

# Cheselbourne Village School

Cheselbourne, Dorchester, Dorchester, DT2 7NT

**Inspection dates** 25–26 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The achievement of pupils by the time they leave school in Year 4 is good.
- The behaviour of pupils and their engagement in their learning is excellent. They are well cared for and looked after at school.
- The quality of teaching has improved and is now good. The headteacher, together with the governing body, has successfully resolved the issue of some inadequate teaching and, consequently, raised pupils' achievement.
- The staff work well together and are a cohesive team. The clarity and vision of the headteacher is shared by all who work in the school.
- The governing body works effectively with the headteacher and reviews the progress that pupils make with increasing skill. This enables it to hold the school to account for the outcomes of the pupils.

### It is not yet an outstanding school because

- The progress of most pupils is not as rapid in mathematics as it is in English.
- Pupils do not always get sufficient opportunities to apply their mathematical skills to everyday situations.
- Although pupils are given guidance to improve their work, they are not always given enough opportunities to address the points raised quickly.

## Information about this inspection

- The inspector observed six lessons, four of them jointly with the headteacher, and also attended two whole-school assemblies.
- Meetings were held with a small group of children, the Chair of the Governing Body, and the School Evaluation Partner, who is a headteacher working in the local authority.
- On the inspection, a wide range of documentation was reviewed, including planning and monitoring, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspector listened to pupils read and scrutinised samples of the pupils' workbooks with the headteacher.
- Responses from 23 parents and carers to the online questionnaire (Parent View) were noted, as well as comments from several parents and carers during the inspection. The responses to seven staff questionnaires were also considered.

## Inspection team

David Hogg, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Cheselbourne Village School is much smaller than the average primary school. It draws its pupils, who are all of White British heritage, from the local village and surrounding area. There are no pupils from other ethnic groups.
- The proportion of pupils known to be eligible for support from the pupil premium grant is below the national average. There are no pupils who are looked after by the local authority or from service families. The number of pupils eligible for free school meals varies between year groups.
- The proportion of pupils supported at school action is slightly lower than the national average.
- The proportions of pupils who are supported through school action plus or with a statement of special educational needs is slightly above the national average
- The school has undergone a period of change over the last two years, with the headteacher taking on the role 18 months ago, one teacher starting in September 2011 and the other two teachers joining the school during the current academic year.
- The school has very recently opened a separate class for the Reception pupils.

### What does the school need to do to improve further?

- Improve the quality of teaching, especially in mathematics, so enabling pupils to make at least good progress, by:
  - increasing pupils' opportunities to practise and apply their mathematical skills in situations relating to everyday life and in problem-solving activities
  - ensuring that pupils always have enough opportunities to respond to teachers' written feedback.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception Year with skills generally in line or above those that are typical for their age. The progress they make in Reception is good and, by the time they enter Year 1, they exceed the levels that are expected for their age. Attainment in Key Stage 1 in recent years has been below national averages and therefore the progress pupils have made in the past has not been good. The school identified the cause of this to have been due to poor teaching which has now been eliminated. Data available indicate that pupils are now on course to attain above the national average at the end of Key Stage 1.
- Current data and inspection evidence indicate that by the end of Year 4 pupils now make good progress overall, especially in writing. They make more-rapid progress in English than they do in mathematics. Pupils' progress is monitored closely through work sampling and in pupils' progress meetings between the class teacher and the headteacher. Additional support is targeted if pupils are identified as beginning to fall behind.
- The teaching of reading has improved. Although pupils' attainment in the national screening check in 2012 was below average, the progress data the school has for this year suggest better outcomes for the current Year 1 and that the pupils now in Year 2 have closed the gaps from last year. Outcomes in reading in Key Stage 2 are good. The teaching of letters and sounds (phonics) is now more effective. Pupils are now able to use their knowledge of letters and sounds to good effect when reading new or unfamiliar words, and this was confirmed by inspection evidence.
- Through effective support from teaching assistants, pupils with disabilities or special educational needs make similar progress to other pupils. This demonstrates the school's commitment to promoting equality of opportunity and tackling discrimination.
- The additional support offered to pupils eligible for the pupil premium grant is beginning to close the gaps in attainment in both English and mathematics. There were no pupils receiving additional help in 2011/2012. Those pupils who are currently receiving additional support through small-group work or one-to-one sessions with teaching assistants are about three terms behind other pupils in English and about one term behind in mathematics. The rates of progress are similar to other pupils in English but are slightly accelerated in mathematics.

### The quality of teaching is good

- The quality of teaching is now good. Recent appointments have strengthened the teaching team and the school has now eliminated inadequate teaching which slowed the progress pupils made in Key Stage 1.
- Teachers' planning takes into consideration the needs of different children in the mixed-year classes. Good support from teaching assistants ensures that pupils with disabilities and special educational needs are supported effectively and ensures that they make similar progress to others in the class.
- Data on how well pupils are doing are collected regularly and reviewed by staff to ensure support is deployed appropriately. Governors are provided with reviews of this data as well so they are able to monitor the outcomes for groups of pupils. Teachers are confident in data analysis and use the information to ensure higher-ability pupils are stretched in their learning.
- Lessons move at a brisk pace with teachers modelling the activities well and providing clear guidance to pupils on what they need to be doing in an activity. Teachers do not spend too long explaining things and this enables pupils to get on with the tasks set so learning time is maximised. Pupils say lessons are fun and that they 'do interesting things'.
- Teachers provide good opportunities for pupils to develop their skills in writing. Activities are supported with interesting resources such as video clips or key words to which pupils can refer. The pupils demonstrate care and effort to achieve high quality in the presentation of their work

across the year groups.

