

# Chorleywood Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117093
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	379345
<b>Inspection dates</b>	24–25 November 2011
<b>Reporting inspector</b>	David Wynford-Jones

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carla Avis
<b>Headteacher</b>	Rebecca Roberts
<b>Date of previous school inspection</b>	2 July 2009
<b>School address</b>	Stag Lane Chorleywood Rickmansworth WD3 5HR
<b>Telephone number</b>	01923 282095
<b>Fax number</b>	01923 282095
<b>Email address</b>	admin@chorleywood.herts.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	24–25 November 2011
<b>Inspection number</b>	379345

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited an assembly and 16 lessons, observing nine teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the priorities for the school development plan. Inspectors analysed 126 questionnaires completed by parents and carers, together with those from staff.

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

- How well is assessment information used to inform teaching, raise expectations and accelerate pupils' learning?
- Do boys consistently perform at the same rate as girls in mathematics?
- Do pupils know their targets and the next steps needed to achieve them?
- How effectively do middle leaders contribute to the development of the school?

## Information about the school

This is an averaged-sized primary school. The large majority of the pupils are of White British origin. The proportion of pupils from minority ethnic backgrounds is similar to the national average, the largest group being of Indian heritage. The proportion of pupils who speak English as an additional language is lower than that found in most primary schools. None are at the early stages of learning English. The percentage of pupils identified as having special educational needs and/or disabilities, including with a statement of special educational needs, is lower than the national average. The proportion of pupils known to be eligible for free school meals is well below average. The school holds National Healthy School Status and the Silver Eco award. It has just become a 'flag ship' for the Royal Horticultural Society.

Since the last inspection the school has been led by four headteachers. The current headteacher has been in post since June 2010. There have also been several changes in middle leadership.

**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

Chorleywood Primary is a satisfactory and improving school. Under the effective leadership of the headteacher and based on a secure evaluation of its strengths and weaknesses, the school has moved forward. A renewed sense of purpose and direction follows a period of declining performance and a lack of continuity in the leadership and management of the school. Systems and structures have been updated, the curriculum has been reviewed, teaching has improved and staff are committed to ensuring that pupils make accelerated progress. The level of care and most strands of pupils' personal development are good. Pupils from different backgrounds get on well together, reflecting the school's philosophy of developing and promoting good relationships and including others. Parents and carers are pleased with the changes. Comments included, 'We are very happy with the way the headteacher has made changes and implemented them successfully,' and, 'The difference in the school since the headteacher took over is huge, she has done a fantastic job.'

Achievement is satisfactory. Pupils' attainment by the end of Year 6 is above average in English and mathematics. This represents satisfactory learning and progress in relation to their starting points. The school's most recent data show that progress is beginning to accelerate but this is uneven across the school. This is because of inconsistencies in the quality of teaching.

Teachers routinely share the purpose of each lesson with the pupils, and use resources such as the electronic whiteboard and strategies such as 'talk partners' confidently to enhance learning. They are now assessing pupils' level of attainment more accurately. However, most teachers do not make full use of the resulting information to match work precisely to the differing needs of pupils. They do not always identify the expected outcomes for groups of different abilities. As a result, pupils are not consistently challenged to reach higher standards. In most classes opportunities are missed to consolidate and extend pupils' key literacy and numeracy skills across different subject areas. The quality of marking has improved and pupils are given helpful suggestions to improve their work and to reach their targets. However, teachers rarely refer back to these comments to ensure the pupils have responded appropriately. Developmental marking is more consistent in English books than in other subjects, where there are fewer comments of this nature.

The governing body is determined to ensure the school moves forward. The relatively recently appointed Chair works closely with the headteacher and deputy

**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

headteacher in monitoring and evaluating the work of the school. Appropriate areas for development are clearly laid out in the school development plan. Middle leaders are supportive. Several are relatively recent appointments and are developing their respective roles. Currently, they are not sufficiently involved in analysing pupils' attainment and progress or robustly evaluating the impact of teaching on learning. There are opportunities for teachers to share effective practice but these are not sufficiently well embedded in school routines. Nevertheless, given the changes made since the appointment of the headteacher and the clear vision for future development, the school has satisfactory capacity for further 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.

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

- Raise attainment and accelerate pupils' rate of progress in English and mathematics by:
  - ensuring that teachers' marking consistently provides pupils with clear guidance on how to improve their work
  - consolidating their English and mathematical skills in all lessons.
- Improve the quality of teaching and learning to at least good by:
  - consistently using assessment information to plan work that challenges and closely matches the needs and abilities of all groups of pupils
  - giving staff more opportunities to share and build on good practice.
- Develop the skills of middle leaders in monitoring and evaluating the quality of teaching and its impact on pupils' progress.

