

Chalgrove Community Primary School

Inspection report

Unique reference number	123029
Local authority	Oxfordshire
Inspection number	388258
Inspection dates	26–27 June 2012
Lead inspector	Peter Limm HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Brendon Kromer
Headteacher	Julie Quarrell
Date of previous school inspection	7–8 February 2011
School address	High Street Chalgrove Oxfordshire OX44 7ST
Telephone number	01865 890385
Fax number	01865 890385
Email address	office.2452@chalgrove.oxon.sch.uk

Age group	3–11
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Introduction

Inspection team

Peter Limm

Her Majesty's Inspector

This inspection was carried out with less than 24 hours notice. The inspector observed teaching and learning in eight lessons taught by eight teachers, two assemblies and part of a session in the after-school club. Meetings were held with a group of pupils, the Chair of the Governing Body, a representative of the local authority and school staff including the headteacher and senior and middle leaders. The inspector took into account the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documents, including the school's self-evaluation and improvement plans, the minutes of the governing body and key school policies. As this was originally a section 8 monitoring inspection, Ofsted did not send out a questionnaire to parents and carers prior to the inspection.

Information about the school

When Chalgrove Community Primary School was inspected in February 2011, it was judged to require special measures. Subsequently the school was inspected on three occasions. At the last monitoring inspection, the school was judged to be making good progress in addressing all the issues requiring improvement. Since the last inspection, a new headteacher has been appointed and there is a new Chair of the Governing Body.

Chalgrove is an average-sized primary school, with most pupils being admitted from the local community. Most pupils are of White British heritage and the proportion who speak English as an additional language is well below average. The proportion of pupils known to be eligible for free school meals is below that found in most schools. The proportion of disabled pupils and those with special educational needs is in line with the national average. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2. Children in the Early Years Foundation Stage are taught in a Reception class and in a Nursery which runs morning sessions. There is an after-school club managed by the governing body that runs from 3.15pm to 6.00pm each evening. The school shares a site with a children's centre, which was not inspected.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Chalgrove Primary is now a good school that has improved significantly since its last inspection. It is not outstanding because there are still some weaknesses in teaching and provision for developing pupils' awareness and understanding of cultural diversity in this country. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- Attainment is above average throughout the school, including in the Early Years Foundation Stage. Pupils make good progress and achieve well, including disabled pupils and those with special educational needs.
- The quality of teaching is good. Teachers use a wide range of methods to motivate and engage pupils. Well-focused questioning is used to assess pupils' understanding in the best lessons and regular adjustments are made to ensure continuous challenge. Teachers use marking well to improve pupils' work. On occasions, activities do not fully extend more able pupils.
- Pupils' behaviour is good and their attendance is above average. Pupils relate very positively to each other and to staff and show pride in their work. They work well on their own but do not always have enough time to develop their independent learning skills. Pupils said that they felt safe at school and that any incidents of bullying are dealt with effectively. Pupils appreciate the importance of community but have a limited understanding of cultural diversity.
- The school's leadership and management are good. There have been sustained improvements in pupils' progress and in the quality of teaching since the last inspection. A challenging curriculum engages pupils of all ages and interests and is enriched by good quality experiences, including visits by parents and carers to talk about their experiences. The governing body is effective in fulfilling its role as a critical friend, rigorously holding the school to account for what it achieves.

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What does the school need to do to improve further?

- Accelerate pupils' progress by:
 - ensuring that more able pupils are challenged effectively throughout the school
 - extending opportunities for pupils to improve their independent learning skills.
- Improve pupils' appreciation and understanding of cultural diversity by embedding aspects of ethnic and cultural diversity in topics throughout the curriculum and in displays around the school.

Main report

Achievement of pupils

Children start school with abilities in line with national expectations for their age and make good progress. Children in the Early Years Foundation Stage develop good basic writing and number skills and standards in reading are above average by the end of Key Stage 1. They relate easily to each other and their social skills develop well. Activities such as constructing an insect world and describing what it contains extend their imaginations and vocabulary. Number skills are learnt systematically. Children's physical abilities are extended well by a range of activities, and the outside area is stimulating and well managed. School data indicate clearly that the attainment of pupils starting Key Stage 1 has risen from broadly average at the beginning of 2011 to above average in 2012. It is also above average at the end of Key Stage 2. An increasing proportion of pupils are reaching the higher levels.

All groups of pupils do well in lessons. They learn well throughout the school because lessons engage them. Pupils support each other through pair and group work, for example discussing the arguments for and against the idea that the Paralympics should be part of the main Olympic event. Pupils known to be eligible for free school meals, disabled pupils and those who have special educational needs – all groups previously identified as doing less well than their peers nationally – are now making rapid progress. There is good support for those pupils whose learning difficulties need it, and as a result these pupils make extremely good progress. Pupils make good progress in their reading, writing and mathematics across all year groups. Standards in reading at the end of Key Stage 2 are above average. Positive relationships between adults and pupils contribute to this picture of good achievement. In a small number of lessons, higher attaining pupils do not make as much progress as they could because the challenge is not demanding enough. Pupils produce high quality work when given the responsibility to undertake extended projects.

