

Chapmanslade Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	126396
Local Authority	Wiltshire
Inspection number	381223
Inspection dates	24–25 November 2011
Reporting inspector	Michael Barron

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Tessa Kline
Headteacher	Jocelyn Jewell
Date of previous school inspection	18 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed five teachers. They also held meetings with the headteacher, members of the governing body, teaching staff, parents and carers, and groups of pupils. They observed the school's work and scrutinised school documentation, including development planning, minutes of meetings of the governing body and school policies, especially those associated with safeguarding pupils. They looked at assessment and tracking documentation, pupils' records and samples of their work. They also analysed questionnaires returned by staff and pupils as well as 71 parents and carers.

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

- Pupils' current attainment, especially in Year 6, and what this signifies in terms of the progress and achievement of different groups of pupils, particularly in writing.
- Provision for cultural education and its impact on building pupils' knowledge and understanding of cultures and communities other than their own, especially regarding the wider nature of modern society in the United Kingdom.
- The quality of teaching and learning, especially in catering for pupils' different abilities and needs in the school's four mixed-age classes.

Information about the school

This is a smaller than average village school. Nearly all pupils are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is below average. Most of this group of pupils have moderate learning difficulties. There is Early Years Foundation Stage provision in the school's mixed Year 1 and Reception Year class. The proportion of pupils known to be eligible for free school meals is below the national average. The school has gained several recent awards including Healthy Schools status. There is on-site pre-school provision not managed by the governing body and subject to a separate inspection.

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 with a caring ethos. It prepares pupils well for the next stage of their education. Parents and carers appreciate the way the school treats all pupils as individuals and ensures they are very well cared for. 'The school feels like an extended family which we are very privileged to be part of' and 'There is a nurturing ethos in the school' were typical comments in the returned parents' and carers' questionnaires.

The school is well led by a dedicated headteacher who provides the driving force for school improvement. She has worked well with staff and governors to ensure the school regularly analyses its performance in order to improve its effectiveness. This has led, for example, to improving the quality of care, guidance and support for pupils from good to outstanding since the previous inspection and reflects the school's good capacity for future improvement.

Achievement is good and pupils say that they enjoy school. They comment that 'Teachers are nice and friendly and really care about us.' Pupils have an excellent understanding of the need to stay safe and say they feel valued as individuals. They are polite, considerate and have good attitudes towards learning. They are also proud of their very effective links with the local community. The quality of pupils' spiritual, moral, social and cultural development is good. The spiritual, moral and social aspects are strong and this is reflected in pupils' excellent behaviour and in their respect for others. Pupils get along noticeably well together and are confident that any very rare incidents of unsocial behaviour by others will be dealt with immediately and effectively by adults.

Children make good progress in the Early Years Foundation Stage because teaching caters well for their needs. All pupils, including those with special educational needs and/or disabilities and also the higher-attaining pupils, continue to make good progress in all other year groups and this reflects the good quality of teaching. The school has developed effective systems to track pupils' progress and uses these well to set pupils individual learning targets. Attainment is above average in Year 6 and this represents good progress for this cohort of pupils. However, attainment in writing is not as good as pupils' above average attainment in reading and mathematics in all year groups because pupils find it difficult to use punctuation correctly when writing longer pieces of work.

Pupils' health and well-being are securely safeguarded and child protection

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procedures are good. However, even though pupils display a growing understanding of the immediate world in which they live and also of the customs and traditions of people who live in different countries, they have little knowledge or understanding of the different beliefs and cultures to be found within modern society in the United Kingdom.

What does the school need to do to improve further?

- By the end of the summer term 2012, raise pupils' attainment in writing to be above average by ensuring that pupils are provided with frequent opportunities to improve the use of their basic punctuation skills when writing longer pieces of work.
- Increase pupils' awareness of modern society in the United Kingdom by improving opportunities for them to develop their knowledge and understanding of the cultural diversity of this country.