**Outcomes for individuals and groups of pupils****3**

Children enter the Nursery and Reception classes with skills and knowledge above the levels expected for the age. Throughout the school pupils are polite, behave well and show respect for each other and for adults. Their attendance is above average. Pupils say they enjoy school and that 'it is a nice place to be where we have lots of friends'. They have a good understanding of how to keep themselves safe. Most appreciate the importance of, and are keen to adopt, a healthy lifestyle. They make a good contribution to the school and the wider community. They act sensibly and willingly take on responsibility as house captains, and as members of the school council and Eco Council. Members of the gardening club work hard to make the school grounds attractive. They plant flower tubs, cultivate the school allotment and raise funds by selling the produce. Pupils' are able to reflect, get on well together and know the differences between right and wrong. However, their understanding of other cultures, values and ways of life, particularly those not represented within the immediate community, is not as well developed.

**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

Pupils speaking and listening, reading, writing and mathematical skills are developing satisfactorily. For example, in a Year 6 literacy lesson pupils studied a picture. They explored language to express the mood and feelings the images generated. They attempted to define the meaning of 'surreal' and came up with suggestions that included 'something that is not possible but it is there' and 'real but not real'. In a Year 4 mathematics lesson, pupils worked in small groups to investigate how long a tube of toothpaste would last in different situations. They worked together sensibly as they squeezed the toothpaste onto a long roll of paper before attempting different methods to find the answers.

There are no significant differences in the progress of different groups of pupils. However, boys tend to do slightly better in mathematics than the girls. The converse applies in English. The slight differences in English appear to be closing at a quicker rate than those in mathematics. This is because the school has introduced reading and writing materials which tend to engage boys more in their learning. The attainment of pupils with special educational needs and/or disabilities, and pupils who speak English as an additional language is above national averages for these groups. Their achievement is satisfactory. Pupils respond well to additional support provided in lessons and are engaged in their learning. For example, in a literacy lesson, pupils worked effectively with a teaching assistant to join sentences together by using suitable connectives. Pupils' above-average attainment in reading, writing and mathematics, good attendance and strengths in their personal development ensure that they have a good basis for the next stage in their education and later life.

*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>	2
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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2

<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

**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

**The extent of pupils’ spiritual, moral, social and cultural development**

**3**

### How effective is the provision?

In some lessons teaching is good and pupils make accelerated progress. In these lessons the pace is brisk. There is a good balance between the teacher’s contributions and those made by the pupils. Questioning strategies are used effectively to challenge pupils’ thinking and to consolidate their understanding. Teaching assistants are deployed well and provide good support to individuals and groups. Pupils are inspired and keen to meet their challenging targets. However, not all teaching is as dynamic. Sometimes, the work is not planned to challenge pupils of all abilities and to accelerate their learning. Expectations are not high enough and pupils spend too long listening to the teacher at the start of the lesson.

The approach to teaching the curriculum has recently been reviewed. A topic or thematic approach has been adopted. The aim is to help pupils to see the links in learning between the different subjects. The curriculum supports pupils’ progress in English and mathematics satisfactorily. It is adapted and supported appropriately to meet the needs of pupils who find learning difficult. However, opportunities are sometimes missed to consolidate and extend pupils’ skills in writing, to develop their ability to use information and communication technology and to undertake practical mathematical activities. The curriculum is enhanced by satisfactory links with external bodies and a good range of extra-curricular activities, visits and visitors to the school. These support pupils’ personal development effectively.

Systems and structures to offer pastoral support and guidance to pupils are well embedded in the work of the school. Relationships between staff and pupils are good. All pupils are made welcome and fully included in the life of the school. Pupils know they can turn to staff if they have any concerns and any issues will be followed up. Pupils are encouraged to become independent, respect each other and to take responsibility. Staff work closely with parents and carers and with a range of external agencies to support individual pupils to ensure that their particular needs are met. Attendance is carefully monitored and analysed. Any unexplained absence is followed up promptly.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

**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

The senior leadership team and middle leaders provide satisfactory drive for its development. There is a shared understanding of the next steps to take the school forward. This is based on an accurate evaluation of the school’s strengths and weakness. Procedures for undertaking assessments have been reviewed and changes made to ensure greater accuracy, and the resulting information is increasingly being used to challenge staff on the progress the pupils make. However, the use of assessment data to plan lessons is not securely embedded in all classes. The monitoring of lessons does not focus sufficiently on the impact of teaching on pupils’ progress. Some middle leaders do not yet contribute sufficiently to the development of the school.

