

Chaddleworth St Andrew's Church of England Primary School

Chaddleworth, Newbury, RG20 7DT

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is improving but it is not consistently good over time, particularly in mathematics and writing.
- Teaching is improving but over recent years it has not been good enough to ensure that pupils make good progress.
- Expectations of what pupils can learn, and the amount of work that they can produce, are not always high enough.
- In some lessons, the work that pupils are set is too easy or too difficult for them.
- Learning does not always move on at a quick enough pace.
- The leadership roles of all staff other than the headteacher and assistant headteacher are not sufficiently well developed. Most roles and responsibilities currently lie with the two senior leaders.

The school has the following strengths

- Leaders and governors are now taking positive action to raise achievement and improve teaching.
- Pupils behave well in lessons and around the school.
- Pupils are courteous, considerate and relate well to others.
- Pupils feel safe and very well cared for.

Information about this inspection

- The inspector observed teaching and learning in eight lessons or part-lessons.
- Discussions were held with the headteacher, staff, a representative from the local authority, governors and pupils.
- The inspector took account of the three responses to the online survey (Parent View) and the school's own parental survey.
- Six questionnaires from staff were analysed.
- School policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's improvement plans were examined.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Full report

Information about this school

- This is much smaller than the average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is well above average.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services.
- The school is federated with the nearby Shefford Church of England Primary School. The schools share the same headteacher, governing body and senior leadership team.
- Children in Reception and pupils in Years 1 and 2 from both schools are taught on the Chaddleworth site. Pupils in Years 3 to 6 from both schools are taught at Shefford. Both schools were inspected at the same time. This was a coordinated inspection with the lead inspectors of the two schools working closely together.
- There is no alternative provision linked to the school.

What does the school need to do to improve further?

- Ensure that all teaching is at least good by making sure that:
 - teachers' expectations of what pupils can learn, and the quantity of work they can produce, are always high enough
 - teachers always set tasks which are at the right level of difficulty for individual pupils
 - pupils' learning always moves on at a brisk pace.
- Raise pupils' achievement, particularly in mathematics and writing, by:
 - extending opportunities for pupils to apply their writing skills in subjects other than English
 - providing more opportunities for pupils to apply numeracy skills in other subjects.
- Strengthen leadership and management by:
 - extending the leadership roles and responsibilities of staff other than the headteacher and assistant headteacher in raising achievement, improving teaching and improving attendance.

Inspection judgements

The achievement of pupils

requires improvement

- Most year groups enter Reception with knowledge and skills below those typically expected for their age. By the end of Year 6, attainment is usually below average. Achievement in mathematics and writing has been weaker than that in reading.
- Most pupils make steady progress over time but overall progress is not yet good. Pupils' achievement is now beginning to improve because of the action being taken by the school.
- Effective steps are being taken to raise achievement in writing. However, there are some inconsistencies in the amount of writing pupils produce. There are some good examples of pupils applying their writing skills in subjects other than English. For example, pupils in the Years 5 and 6 class produced an interesting biography of Isaac Newton. They used rhetorical questions to 'hook' the reader and structured their writing in paragraphs. This good practice is not consistent in all classes and pupils' writing skills are sometimes impeded by them being asked to complete too many worksheets.
- Pupils' progress in mathematics is improving. Pupils are now acquiring and using the main methods of calculation competently. They are developing their problem-solving skills by applying their numeracy skills to new situations. However, the application of numeracy skills in other subjects is less well developed.
- Disabled pupils and those who have special educational needs make the progress typically expected for this group. In a number of lessons seen during the inspection these pupils were taught and supported well.
- Positive action has been taken recently to raise the achievement of pupils eligible for pupil premium funding. As measured by their average points scores showing how well they have progressed as they move through the school, these pupils attain less well than other pupils in the school, but the gap is narrowing.
- The learning of the more able pupils is often extended in lessons but this is not always the case. On occasions, their learning is not stretched enough because the work set is too easy.
- The progress of children in Reception has been hampered by staffing changes. However, teaching has improved recently and children are now beginning to make good progress in the key areas of learning.
- Pupils often make good progress in speaking and listening because they have well-planned opportunities to discuss their learning and express their ideas in pairs.
- Most pupils enjoy books and show positive attitudes to reading. Pupils are successfully encouraged to read at home and school.

The quality of teaching

requires improvement

- Over time, teaching has not been consistently good enough to ensure that pupils make good progress; some weaknesses in practice remain.
- Occasionally, expectations of what pupils can achieve and the amount of work they produce are not high enough. As a result, pupils' progress is not rapid enough.
- Pupils are not always set work at the right level for their abilities and needs. When this happens, pupils do not make the progress that they should.
- At times, the pace of pupils' learning is hindered by over-long introductions by the teacher and pupils are not moved on to the main task soon enough. Learning time can be also lost when there are weaknesses in the organisation of pupils and learning resources. By contrast, the most successful lessons are well structured and teachers ensure that pupils' learning moves along at a quick pace.
- Where teaching is best, lessons have a clear purpose and teachers effectively share the learning intentions with the class. As a result, pupils know what they are expected to learn.
- The quality of teaching in the Reception class is good and children make good progress. There is an effective blend of adult-led activities and opportunities for children to learn

independently.

