

Cheveley CofE Primary School

Inspection report

Unique Reference Number	110785
Local Authority	Cambridgeshire
Inspection number	378168
Inspection dates	28–29 November 2011
Reporting inspector	June Woolhouse

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Rowena Berridge
Headteacher	Julie Zak
Date of previous school inspection	18 June 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons, observed all five teachers and held meetings with the headteacher, the deputy headteacher, teaching staff, representatives of the governing body and pupils. They observed the school's work and looked at the school development plan, safeguarding documents, school policies, school assessment information, pupils' work in their exercise books and displays. They analysed information from 78 parent and carer questionnaires in addition to those from staff and pupils.

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

- Are planning of learning and teaching consistently good enough to improve pupil achievement for all groups, especially girls, in Key Stage 2?
- How well are the learning needs of all groups of pupils identified and planned for, especially in mathematics?
- How well have leaders and managers developed a broad and creative curriculum and what is its impact on attainment and progress?

Information about the school

Cheveley is a smaller-than-average primary school set in a small village community on the outskirts of Newmarket. It serves the local villages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average. Their needs include speech and language, and emotional, social and behavioural difficulties. Almost all pupils are of White British heritage and very few pupils speak English as an additional language. The school has Healthy Schools and Basic Skills awards and the Activemark for physical education. There is a privately run pre-school setting on the school site which has been inspected separately.

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

2

Main findings

Cheveley Primary is a satisfactory school which has improved since the last inspection. After a period of fluctuating results at the end of Year 6, it is securely on track to improve further pupils' achievement. The senior leadership team, well led by the headteacher, correctly identified the weaknesses and has acted decisively and successfully to improve pupils' learning and progress.

Teachers are now assessing and planning learning more rigorously for the wide range of ability in mixed-age classes, especially in mathematics. At present, however, there is still some variation in teaching which affects rates of progress in Key Stage 2. Mathematics subject knowledge, precise planning for pupils' learning needs and classroom management systems are not always sufficiently well established to guarantee the intended rate of progress. Pupils do not know in sufficient detail in every lesson what they are expected to learn and lack opportunities to check if they have succeeded. Some marking is not detailed enough to inform pupils about how to improve. Expectations are not consistently high regarding the amount of work to be completed, handwriting and presentation of written work across the curriculum, when teachers write comments in pupils' books. The senior leadership team intervened following the poor mathematics result in 2010, and is ensuring that pupils are achieving at least as well as they should, with few exceptions. The school has strengths in the Early Years Foundation Stage, where all aspects of provision and children's learning are outstanding. Attainment at the end of Key Stage 1 is now consistently above average and progress is good. As yet, these improvements have not fully worked their way through the whole of Key Stage 2, where achievement remains satisfactory but is improving rapidly. Differences in the attainment of girls and boys by Year 6 have been eradicated, and nearly half the year group achieved the higher level 5 in English and mathematics in 2011, a significant improvement in mathematics compared with 2010. Pupils with special educational needs and/or disabilities achieve as well as their peers.

The governing body has increased its understanding of what its role is and challenges the senior leaders using the latest pupil performance, teaching and pastoral information. The school's own evaluations are accurate and teachers set challenging targets for all pupils. Last year those pupils who narrowly missed them were relatively new to the school. Well-organised and accurate school assessment data show that pupils are on track to reach their targets this year. There is a sharply focused school development plan for raising attainment further and accelerating progress in Key Stage 2. This increased understanding of how pupils can be helped

