

Chesham Primary School

Talbot Grove, Bury, Lancashire, BL9 6PH

Inspection dates 10–11 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. As a result, by the end of Year 6 pupils attain above average standards in English and mathematics.
- Teaching is usually good and some is outstanding. Teachers have high expectations of pupils' behaviour and of what they can achieve. Classroom management is good and lessons run smoothly.
- Staff show high levels of respect and courtesy for pupils and others.
- Pupils behave in an exemplary manner. They are very polite, courteous and extremely respectful of others. Pupils say they feel very safe in school at all times. They have an excellent understanding of how to keep themselves and others safe.
- Pupils show a great deal of enjoyment in coming to school and their attendance is above average.
- The headteacher leads by example and is ambitious for the school. Leaders and governors have worked successfully to maintain and build upon the school's good performance at the previous inspection.
- There are good procedures for assessing how well the school is doing and for identifying what needs to be done to bring about further improvement.
- The role of the governing body has been improved since the previous inspection and governors now effectively hold leaders to account for the school's performance.
- The curriculum provides well-organised and effective opportunities for learning for all pupils.
- The school's ability to carry on making improvements is good.

It is not yet an outstanding school because:

- Very occasionally, teachers set work that is not matched well enough to the capabilities of pupils.
- There are not always enough opportunities for pupils to work things out for themselves.
- The targets that leaders set for school improvement are not always sharp enough to enable their impact on pupils' achievement to be precisely measured.

Information about this inspection

- The inspectors observed 19 lessons or parts of lessons taught by 12 teachers. Three of these were joint observations with the headteacher.
- Discussions were held with a member of the governing body, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Inspectors listened to groups of pupils read.
- Account was taken of the 27 responses to the on-line questionnaire (Parent View) in carrying out the inspection. Account was also taken of the responses to a recent school questionnaire sent to parents to gain their views about its performance. The views of staff in their questionnaire were considered.

Inspection team

Melvyn Hemmings, Lead inspector	Additional Inspector
Gordon Alston	Additional Inspector
Stefan Lord	Additional Inspector

Full report

Information about this school

- Chesham is larger than the average-sized primary school.
- There is an average proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, those whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils from minority ethnic groups is broadly average, as is that of pupils who speak English as an additional language.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- The school has gained a number of national awards, including International Schools Award and the Leading Parent Partnership Award.

What does the school need to do to improve further

- Further improve the quality of teaching by:
 - ensuring that teachers always set work that is well matched to pupils' capabilities
 - providing more opportunities for pupils to work things out for themselves.
- Sharpen the setting of targets for school improvement so their impact on pupils' achievement can be precisely measured.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their skill level on entering school, which is generally below that expected for their age. They make good progress through the school and attain above average standards in English and mathematics by the end of Year 6.
- Attainment in reading is average at the end of Key Stage 1 and above average by the time pupils leave school. Pupils make good progress because of the strong emphasis on developing their ability to use their knowledge of letters and the sounds they make to read unfamiliar words.
- Children grow in confidence in the Early Years Foundation Stage, as they learn to make choices for themselves. They show much enjoyment in all their activities, sharing equipment and taking turns fairly. This was evident when they were using sand and water equipment in an activity to develop their understanding of capacity.
- Pupils in Years 1 to 6 are keen to learn and persevere when faced with difficulty. They enjoy taking part in group and class discussions and are appreciative of the views of others even when different to their own.
- Pupils write imaginatively to express their ideas in a variety of styles that include poetry and telling stories. They use grammar, punctuation and spelling accurately and take care with their handwriting.
- Pupils have well-developed mathematical calculation skills, including quick mental recall of number facts. They can apply these skills adeptly to solve a variety of problems in real-life situations.
- Disabled pupils and those who have special educational needs make good progress. Their individual needs are identified early and well-targeted extra support is provided to meet them. Pupils who speak English as an additional language also make good progress because of the extra support given to them.
- The funding for pupils eligible for the pupil premium has been used successfully to raise their attainment in English and mathematics. It has enabled the school to provide small group and individual support to accelerate the progress of pupils known to be eligible for free school meals. Although their attainment in English and mathematics is lower than other pupils in school, the achievement gap between them and other pupils is narrowing quickly.