- The teaching of phonics (letters and the sounds they make) is effective. For example, in Reception, children made good progress in consolidating and extending their knowledge of the 'sh' sound. The teacher articulated sounds well and used 'flash cards' to show the sound and words. Using an interesting illustration in a big book, children correctly identified that 'shark', 'ship' and 'fish' contained the 'sh' sound.
- Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help with literacy and numeracy.
- In a successful Years 1 and Year 2 lesson, the teacher read the book 'Olivia' with animation and expression. Pupils listened attentively and had good opportunities to discuss the story and express their ideas. Good questioning by the teacher effectively checked pupils' understanding of the story. This led to pupils making good progress in writing a character description of 'Olivia'. They used powerful adjectives to bring their writing to life. However, this good practice is not yet widespread and the teaching of writing has rightly been identified by the school as a key priority. There are too few opportunities for pupils to write in subjects other than English.
- The marking of pupils' work is generally effective. Teachers identify why pupils' work is good and clearly indicate the next steps for improvement.
- Pupils have clear individual learning plans. The targets set show what they are aiming for and guidance is provided on how to meet them.

The behaviour and safety of pupils are good

- The good behaviour and safety reported in the previous inspection have been maintained and built upon.
- Children in the Reception class are well settled into school and benefit from the warm and positive relationships established with adults. They enjoy the activities provided as they learn and play well with the other children.
- Most pupils are enthusiastic and keen learners. They behave well in lessons and around the school. Records of incidents show that behaviour is usually good over time. Pupils have a good awareness of how to stay safe.
- Pupils are cooperative, considerate and relate well to adults and to their peers. In a number of lessons seen, pupils demonstrated that collaborative learning and teamwork were well developed.
- Pupils have a clear understanding of what bullying is and the different forms it can take, including name-calling, physical bullying and cyber bullying. They know what to do should bullying occur. Pupils told inspectors that there was very little bullying in the school and that it is dealt with quickly by staff.
- Most pupils at Chaddleworth attend school regularly. The school has clear procedures for checking and promoting good attendance. However, there are a few families who are not supporting the school's promotion of high attendance and this has a negative impact on overall attendance rates. The school is working with these families to reduce persistent absence.

The leadership and management requires improvement

- Leadership and management have not yet resulted in good achievement for pupils and consistently good teaching over time. Staffing changes have had an adverse impact on the school's development.
- The headteacher and staff of both schools have created a positive and safe environment in which pupils can learn and develop.

- The headteacher and recently appointed assistant headteacher are working well together with staff in beginning to raise pupils' achievement and improve the quality of teaching. Through careful analysis and checking, they have an accurate overview of the school's strengths and improvement priorities.
- The leadership roles of other staff are not sufficiently well developed so that all can contribute fully to the school's drive for improvement. Most leadership responsibilities currently lie with the two senior leaders.
- Procedures for monitoring the quality of teaching and improving teachers' practice have been strengthened. The headteacher and personnel from the local authority observe teaching and provide constructive feedback to teachers. There are good systems for checking pupils' progress. However, these strategies have not yet had time to impact on raising the quality of teaching to good and improving pupils' achievement.
- Professional development and training are securely linked to the school's priorities for improvement. Decisions about staff promotion and salary increases are appropriately based on responsibilities and how well staff are performing. Staff across the two schools are working together to share good practice.
- The local authority provides effective support in the school's drive for improvement. It has a clear and realistic overview of how well the school is performing. This good support is planned to continue.
- Leaders and staff are developing an interesting curriculum with an international dimension. A range of interesting topics is being introduced, with good links between subjects intended to add meaning and relevance to pupils' learning.
- All pupils have complete access to the range of opportunities that the school offers. Discrimination, in any form, is not tolerated in the school. However, not all pupils have received consistently good teaching.
- Not many parents responded to the online Parent View, but the school's own survey shows that most parents are satisfied with the education and care provided.
- The pupil premium funding has been properly allocated to provide for the pupils who are eligible to benefit from it. One-to-one support is helping to raise the achievement of these pupils.

The governance of the school:

- Members of the governing body are enthusiastic and supportive. They have a good understanding of the school's performance and its journey of improvement. Governors have a clear overview of pupils' attainment and progress and how these compare to schools nationally. They also have an accurate understanding of the quality of teaching and are aware that improvements need to be made in order to accelerate pupils' progress. They challenge the headteacher in order to hold the school to account. Governors understand requirements relating to management of staff performance and ensure that pay and promotion are linked to the progress pupils make. They check how the pupil premium funding is spent and the impact the actions have on pupils' achievement. The governors take advantage of the training on offer and make sure that all safeguarding procedures meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109957
Local authority	West Berkshire
Inspection number	401092

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	27
Appropriate authority	The governing body
Chair	Mary Harwood
Headteacher	Remus Sawyerr
Date of previous school inspection	14–15 July 2010
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