involved in a number of local projects and initiatives. The commitment of parents and carers to the life of the school is good. The school sponsors a child in Africa and is further developing links with communities in other parts of the world. As a result, the promotion of community cohesion is good. The school promotes equality of opportunities for success well, for both pupils and staff, taking steps to avoid any discrimination. Robust policies and record keeping contribute to good quality procedures for protecting pupils and keeping them safe.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, attainment is at least in line and increasingly above average, particularly in communication and language development. Links with parents and carers are positive and contribute to the smooth start children make. Good links with pre-school providers and recently-introduced home visits ensure staff have a good knowledge of children's achievements when they first start reception. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good. There are good systems to share information on children's progress with parents and carers. Fun and imaginative programmes help children make progress in early reading, writing, number and problem-solving. These contribute to increasingly strong basic skills. As a result of these experiences, most children get off to a good start.

There is a good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contributes well to all areas of learning. The school makes good use of a large area and stimulating resources to provide children with different outdoor experiences. Children tackle interesting problem-solving situations such as how to separate 'treasure' from the sand it is buried in or move water from one area to another. Occasionally opportunities are missed to encourage children to explain how they plan to do this in order to deepen their learning. Children and staff make good use of a range of ICT resources to develop basic skills and learn more about the world around them. The Early Years Foundation Stage leader and staff know the strengths and weaknesses of provision very well and take effective steps to monitor provision sharply and set priorities for future action.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

About a half of parents and carers responded to the questionnaire which is more than usual. A large majority are very happy with their children's experiences and feel that they enjoy school and are kept safe. Some parents and carers believe their children can make more progress, that behaviour is not always well managed and that the school is not led and managed effectively. The inspection team investigated the parents' and carers' views. The outcomes are reflected in the findings of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chipping Warden 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 inspector received 29 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	52	12	41	2	7	0	0
The school keeps my child safe	15	52	12	41	0	0	0	0
My school informs me about my child's progress	10	34	16	55	3	10	0	0
My child is making enough progress at this school	7	24	17	59	5	17	0	0
The teaching is good at this school	9	31	15	52	4	14	0	0
The school helps me to support my child's learning	8	28	19	66	2	7	0	0
The school helps my child to have a healthy lifestyle	9	31	19	66	1	3	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)	8	28	21	72	0	0	0	0
The school meets my child's particular needs	7	24	20	69	1	3	1	3
The school deals effectively with unacceptable behaviour	4	14	16	55	7	24	1	3
The school takes account of my suggestions and concerns	6	21	15	52	7	24	1	3
The school is led and managed effectively	4	14	14	48	1	3	6	21
Overall, I am happy with my child's experience at this school	6	21	21	72	2	7	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 July 2011

Dear Pupils

Inspection of Chipping Warden School, Banbury, OX17 1LD

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We enjoyed talking to you and seeing you in your lessons and at playtimes.

These are some of the things we found out about your school.

You go to a good school.

The headteacher and staff provide good leadership and they take good care of you.

You make good progress through school and you reach standards which are above average in all subjects. You do particularly well in reading and writing.

You feel safe and behave well.

You have an excellent understanding of how to keep fit and healthy.

You enjoy your lessons and teachers give you practical and fun things to learn about.

To help your school become even better, I have asked your headteacher and the governing body to:

- help you use your numeracy skills to solve problems in a number of subjects
- give you more extensive and challenging responsibilities.

You can all help by always trying your best and continuing to enjoy school.

Yours sincerely

Andrew Clark

Lead Inspector

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