

Chalfont St Peter Infant School

Level End, Chalfont St Peter, Gerrards Cross, SL9 9PB

Inspection dates 13–14 November 2013

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils reach consistently high standards in reading, writing and mathematics. From their starting points, their work shows they typically make rapid progress. Their achievement is outstanding.
- Teaching is never less than good and much teaching is outstanding, particularly in Year 1.
- Strong subject knowledge and careful analysis of pupils' skills and knowledge, combined with excellent teamwork, mean that teachers plan learning activities which are exciting and effective.
- Support for disabled pupils and those with special educational needs is well planned and meets each pupil's needs closely. As a result they gain confidence, develop their skills well and make up ground.
- Behaviour is outstanding. Pupils love being at school and work hard to do their best work. Their attitudes are very positive and they cooperate in all aspects of school life.
- Pupils feel very safe and well cared for at the school. They know that adults will help them if they need it, whatever their needs. Pupils are given good training about how they can keep themselves safe.
- Pupils play a significant part in working together to make sure everyone feels part of the community. This creates a very positive atmosphere of mutual respect.
- Senior leaders make sure that there is a clear vision for providing the best quality of teaching, so that pupils continue to reach high standards. They lead by example in setting and communicating high expectations of pupils, teachers and other adults.
- Well-established routines of checking on the quality of teaching, pupils' progress and the plans for further learning mean that senior leaders have accurate information to evaluate the performance of the school, pupils and teachers.
- Governors work closely with senior leaders to make sure that improvements are well focused on the most important issues, that all statutory requirements are met and that parents and carers are well informed about what is happening in the school.

Information about this inspection

- Two inspectors visited the school for two days on this inspection. The inspectors observed parts of 22 lessons taught by nine teachers, as well as sessions led by teaching assistants. Approximately a third of these observations were carried out alongside senior leaders from the school.
- Inspectors met regularly with senior leaders, and held meetings with teachers with responsibility for aspects of the school, school governors and groups of pupils and a representative from the local authority.
- The inspectors reviewed the school’s documents and policies including about keeping pupils safe, looked at records and analysis of pupils’ performance and considered procedures about checking the quality of teaching and learning.
- The inspectors spoke to a group of pupils about their views, as well as speaking to pupils informally during lessons and their free time. The inspectors considered the 64 responses to Parent View, Ofsted’s online survey for parents and carers, as well as views gathered talking to some informally before and after school, and through correspondence sent to the inspectors. Staff also expressed their views through a separate survey.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Raminder Arora

Additional Inspector

Full report

Information about this school

- This is an average-sized infant school with two classes in each year group.
- The large majority of pupils are White British. Other pupils represent a wide range of different backgrounds. There are a very few pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is below average. The proportions of pupils supported at school action, at school action plus or with a statement of special educational needs are below average.
- The proportion of pupils eligible for support through the pupil premium funding is low. This is funding provided by the government to give additional support for pupils who are eligible for free school meals. Although the school does not currently have any, this funding is also intended to support children looked after by the local authority and those of families serving in the armed forces.
- There is a breakfast and after-school club run by the school. This was visited by the inspectors.
- There is a privately run nursery on the school site. This was not part of this inspection.

What does the school need to do to improve further?

- Make sure that the most-able pupils reach the highest standards of which they are capable, by:
 - giving pupils more frequent opportunities to respond to ambitious written feedback similar to the best seen
 - developing pupils' independence in evaluating their own progress and deciding what they need to do next in their learning.