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to achieve as well as they can, resulting in improved achievement and rigorous monitoring of progress by senior staff and the governing body, mean that the school's capacity for sustained improvement has increased and is now good. The well-organised systems for pupils' care, guidance and support underpin the school's ethos, ensure equality of opportunity and protect the most vulnerable pupils. The curriculum is broad and has strengths in foundation subjects – particularly music, art, design and technology and physical education. Subject leaders are monitoring effectively the planning of learning, attainment and progress. Learning through topics gives pupils interesting and relevant ways to apply their literacy, numeracy and information and communication technology skills, which they enjoy. Personal, social and health education has a positive impact on pupils' attitudes, behaviour and well-being. As a result, being healthy and contributing to the community are outstanding pupil outcomes. Pupils behave well and attendance is above average. Safeguarding is satisfactory and the governing body is vigilant about all aspects of health and safety where rigorous monitoring ensures pupils' safety. Parents, carers and pupils fully agree that the school is a safe place.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better throughout the school by:
 - increasing teachers' subject knowledge in mathematics
 - planning sharply focused lessons with clear learning outcomes that pupils can access throughout the lesson
 - matching learning activities more precisely to pupils' needs and present levels of attainment
 - checking all pupils' progress in a systematic way by deploying adults in class lessons more flexibly.

- Improve the quality and quantity of pupils' written work across the curriculum by:
 - providing pupils with written comments specifying what they must do next to improve their work as well as telling them how well they have done
 - ensuring that curricular targets in English, mathematics and science are in all exercise books, explained to pupils and used to inform them about what they will be learning next
 - establishing a whole-school handwriting policy which is linked to learning how to spell and is developed to improve pupils' presentation
 - increasing the amount of written work to reflect the breadth of learning across the curriculum, especially for older pupils
 - monitoring exercise books regularly to check that good-quality handwriting and presentation are applied in all subjects.

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Outcomes for individuals and groups of pupils

3

Evidence from pupils’ books, teachers’ assessments and learning in lessons indicates that pupils are making satisfactory progress overall in Key Stage 2, but there is some variation among year groups. Lesson observations confirm pupils’ enthusiasm for learning, their good behaviour and collaborative skills. Their progress is better when teaching is well planned and enables them to be engaged, first-hand, in applying their literacy and numeracy skills to solving problems. This was the case in an outstanding Year 1 numeracy lesson. Pupils practised doubling numbers while watching a well-chosen video clip, using their previous knowledge of the two-times table. They wrote a number sentence using the correct symbols to double numbers between one and ten. The more-able pupils were challenged when they applied their knowledge of doubling numbers to add an odd and even number together. Progress was excellent and pupils greatly enjoyed working in pairs or small groups, sharing their ideas. Older pupils made good progress in a literacy session when they analysed two poems to extract issues related to an ecology theme. This task was well integrated into their ‘rivers’ topic. They demonstrated good levels of speaking and listening when they worked in pairs, recording their ideas efficiently on whiteboards for reference later in the lesson. Younger pupils make less progress when they are left too long without flexible adult intervention to take learning forward. For example, they recorded numbers on a grid but did not make the connection between the patterns and their times tables. Pupils with particular special educational needs and/or disabilities respond well in small literacy and numeracy groups and make satisfactory progress. The quality of pupils’ written work is variable and many cannot easily refer to their individual curricular targets in writing, mathematics or science.

Pupils responded well to opportunities for reflecting on the theme of Advent in a well-led assembly. They listened intently, sang tunefully and participated fully in prayers. Spiritual development is good. Pupils take on roles and responsibilities as play leaders, monitors and operators of technology during assemblies. They raise money for local and national charities and support a child in Africa. The school council contributes ideas for improvements in the community and pupils have been involved in a village playground project. Two pupils are taking part as Olympic ambassadors. They have opportunities to prepare for the next stage in their education and have well-developed personal skills. They apply their numeracy and literacy skills satisfactorily. The strong values system results in good levels of moral, social and cultural development.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	3