The quality of teaching is good

- In the Early Years Foundation Stage, adults provide interesting and practical activities that effectively meet children's needs. There is a good balance between activities led by adults and those chosen by children. The outdoor area is used well to build upon learning that has taken place indoors.
- In Years 1 to 6, teachers have good subject knowledge and can explain new ideas clearly and confidently. They have high expectations of pupils' behaviour and manage classrooms well, so that little time is lost in lessons. Praise is used effectively to celebrate pupils' achievements and to raise their self-esteem.
- Teachers make good and imaginative use of resources, including new technology, to enhance learning. They use marking and discussion well to guide pupils to make improvement. Teachers carefully check pupils' understanding throughout lessons so they can intervene as necessary to improve learning.
- Teaching assistants are deployed well to support the learning of all pupils. They are particularly effective in promoting the learning of disabled pupils, those who have special educational needs and pupils supported by the pupil premium.
- Very occasionally, the activities provided for pupils are not matched well enough to pupils'

capabilities resulting in work that is too easy for some pupils. When given the opportunity to work things out for themselves, pupils show initiative and perseverance in their activities. There are not enough opportunities provided for them to do this.

- Outstanding teaching was characterised by teachers providing inspirational activities that captured and maintained pupils' interest and very effectively met their individual needs. Such teaching was evident in a literacy lesson for pupils in Years 1 and 2 in which they were learning how to create a riddle.
- Teachers promote pupils' spiritual and moral development well by encouraging them to be curious about the world around them and by high expectation of their behaviour. They foster pupils' social and cultural development by giving them opportunity to work collaboratively to complete tasks and to learn about cultures different to their own.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary and is a strong factor in the progress they make and in the very friendly atmosphere evident throughout the school. They act very responsibly in and around school and encourage others to do the same. Pupils are extremely polite and considerate and highly supportive of each other in lessons.
- Parents, staff and pupils are extremely positive about behaviour. Pupils have a comprehensive understanding of the different forms of bullying, such as physical and internet bullying. They say bullying does not happen in school because, 'We all respect each other.' Pupils are confident that staff would deal with bullying quickly if it did occur.
- Pupils are highly aware of how to keep themselves and others safe and say they feel safe in school at all times. They know about the dangers associated with roads, railways, water and when using the internet. They are very clear about the action to take if approached by someone they do not know.
- Pupils say they enjoy coming to school and this is reflected in their above average attendance. They are very keen to learn, showing a great deal of interest and enthusiasm in all they do. Pupils take great pride in themselves and their school.
- By willingly taking on a variety of responsibilities, including answering the phone at break times and welcoming visitors, pupils very effectively add to the life of the school. School councillors carry out their responsibilities diligently and, in so doing, they give pupils a voice in how the school develops.

The leadership and management are good

- The headteacher has a very clear view of how good the school can be. Senior leaders and governors work well together to drive forward improvements. They successfully encourage all staff to do their best and morale is high.
- The management of staff performance and training of teachers and other adults effectively meets whole school and individual staff needs. There is a good link between the performance of teachers and their salary progression.
- Leaders carefully check the quality of teaching and ensure that any areas for development given to teachers are responded to successfully. The arrangements of assessing how well the school is doing accurately identify the correct areas for development. However, the targets set for improvement are not always sharp enough for their impact on pupils' achievement to be precisely measured.
- The promotion of equality of opportunity and tackling of discrimination is good. Leaders check carefully the progress of different groups to identify if any of them require extra support. This is exemplified in the way funding for pupils eligible for the pupil premium has been used effectively to raise their achievement in English and mathematics.
- The local authority has confidence in the ability of school's leadership to continue making

improvements and provides light touch support.

- Staff show respect and courtesy for pupils and other adults. Relationships at all levels are good and contribute positively to pupils' learning and development. The strong links with parents ensure they are kept fully informed of their children's progress and achievement.
- The curriculum is enhanced by a wide range of extra-curricular activities and educational visits. The provision of specialist teaching in French, physical education and music makes a strong contribution to the good progress pupils make in these subjects. The curriculum promotes pupils' spiritual, moral, social and cultural development well.
- **The governance of the school:**
 - Governance is good. It has been improved since the previous inspection so that the governing body plays an effective role in helping the school move forward. Governors have an accurate view of the quality of teaching and how the management of performance is used to improve staff expertise and reward good teaching. They take part in relevant training to refresh their expertise and ensure that safeguarding requirements are met. Governors fully understand the data relating to the school's performance. The governing body manages the budget well and holds the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement.

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	105293
Local authority	Bury
Inspection number	412154

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Steven Treadgold
Headteacher	Peter Hudson
Date of previous school inspection	14 October 2009
Telephone number	0161 764 4927
Fax number	0161 797 3286
Email address	chesham@bury.gov.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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

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

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

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

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

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