Inspection judgements

The achievement of pupils is outstanding

- For at least the past five years the standards reached by pupils have remained consistently high in reading, writing and mathematics. Pupils learn exceptionally well. The proportions of pupils reaching the different levels at the end of Year 2 remain well above the national averages.
- When they join the school in Reception, most pupils have the skills and knowledge expected for their age. The well-prepared resources and highly motivated team of teachers and assistants mean that children settle quickly into the routines and expectations of the school, showing great enthusiasm for learning. They make rapid progress, and by the end of the Reception Year, almost all pupils are well above the levels of skill and knowledge expected in their reading, writing and mathematics.
- Excellent progress continues during Key Stage 1 because pupils are so highly motivated and the work teachers give them to do is challenging. By the end of Year 2, pupils are very well prepared for their next school.
- Reading, writing and mathematics are all strengths of the school because the approaches used to teach the fundamental skills from the earliest stages have been carefully developed and are implemented consistently. In particular, the teaching of accurate phonics (the linking of letters and the sounds they make) means pupils have great confidence in writing ambitious words. Many more Year 1 pupils passed the phonics check test than average. This is the government's test of how well these pupils can read and spell.
- Occasionally, in a few lessons, the most able pupils work at levels that are not as high as they are capable of, because they rely on the adults around them to tell them what they need to do next. While far more pupils than usual reach the higher levels, some of them are capable of reaching even higher levels, beyond those that are expected for their age.
- All groups of pupils make at least good progress, and for many their progress is outstanding. Disabled pupils and those with special educational needs make at least good progress, because they get support from adults who understand their needs well and there are excellent resources to help them. Pupils who speak English as an additional language also make rapid progress because of the support they receive.
- The achievement of pupils for whom the pupil premium provides support is increasing rapidly because the school makes sure that they are helped to develop their confidence and to participate in the full range of activities and experiences, so that they can learn well. While their attainment is not currently as high as that of other pupils in the school, it is well above that of similar pupils elsewhere.

The quality of teaching is outstanding

- Teachers have excellent knowledge about the topics and subjects they teach, and they make sure that other adults are also well informed. Their enthusiasm and determination to reflect on and develop their practice mean that learning in lessons is never less than good, and in many it is outstanding.
- There is detailed information about how well each pupil has progressed and teachers use this, working together to plan further lessons which challenge each group of pupils. Teachers use many opportunities to check how well pupils understand, and skilfully adapt the tasks or their explanations in light of this. The most able pupils benefit from some opportunities to do tasks which are much harder, or which involve more investigative approaches.
- Teachers and teaching assistants work very well together, particularly making sure that each pupil gets very helpful verbal feedback and is set appropriate targets to work towards. Written feedback, adults' marking in books, is frequent and very encouraging about what pupils have been able to do. In the best examples, pupils get opportunities to respond to 'next steps'

comments. However this is not always the case, and occasionally the progress of pupils, particularly the most-able, is not as rapid as it could be because they miss opportunities to tackle the key points quickly.

- Teachers have good skills in physical education and plan lessons which help pupils to understand what they can do to help themselves stay healthy.
- Good training and opportunities to see how other teachers approach particular topics mean that teachers and teaching assistants are reflective about what they do, and continually look for ways to improve. For example, they have worked together to look for ways to make the most of opportunities to promote literacy and numeracy skills. A Reception class greatly enjoyed measuring a wide range of objects, practising both their numbers and writing skills.
- Adults who teach disabled pupils and those with special educational needs are very well informed, and frequently review what they are doing, to make sure that this teaching is effective.