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Pupils' attainment ¹	3
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall, but the quality is inconsistent. Most lesson planning is well matched to the range of needs in each class and learning is assessed accurately using national guidance. Some planning still lacks sufficient challenge at the right level when pupils work on independent activities. Although the more able have good opportunities outside of lessons to extend their learning, this is not always the case in class. A few pupils complain that they are 'rather bored'. The pupils in other ability groups, including those with special educational needs and/or disabilities, are well catered for and teaching assistants work successfully and sensitively with individuals and small groups who are withdrawn from class, resulting in satisfactory progress. Where teaching is particularly effective, teachers ask probing questions to assess levels of knowledge and understanding based on previous learning. This is followed by a brisk explanation of what pupils will be taught and how they will know if they have been successful. Interactive whiteboards provide excellent visual aids to assist understanding and were used particularly well in mathematics lessons, for example, to show fractions and enable pupils to make a whole unit using a range of values. Teachers' planning is not recorded in a consistent format or linked to National Curriculum levels of attainment. This sometimes leads to insufficiently high expectations of what pupils can and should be learning. Nonetheless, there is evidence that teachers know what they must improve, including increasing their own mathematical knowledge, and collaborating well to model effective teaching. The results are starting to show in the improved attainment and progress in mathematics in Key Stage 2.

Pupils comment favourably about the more practical and creative curriculum that is developing and the way they are taught in topics which link subjects coherently together. They have influenced what is available to them in after-school clubs. The

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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sports activities are particularly popular. Pupils benefit from trips into the local area and further afield as well as engaging with visitors in school. Good links to local primary and secondary schools provide opportunities for musical activities, history, geography and lessons for the more able in mathematics. Close involvement with the church contributes well to pupils’ religious education and their good spiritual, moral, social and cultural development.

Pupils are cared for well and are known as individuals to all staff. Those with specific learning needs are identified quickly and planned for accordingly so that they make appropriate progress. Pupils whose circumstances make them potentially vulnerable, and their families, are supported well with the guidance of a family-support worker. Pupils are well prepared for transition to the next stage in their education. The school is a welcoming place and pupils say they feel safe. It is an inclusive school; relationships are good and adults provide positive role models that promote tolerance and respect. Good links to other agencies, such as the local authority, welfare services and trained counsellors provide further support and guidance to pupils for their learning and well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
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 headteacher has worked patiently and effectively to forge a committed team of enthusiastic teachers who fully support the school’s aims and priorities. The school is now benefitting from a more stable staff and the impact of carefully targeted professional development activities both for teachers and teaching assistants. This is translating into better teaching and higher standards, especially in mathematics, the school’s present priority, but senior leaders know that mathematical subject knowledge must increase further. Data this year show that pupils in each Key Stage 2 year group are on track to reach their challenging targets.

The governing body is much improved since the last inspection because members have attended training to give them a greater understanding of how to evaluate pupils’ attainment and progress. Their work in this area is at an early stage. They work productively with senior leaders to tackle weaknesses and hold the school to account. The improved tracking system is used effectively to pinpoint any dip in progress on a termly basis. Senior leaders observe teaching and now work with individual teachers to improve teaching methods and classroom organisation. Teaching assistants are an important part of the staff team and are very effective in

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the work they do with individuals and small groups.

Good-quality partnerships and engagement with parents and carers contribute well to pupils’ progress and enjoyment of learning. The close attention to individual needs results in effective equality of opportunity and no discrimination. The school is a fully inclusive community. Results are analysed closely and, when necessary, specific programmes are planned for any group whose performance is questionable. Consequently, girls now achieve equally with boys. Other groups, such as those with special educational needs and/or disabilities and the more able are improving their learning. Both the achievement and the attainment of all pupils are rising.

Safeguarding procedures meet statutory requirements. All staff are fully conversant with, and trained in, child protection matters. Community cohesion is understood and successfully achieved. It is promoted well in school and this shows in harmonious relationships and pupils’ good behaviour. A well-planned curriculum and links at national and global levels ensure that pupils understand a diverse range of cultures and are well prepared for life in a multi-cultural society. The school has maintained its good work in this respect since the last inspection.