- The teaching of phonics is much stronger with pupils demonstrating a good understanding of the sounds letters make in words. Pupils can then use this knowledge to build unfamiliar words when reading and in their writing.
- The teaching of mathematics does not always provide enough opportunities for pupils to practise and apply their skills to more-real situations. As a result, pupils do not always have a 'real-life' context for their activities.
- Pupils' work is well marked with teachers identifying the good aspects of their work and providing them with guidance on how they could improve their work. Pupils are aware of the 'tickled pink' and the 'green for growth' marking system and feel it helps them; however, they are not given regular opportunities to make the improvements to their work identified by their teachers.
- Pupils regularly use online or computer-based resources to support their learning. In the Reception class, children were able to explore their understanding of numbers from 11 to 20. Older pupils were keen to come back to class at lunchtime to complete mathematics work from a commercial computer package. Pupils are now encouraged to blog and use Twitter to share their learning experiences.

### **The behaviour and safety of pupils** are outstanding

- Pupils' attitudes to learning are excellent. They are enthusiastic in class and engage in their learning well. The relationships in the classes are very good, and pupils work well together and with the adults around them. Most subjects are described by pupils as being their favourites, although mathematics is not as popular.
- Pupils have a very good understanding of personal safety and why they need to be careful when using the internet. The school uses a range of outside providers such as the local Police Community Support Officer, and school visits to the Streetwise and Firewise centres have provided pupils with effective alternative sources of information on staying safe.
- Pupils say incidents of unkindness are very rare, and if pupils do fall out, help is on hand from the adults in school. Parents and carers also comment that there is no bullying at Cheselbourne and behaviour is managed well. The pupils are well aware of the school rewards system, and it is effective in fostering good relationships and promotes a positive ethos within the classroom.
- With the school being so small, absences caused by parents and carers taking holidays during term time tend to depress the overall attendance figures. The school encourages families to take holidays outside term time with varying success. Overall attendance over time is broadly in line with national averages.
- Pupils enjoy taking part in additional school activities such as assemblies and enrichment activities, and clubs such as choir, swimming and circus skills. Pupils suggest clubs or activities that could take place; one recent example is a stamp-collecting club.
- The pupils are polite and curious about the world. They say they would recommend their school to others.

### **The leadership and management** are good

- The leadership of Cheselbourne is good. The small team of teachers, despite having been together for a short length of time, share the vision and determination of the headteacher to improve the school. Leadership and management are not yet outstanding because the progress pupils make in mathematics does not match that in English; however, the school's capacity to improve is clear.
- The headteacher has successfully utilised the expertise of the teachers to take on roles of responsibility and lead key areas of school development. The local authority has provided light-

touch support, including training, for this good school. The school has also been able to access training and support from within the partnership cluster of other first and middle schools locally, and itself leads on the development of information and communication technology (ICT) in the classroom. Training and staff development are closely linked to whole-school improvement.

- The quality of teaching is monitored rigorously through lesson observations and modelling of good practice by the headteacher. Weaknesses in the quality of teaching in Key Stage 1 have been eliminated and the school's own data indicate that pupils' progress has improved as a result. Work scrutiny is also used to review the effectiveness of teaching. The performance management arrangements are sound and ensure there is a close link between teacher promotion and salary progression and the outcomes for pupils.
  - The school has very recently developed a separate Reception class that now enables children to choose their own learning activities and develop their skills through exploration.
  - The curriculum is well structured, and good use is made of the flexibility available to a small school, for example the use of local places of interest, to good effect. Innovative teaching through mixed-year activities on Learn2Fly days enables children and pupils from Reception to Year 4 to work together. This has enabled them to work on collaborative activities to develop the school garden or on science and design projects. The school is beginning to develop pupils' skills to use blogging and Twitter as part of their lesson activities. The curriculum effectively contributes to the development of the pupils' moral and social skills as well as their cultural and spiritual awareness.
  - The additional resources available to the school to support pupils with disabilities and special educational needs, and those who are in receipt of funding from the pupil premium grant, are used appropriately. Teaching through small-group work and one-to-one support is effective, and pupils receiving additional support make similar progress to their peers, with some making better progress. The school is currently reviewing the effectiveness of the additional funding in closing the gaps in attainment for groups of learners.
  - Pupils at Cheselbourne are known very much as individuals, as would be expected in a very small school. This is very important to parents and carers, who hold the school in high regard. Staff are felt to be very approachable, and parents and carers are provided with information about the school through regular newsletters, termly curriculum outlines and the informal opportunities to chat to staff at the start and end of each day.
  - **The governance of the school:**
    - The governing body supports the school well. It has a good understanding of the strengths of the school and the areas for further development. New governors make appropriate use of training provided by the local authority. Governors are increasingly effective in analysing data for themselves, in challenging the headteacher and in reviewing the progress of groups of pupils such as those in receipt of additional funding through the pupil premium grant. They are increasingly involved in evaluating how effectively resources are being used to improve the outcomes for these pupils. The governors understand the procedures to ensure that teachers' salary and promotion are linked to the outcomes of pupils. They carry out an audit of the safeguarding arrangements within the school, which are good, and monitor the financial position of the school closely. The governors are active within the school and provide good support for the headteacher in his efforts to improve the school, including addressing underperformance and improving the quality of teaching.
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## 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

<b>Unique reference number</b>	113663
<b>Local authority</b>	Dorset
<b>Inspection number</b>	411866

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

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Sadler
<b>Headteacher</b>	Bob Duffin
<b>Date of previous school inspection</b>	25–26 January 2010
<b>Telephone number</b>	01258 837306
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