The behaviour and safety of pupils are outstanding

- Pupils love coming to school and say they think it is a 'fabulous place to learn'. Parents and carers report similarly positive views, particularly appreciating the immense commitment of the staff to the well-being of the pupils. Attendance is above average.
- Around the school and during free time, pupils get along very happily. They are polite to adults and there is a great deal of mutual respect. They willingly cooperate with each other, and readily get on with the work they are given to do. When asked, pupils said bullying does not happen because there is such a focus on learning to be friends.
- Pupils' really positive attitudes mean that there is very seldom any need for adults to remind pupils about what is expected from them. A very few pupils who have behavioural, emotional and social difficulties are extremely well supported, including through a range of partners from outside the school, so that they are able to take part in school life fully, and learn to make a positive contribution.
- In lessons, pupils are well focused on achieving the goals that have been set for them, looking at the 'success criteria' which help them know if they have done what they need to. However, they do not always get enough opportunities to reflect on this or to decide what they need to do next. Very occasionally, pupils depend too much on the adults to decide this for them and are not determined to overcome difficulties or grapple with their learning for themselves.
- Pupils are very supportive of anyone who needs extra help, including when learning English as an additional language. They make sure that anyone who wants to play is included in their games. They have a strong sense of responsibility for the world around them, and do what they can to help the school maintain its 'green' credentials.
- Pupils feel safe, and are encouraged particularly well to take some of the responsibility for this themselves. For example, the school council wrote a letter to parents and carers to clarify the procedures for entry into school at the start of the school day. They also learn about road safety, and water safety through swimming lessons.
- Spiritual, moral, social and cultural aspects of learning are extremely well provided for through the excellent opportunities to learn music, to learn about other religions and cultures and to take part in a wide range of clubs and activities. Pupils' thoughtful attitudes were demonstrated through their response to a visit to a local war memorial, thinking about Remembrance Day.

The leadership and management are outstanding

- Senior leaders have maintained their determination for pupils to reach the highest levels since the previous inspection, and they work as a cohesive team to ensure this is the case. The key

issues identified have been addressed and the school continues to set ambitious targets in the achievement of pupils and the quality of teaching.

- Any teaching that was less than good has been tackled with determination. Senior leaders regularly check the quality of teaching. All teachers benefit from helpful advice about what they need to improve. There are increasing opportunities for teachers to observe the very best practice, often delivered by senior leaders, so that all staff know how to make sure pupils' learning is rapid.
- Middle leaders, such as those teachers who have responsibility for aspects of the school, have worked well together to develop a clear framework of skills around which to teach the skills and knowledge pupils need. Skills in reading, writing and mathematics are also reinforced frequently through the work pupils do across the different subjects they study. This curriculum provides pupils with memorable experiences, with rich opportunities to write for realistic purposes. Pupils' learning is further enriched through learning French, swimming and dance.
- Assemblies and opportunities to reflect about sensitive issues and moral dilemmas mean that the spiritual, moral, social and cultural development of pupils is very well provided for. Partnerships with local churches also contribute well to this, and pupils also learn about other religions. Music is a particular strength of the school and pupils take pride in singing, particularly participating in the choir.
- The school makes sure that all pupils have similar opportunities to succeed and thrive, and that any discrimination would be tackled quickly.
- The quality of teaching about physical education is high and pupils greatly enjoy the opportunities they have to try out different sports or activities, demonstrating excellent attitudes towards staying healthy. Further training is planned to improve this further. Senior leaders make sure that the additional funding to promote being healthy and keeping fit is used carefully.
- The local authority has provided the school with only a very light touch of support, and recognises the persistently high standards achieved. The school supports schools and leaders elsewhere in developing high-quality art and the teaching of phonics. It works with other schools to provide opportunities for older pupils to develop leadership skills through the sports leaders' programme, which also benefits the school.
- School leaders frequently review the arrangements to keep pupils safe, and think carefully about how the environment can be inviting and secure. Training is provided to make sure all staff understand their responsibilities in this regard.
- **The governance of the school:**
 - Governors have a very accurate view about the school and participate actively in testing and developing the ambitious vision for the highest quality of learning and personal development of the pupils. They closely evaluate the information the school gives them, checking that it fits with the views they develop through well-organised visits to the school. Many governors provide lots of practical support alongside their role in challenging the school. Together with senior leaders, they robustly check that the quality of teaching for each member of staff is considered carefully before awarding any additional pay awards. Governors also make sure that all finances are carefully managed and that specific funds, such as the pupil premium, are appropriately allocated and are raising the achievement of the pupils who need it.

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	110269
Local authority	Buckinghamshire
Inspection number	426575

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

Type of school	Infant
School category	Maintained
Age range of pupils	4-7
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Anita Southwell
Headteacher	Jean Cornes
Date of previous school inspection	6 November 2008
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