Quality of teaching

Teaching is good in the Early Years Foundation Stage. Key skills, such as reading in a

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systematic way, handwriting and counting, are taught well, providing a good foundation for learning in Key Stages 1 and 2. Staff interact well with children as they play. They support and assess their learning effectively, and keep detailed records of progress, which inform planning for the next steps in learning.

The teaching seen in Years 1 to 6 was good, and occasionally outstanding. Teachers' enthusiasm is a key factor in maintaining the interest and effort of the pupils. Outstanding features of the best lessons are lively presentations, a good range of activities and regular probing questions to sustain challenge. Teachers use computer technology well to stimulate pupils' imagination. Pupils work well in pairs and individual whiteboards are used effectively to help pupils communicate their ideas and to enable teachers to gauge individual pupils' progress. Teachers use marking consistently well to give pupils helpful comments on how to improve their work.

The curriculum is designed to enable lessons to link subjects together, so that pupils learn to apply skills from different areas. For example, lessons in history often relate to geography, such as in research on the early Greek Olympic games. There are ample opportunities for pupils' social, moral and spiritual skills and understanding to be developed well, but not enough for pupils to develop their appreciation of cultural diversity. Teachers use regular guided reading throughout the school to support pupils' progress in reading and to foster their love of books. For most of the time, teachers match activities to the full range of pupils' learning needs. This improved consistency is mainly why standards are rising throughout the school. Achievement is also improving because of good support for pupils, provided by teaching assistants who are well led, managed and briefed. Very occasionally, however, the pace of learning slows when whole-class teaching goes on a little too long with subject matter that is insufficiently challenging for more able pupils. Although teachers encourage pupils to work independently, the skills required for doing this are not consistently developed in all classes.

Behaviour and safety of pupils

Behaviour is good and pupils are enthusiastic about school. Pupils say they are encouraged to settle any disputes amicably. Although there were no questionnaires sent out to parents, letters sent by parents to the school over the past year indicate that parents also think behaviour is good. Pupils with behavioural, emotional and social needs behave as well as other pupils for the vast majority of their time in lessons and around the school because they receive good support from the school to manage their difficulties. Pupils' social and moral development is fostered through team work and collaboration. In the Early Years Foundation Stage, children respond well to activities based on their interests and this promotes their good behaviour. Attendance is above average and current figures indicate it is improving. Pupils say they feel safe and know whom to turn to if needed. They know how to avoid potentially dangerous situations and are confident that any reported incident will be dealt with effectively. Pupils are well aware of the risks posed to their safety, for example by the misuse of alcohol or tobacco, and have positive attitudes to their personal health and safety. There are good opportunities for pupils to reflect on

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different types of bullying and how best to respond. No racist incidents have been reported and there have been no exclusions.

Leadership and management

The ambition and drive of the headteacher are outstanding as she pursues excellence for the school. This is clearly seen in the rapid improvements in the quality of teaching since the last inspection, which have ensured that pupils are making good progress. Senior leaders and the governing body monitor and evaluate the outcomes of initiatives rigorously and the local authority provides good support in implementing the school's priorities for improvement. These priorities are based on a secure knowledge and accurate evaluation of the school's strengths and weaknesses, including those identified by the previous inspection. The good performance management process and well-planned professional development activities also contribute effectively to the improvement of the school. The distributed style of leadership provides many opportunities for a wider senior management team to take responsibility for the development of the school. Consequently the school has a good capacity to improve further.

Senior leaders promote equality of opportunity well by analysing data robustly to look for trends in the performance of individuals and groups of pupils. This analysis leads to well-targeted interventions for those pupils identified as at risk of falling behind or in need of special support. The Early Years Foundation Stage is led well, which contributes to the good progress children make before they join Key Stage 1. The curriculum has successfully engaged the interest of pupils in their learning. The provision for pupils' spiritual, moral, and social development is good, although there are limited opportunities for pupils to deepen their appreciation and understanding of cultural diversity. The after-school club provides a stimulating environment for pupils which carefully structures play to reinforce learning skills. The school's systems for the safeguarding of its pupils are rigorous and monitored regularly. Checks are made on all adults, including volunteer helpers.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 June 2012

Dear Pupils

Inspection of Chalgrove Primary School, Chalgrove OX44 7ST

Thank you very much for the warm welcome you gave me when I visited your school and for all your help during the inspection. I enjoyed talking to you about your work and your views on the school. Yours is a good school. Your lessons are interesting and your teachers make sure that you all do well. You have good writing and reading skills and you are confident when expressing your views. You have improved your reading, writing and mathematics recently and now do better than average in all these subjects. I thought that some of you require extra challenge to get the most out of lessons and I have asked the school to ensure that you get this. You can help by always letting the teachers know if you find work too easy. You say you really enjoy practising and reinforcing skills through the independent projects you do, so I have asked your teachers to let you do more of these.

You behave well in lessons and around the school and you are kind and helpful to each other and to adults. Well done! I liked hearing you sing and read and was impressed with your arguing and debating skills. You learn a lot about the world through your lessons in history and geography. You know about different religions, but you do not know very much about people from different cultural backgrounds that have settled in this country. I have asked your teachers to help you learn more about that.

Your headteacher is a good leader for the school and all your teachers and staff work very well together as a team – as you do. This makes your school a friendly and stimulating place to visit.

Yours sincerely

Peter Limm
Her Majesty's Inspector

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