The governing body ensures that the school’s safeguarding and child protection procedures meet all statutory requirements. Members of the governing body are developing their skills in analysing performance data, and monitor equality of opportunities adequately. Any suggestion of discrimination is investigated appropriately. The school is aware that the slight difference in performance between boys and girls in mathematics is closing but has yet to be eliminated. The school makes a satisfactory contribution to promoting community cohesion. Links with parents and carers have been strengthened. They are now much more involved and contribute to the life of the school. The school takes part in a range of local events. However, contacts with schools in contrasting area within the United Kingdom and abroad have been planned but not yet firmly established.

*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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enjoy attending school, feel safe and make satisfactory progress in all areas



**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

of learning. They settle quickly and grow in confidence because induction arrangements are well established and relationships with parents and carers are good. Children behave well, cooperate and follow instructions.

The classrooms are well organised and children’s work is celebrated and displayed effectively. The outdoor area is used appropriately to support learning. However, its potential to promote all aspects of learning, for example in communication, language and literacy, has not been maximised. Resources are of suitable quality and appropriate for the age of the children. Planning covers all the areas of learning but does not consistently ensure that all activities are sufficiently well matched to the needs of the children. There are insufficient opportunities for children to make their own choices. Nevertheless, the children’s personal development is promoted well. They help each other out in the classroom and willingly take on responsibility such as looking after the plants and putting equipment away. They have a good understanding of healthy living. They know the importance of washing their hands before eating and that some foods are better than others to keep you healthy.

The Early Years Foundation Stage team work together well, and has a satisfactory understanding of its strengths and areas for development. The coordinator assumed responsibility at the start of the term and has already started to make changes. It is too early to judge the impact of these initiatives. Appropriate systems and structures ensure the welfare of the children and record their academic progress. Assessments are regularly undertaken and recorded in the children’s ‘learning journey’ folders.

*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	3

**Views of parents and carers**

The response rate from parents and carers is higher than average. Most replies were entirely supportive of the school. All the respondents indicated that their children enjoy school and are kept safe. Nearly all were happy with the experiences the school offers their children. A few parents and carers commented that the school does not meet their children’s needs or take sufficient account of parental concerns and suggestions. Inspectors judged that the school satisfactorily meets the needs of its pupils and that the views of parents and carers are welcomed. It has not always been possible to adopt some of their suggestions.

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

Ofsted invited all the registered parents and carers of pupils registered at Chorleywood 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	71	37	29	0	0	0	0
The school keeps my child safe	82	65	44	35	0	0	0	0
The school informs me about my child’s progress	63	50	58	46	4	3	0	0
My child is making enough progress at this school	66	52	55	44	3	2	0	0
The teaching is good at this school	80	63	44	35	2	2	0	0
The school helps me to support my child’s learning	82	65	42	33	2	2	0	0
The school helps my child to have a healthy lifestyle	74	59	51	40	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	69	55	40	32	6	5	0	0
The school meets my child’s particular needs	70	56	49	39	6	5	0	0
The school deals effectively with unacceptable behaviour	57	45	63	50	2	2	0	0
The school takes account of my suggestions and concerns	61	48	56	44	5	4	0	0
The school is led and managed effectively	73	58	49	39	1	1	0	0
Overall, I am happy with my child’s experience at this school	84	67	41	33	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 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.**



28 November 2011

Dear Pupils

### **Inspection of Chorleywood Primary School, Rickmansworth, WD3 5HR**

Thank you for making us so welcome when we visited your school and for completing the questionnaire. We enjoyed our visit and talking to you. You told us that you enjoy school and feel safe because the staff look after you well. You know that you can turn to them if you are worried. We were pleased to find that you have a good understanding of healthy lifestyles. We saw that you behave well and show respect for each other. You make a good contribution to the school and the local community. Well done on becoming a 'flag ship' for the Royal Horticultural Society.

Your school provides you with a satisfactory education. You get off to a satisfactory start in the Early Years Foundation Stage. In Key Stages 1 and 2 you build on this secure foundation and continue to make satisfactory progress as you move through the school. By the end of Year 6 your attainment is above average in reading, writing and mathematics. Given the skills and knowledge you have when you first start in school, your achievement is satisfactory.

We have asked the school to do these things to help you reach higher standards and make quicker progress in English and mathematics.

- Use assessment information more carefully to plan work that is just right for you, and make certain you know what you have to do to improve your work.
- Give you more opportunities to practise your writing and mathematical skills in other lessons.
- Make sure that teachers share good ideas with each other to improve the quality of their teaching.
- Develop the skills of subject leaders in evaluating the impact of teaching on your rate of progress.

Please remember, to make your school better you must play your part by always trying your best.

Yours sincerely

David Wynford-Jones  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**