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

Early Years Foundation Stage

Children have an excellent start to their schooling. They enter school with skills expected for their age and achieve well by the time they reach the end of the Reception class. They experience a high-quality, well-planned curriculum which is closely tailored to their individual needs. This includes children with special educational needs and/or disabilities, and the more able. The setting is attractive, with extensive grounds outside the classroom, and a place to play, explore and enjoy

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the beauty of nature. Children quickly settle into school routines and demonstrate very good social and emotional attitudes to learning and how they treat each other. They play well together and are kind and considerate. Learning opportunities are exciting, interesting and challenging. Children make bread, make models and lay bricks, real ones, without dropping them. The inspirational leadership of the Early Years Foundation Stage coordinator influences all aspects of children’s learning so that they are engrossed in the well-planned activities they choose daily. All adults provide sensitive support and direct instruction when required but the emphasis is on self-directed learning and independence. Consequently, children are engaged, curious and productive. They can concentrate for sufficient time to make outstanding progress. This was the case in their daily letters and sounds session in which they reviewed the letters from previous sessions, learned a new sound and its name and then were skilfully taught how to write it correctly. More-able children then went on to write correctly simple words using this letter without prompting. Assessment procedures are exemplary and each child’s progress is documented with an interesting range of well-chosen photographs to support the areas of learning under review. Class progress is accurately recorded each half term and immediately shows any gaps in assessment of particular curriculum areas, enabling revision of planning or assessment foci. Parents and carers are fully involved and appreciative of what their children experience and the quality of their induction. All welfare requirements are fully applied, including rigorous safeguarding procedures and risk assessments. Good partnerships exist with the local authority and other agencies.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of parents and carers who responded to the Ofsted questionnaire was above average for a primary school. Their views were mostly positive. All parents and carers agree that their children enjoy school and feel that the school keeps their children safe. Inspectors investigated some individual concerns raised by a small number of parents and carers about most of the questions in the survey. The main concerns were the extent to which the school provides sufficient information on their children’s progress, meeting their children’s individual needs and how they can help to support their children’s learning. The school has plans to increase the number of consultation meetings with parents and carers and provide timely information. Individual needs are well-planned and there are a number of initiatives in place to help parents and carers to support their children’s learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheveley CofE 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	68	25	32	0	0	0	0
The school keeps my child safe	62	79	16	21	0	0	0	0
The school informs me about my child’s progress	20	26	43	55	12	15	0	0
My child is making enough progress at this school	25	32	43	55	4	5	2	3
The teaching is good at this school	33	42	35	45	5	6	0	0
The school helps me to support my child’s learning	27	35	38	49	11	14	0	0
The school helps my child to have a healthy lifestyle	35	45	42	54	0	0	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)	35	45	34	44	4	5	0	0
The school meets my child’s particular needs	26	33	39	50	10	13	0	0
The school deals effectively with unacceptable behaviour	24	31	45	58	3	4	2	3
The school takes account of my suggestions and concerns	28	36	41	53	3	4	3	4
The school is led and managed effectively	32	41	33	42	2	3	5	6
Overall, I am happy with my child’s experience at this school	41	53	31	40	5	6	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.



30 November 2011

Dear Pupils

Inspection of Cheveley CofE Primary School, Newmarket, CB8 9DF

Thank you so much for helping us to inspect your school and making us feel welcome. We were impressed with how well you behave and the considerate way you treat each other. This makes your school a happy place to learn. We also thought you enjoyed many of your lessons, especially when you were working things out together. At present your school is satisfactory. There are some things that are good and this shows in how well you get along together, how you behave in such a responsible way and have such good attendance rates. We also think that all the adults in school look after you very well and comfort you, for example, if you fall over in the playground. We think your Reception class is excellent and gives you such a splendid start to school.

We have asked your headteacher to make some improvements so that you will learn even more things and make more progress as you go through the school. We think you can improve your handwriting and how you present your work. This will help prepare you for the harder work you will be asked to do when you are older. We have asked the teachers to make sure that lessons challenge everyone in class and that they mark your work in more detail so that you know how to improve. We have also asked them to keep a check on what all of you are doing in lessons more often.

We hope you enjoy the end of term as you celebrate Christmas and all that means to you.

Good wishes to everyone and have a happy holiday.

Yours sincerely

June Woolhouse
Lead inspector

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