Outcomes for individuals and groups of pupils**2**

Pupils respond very positively to the nurturing approach taken by the school. This adds to their enjoyment of learning and is reflected in their above average rates of attendance. Pupils are polite and eager to do well. They fully realise the need to adopt safe practices in all aspects of their lives and understand the significance of the school gaining the Healthy Schools award. Older pupils talk enthusiastically about how the school values their views. They are proud of the school's deep involvement in the local community. This includes the school choir singing at the local village fete, exhibiting pupils' work at local art exhibitions and the school's strong ties with the local church. In addition, pupils have worked with the local parish council to help design the new village playground. Younger pupils helped to sow the grass seed around it after it had been constructed.

Children join the school's Early Years Foundation Stage with a range of skills. Some, but not all, show many of the skills typically expected for their age. They make good progress in building up skills in numeracy, literacy and information and communication technology (ICT) in all year groups, which prepares them well for their future lives. However, pupils agree that they have trouble using basic punctuation successfully when completing longer pieces of writing. Overall, pupils achieve well.

Pupils look forward to lessons, especially when teachers make learning interesting by mixing different subjects together, and this makes them enthusiastic to learn. This was evident during an outstanding lesson for Year 5 and Year 6 pupils following their visit to a local Second World War museum. Pupils were encouraged to think about what life was like in an air-raid shelter. They were keen to join in discussions about the sounds and smells of worried people, huddled together for long periods of time in the dark, and enjoyed the lesson because the subject fired their imagination. The written tasks they were asked to complete were particularly well matched to their

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different abilities and the teacher ensured that those pupils requiring extra help were very well supported. As a result, all groups of pupils made outstanding progress in developing their writing skills and also their understanding of life in the United Kingdom during the war years. Similarly, pupils in Year 1 and Year 2 made good progress developing their language skills because they found the work they had to complete both challenging and interesting and it was well matched to their previous learning.

Pupils like to talk about what they like most about the school. They are confident that when teachers mark their work they always give them ideas about how to improve. They are far less confident when involved in discussions about the multicultural nature of modern society in the United Kingdom.

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	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is broad and balanced and links different subjects together well while focusing on promoting the effective development of skills in numeracy, literacy and ICT. It is enhanced through regular whole-school events, such as arts weeks and dance festivals. A wide range of interesting visitors to the school and visits to places of interest, including London and Bristol, enable pupils to develop their understanding of the wider world.

The quality of teaching is good and the teaching observed in some year groups was outstanding. Classrooms are well resourced, bright and colourful. Teachers usually

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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make good use of assessment information to ensure that lessons are effectively planned to meet the needs of pupils of different ages and at different stages of learning. They work well with effective teaching assistants to ensure that pupils experiencing difficulties in learning are provided with the support they need in order to succeed. In addition, the school has recently employed an extra member of staff to work as an enrichment teacher to ensure that any pupils at risk of underachieving are provided with the extra support they require to make good progress. This approach is beginning to raise achievement throughout the school. Even so, on very rare occasions, planned activities in lessons do not always enable the higher-attaining pupils to make the progress they are capable of.

The outstanding level of care, guidance and support the school provides for pupils is the basis for their good personal development. Parents and carers value the way in which the school looks after their children, and pupils say that they are very confident they will always be looked after well. Good induction arrangements help pupils settle quickly into new routines. Pupils whose circumstances make them potentially vulnerable receive a highly effective level of care and support, which enables them to take a full and active part in school life. Pupils appreciate the enrichment activities the school provides for them, especially the popular after-school activities featuring sports and art clubs, dance, choir and science.

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	1

How effective are leadership and management?

The good quality of leadership and management is reflected not only in the good quality of school development planning but also in the way in which staff and governors have developed a shared commitment to school improvement, which focuses well on important priorities. Teachers have high expectations of what pupils can achieve and all staff work hard to ensure that pupils are given equal opportunities to succeed and that any very rare instances of discrimination are tackled effectively. They are well supported by the governing body, which offers the school a good level of support and challenge when required. Governors play an active role in school life and take their statutory duties seriously.

Links with external agencies and partnerships with other bodies are used effectively to support pupils’ learning and well-being, especially those pupils at risk of becoming vulnerable. Procedures to safeguard pupils are good and the school has adopted recommended good practice across all areas of its work. Staff and governors receive

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regular training about all aspects of safeguarding and are well aware of the importance of their roles in keeping pupils safe and free from harm.

The school has developed good relationships with parents and carers, who appreciate the effective way the school keeps them informed about their children’s progress and well-being. The school’s work in promoting community cohesion is satisfactory. Links with the village community are used very effectively to develop pupils’ understanding of the local world in which they live. However, pupils have little understanding of the diversity of cultures and beliefs in the wider national community.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Parents and carers comment about the good quality of teaching in the Early Years Foundation Stage and how children are encouraged to do well from the moment they first enter the school. The comment of one aptly summed this up, ‘My daughter has come on in leaps and bounds since starting at this school and I am very happy with the style of teaching.’

Children settle quickly into school as a result of effective induction processes. They develop good attitudes to learning and this is reflected in their excellent behaviour. The teacher and her effective teaching assistant work well together to make sure children enjoy their first experiences of school and ensure that lessons cater well for children’s individual needs. The classroom, which Reception Year children share with Year 1 pupils, is colourful and well equipped, and provides children with a stimulating and safe learning environment. However, the secure outdoor area is rather cramped in comparison.

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Lessons effectively blend opportunities for children to learn both independently and with adult direction. Adults offer an effective level of support to those children who are experiencing difficulties in learning and they make good progress as a result. Regular records of children’s progress are used well when planning further work. As a result, children make good progress and get off to a good start during their first year at school. By the time they enter Year 1 their attainment is average overall, although it is often less well developed in writing than in reading and mathematics. Good leadership ensures priority is given to children’s personal, social and emotional development. Children receive an excellent level of care and support and quickly develop the skills needed to interact well with classmates and adults. They happily join in activities with enthusiasm and are happy to share and take turns.

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

There was an above-average rate of response to the parents’ and carers’ questionnaire. A very large majority of the parents and carers who returned the questionnaires, or who were spoken to by inspectors, held positive views about the school. Few parents and carers expressed any concerns although a very small minority were not happy with their children’s experiences at the school. A few felt that the school was not led and managed effectively and did not take account of their suggestions and concerns, or help their children to have a healthy lifestyle. Inspectors carefully considered their comments during the inspection and judged that the school was led and managed well and took account of the suggestions and concerns of parents and carers. They also judged that the school helped pupils to develop a healthy lifestyle.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chapmanslade Church of England Voluntary Aided 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	66	23	32	1	1	0	0
The school keeps my child safe	46	65	24	34	1	1	0	0
The school informs me about my child’s progress	32	45	38	54	0	0	0	0
My child is making enough progress at this school	38	54	31	44	1	1	0	0
The teaching is good at this school	42	59	29	41	0	0	0	0
The school helps me to support my child’s learning	31	44	38	54	2	3	0	0
The school helps my child to have a healthy lifestyle	32	45	32	45	3	4	4	6
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)	24	34	37	52	5	7	0	0
The school meets my child’s particular needs	35	49	35	49	1	1	0	0
The school deals effectively with unacceptable behaviour	29	41	29	41	2	3	4	6
The school takes account of my suggestions and concerns	30	42	34	48	2	3	5	7
The school is led and managed effectively	46	65	18	25	2	3	5	7
Overall, I am happy with my child’s experience at this school	44	62	20	28	7	10	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 08 April 2011 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.

28 November 2011

Dear Pupils



Inspection of Chapmanslade Church of England Voluntary Aided Primary School, Westbury BA13 4AN

Thank you for welcoming us to your school. We enjoyed talking to you about what you like about school and watching you work hard in lessons. You were all friendly and polite and we now understand why you like your school so much. I was particularly impressed by the mature way Year 6 pupils talked to me about their views of the school.

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

- You get off to a good start in the Reception Year.
- You make good progress in the rest of the school and achieve well.
- Adults always make sure you are extremely well cared for and very well looked after.
- Your behaviour is excellent and you all get on particularly well with each other.
- You have excellent ideas about the need to stay safe.
- You are all very involved in the life of the local community.
- Your headteacher, governors and staff are working hard to improve the school.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- help you to get better at using the correct punctuation when you are writing longer pieces of work
- help all of you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds to your own.

Thank you for making us feel really welcome. We hope you continue to enjoy school. You can help to make your school even better by making sure you always work hard in lessons.

Yours sincerely

Michael Barron
Lead inspector

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