

Chilton Foliat Church of England Primary School

Stag Hill, Chilton Foliat, Hungerford, RG17 0TF

Inspection dates 12–13 December 2013

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

Summary of key findings for parents and pupils

This is a good school

- Teaching has improved significantly especially in the last year and is now good. Teachers structure their lessons effectively and staff provide good levels of support for the pupils.
- Pupils of all ages and backgrounds make good progress in reading, writing and mathematics. Consequently standards have risen across the school. Attainment in reading is particularly strong and is now above average.
- The new headteacher has an accurate view of the school's strengths and the areas in need of further improvement. She is building strongly on the progress made in the previous school year.
- Leaders at all levels, including governors, are well focused on school improvement. They have been successful in moving the school forward, especially in improving teaching and raising achievement.
- Pupils' behaviour has improved now there are clear expectations for them to follow. They feel safe in school, they get on well with each other and they are keen to succeed in their work. Pupils enjoy school and attendance is excellent.
- Pupils' spiritual, moral, social and cultural development is well promoted.

It is not yet an outstanding school because

- Attainment in mathematics and writing remains broadly average because boys achieve less well than the girls in writing and the more able pupils do not achieve as well as they could in mathematics.
- Teachers' marking helps pupils to understand how well they are doing and how to improve but pupils are not given enough time to make the improvements identified.
- Teachers usually match activities to the learning needs of the pupils well but do not always provide enough challenge for the more able pupils to extend their learning in mathematics further.
- Teachers do not provide enough opportunities for pupils to develop their writing skills in different subjects or to use mathematics in real-life problems in order to consolidate their learning.

Information about this inspection

- The inspector observed seven lessons led by three teachers of staff. Several of the lessons were joint observations undertaken with the headteacher. These sessions included one on the teaching of letters and the sounds they make (phonics). There was a brief observation of a guided reading session and the inspector listened to children reading.
- The inspector held meetings with five members of the governing body and with groups of pupils. A telephone conversation was held with a representative from the local authority. In addition to a number of meetings with members of staff, the questionnaires completed by nine members of staff were taken into account.
- The views of two parents were collected from brief informal meetings during the inspection and from a letter sent into school. Account was also taken of 24 responses to the Ofsted online questionnaire (Parent View).
- The inspector reviewed a wide range of documentation including the school's analysis of pupils' progress, teachers' lesson plans, pupils' work and the school's action plan, as well as plans for improvement in literacy and development of the Early Years Foundation Stage. Governors' evaluations of the impact of the school's work, and the record of checks made on staff's suitability to work with children were also scrutinised.

Inspection team

Hazel Callaghan, Lead inspector

Additional inspector

Full report

Information about this school

- The school is smaller than average and each year group of children is small, usually below 10 in number. Almost all the pupils are of White British heritage and very few are from minority ethnic groups. Pupils are taught in three mixed-age classes.
- The proportion of pupils eligible for the pupil premium is well below that found in schools nationally. This is additional government funding provided for pupils who are eligible for free school meals, those who are looked after by the local authority and those with a parent in the armed forces.
- The proportion of disabled pupils is small. The proportion of pupils who have special educational needs supported at school action is broadly average although some classes have a larger proportion than is usual. The proportion of pupils supported at school action plus and who have a statement of special needs is also broadly average but changes from year to year
- A large number of pupils left the school last year during a period of uncertainties about the headship and of historic changes in staffing. This fall in roll resulted in the school reducing to three classes. The school had the support of an acting headteacher for two terms and a substantive headteacher took up post in September 2013.
- The school meets the government's current floor standards which set the minimum expectations for attainment and progress.
- The school holds a breakfast club each morning for its pupils.

What does the school need to do to improve further?

- Raise attainment and progress in writing by:
 - developing boys' writing skills and giving them a clear understanding of how to improve
 - setting out clear steps for what can be achieved in each lesson so all pupils can aspire to higher levels
 - giving pupils time to respond to comments in teachers' marking about what they should improve
 - using pupils' writing more effectively in a range of subjects, so developing and extending their skills and stimulating their greater interest.
- Raise attainment and progress in mathematics, particularly for the more able pupils by
 - providing greater challenge for all pupils
 - providing opportunities for pupils to use their mathematical knowledge in real-life situations so strengthening their understanding
 - clearly stating in teachers' marking the next steps in pupils' learning and then giving pupils time to complete their corrections and targets.

Inspection judgements

The achievement of pupils

is good

- Because the number of children in each age group is small, comparisons between school performance and national data should be made with care.
- Progress for all pupils from their different starting points is good in reading, writing and mathematics and this has resulted in rising standards over the last two years. Attainment in reading was above average in Year 6 last year while attainment in writing and mathematics, although improved, remained broadly average.
- The range of skills and abilities in each age range fluctuates from year to year in these small year groups but most children start in the Reception class working at the expected levels for their age. With the skilled teaching and high levels of support they make good progress in their learning. An above-average proportion of children reach at least the levels expected by the end of Reception in most areas of their learning. Children make good progress in the Reception class, but some children, especially boys, do not reach the expected levels in speaking and writing having started school with lower levels of skills than is usual for their age. Children in Reception are keen to learn and the well-structured support enables them to develop the knowledge and skills they require to be well prepared for the next stage of their learning.
- Despite making good progress, boys' difficulties in writing can be seen through the school and their attainment remains below that of the girls because many started from lower levels.
- Good progress in pupils' early reading skills starts in Reception and continues in Year 1. The results of the phonics check, through which their understanding of letters and the sounds they make is assessed, are above the national average. Children in the youngest class use this knowledge well to help them read new words and to spell. By Year 6 pupils read widely both to support their learning and for enjoyment.
- The more-able pupils are successfully reaching higher-than-average standards by the time they leave in Year 6 due to their exceeding expected levels of progress, particularly in reading. However, fewer of them are reaching the higher levels in mathematics.
- Pupils eligible for the pupil premium grant are well supported through a variety of support sessions and class teaching. There are only a few in the school but they achieve as well as their peers and attain a similar level by the time they leave. Last year pupils in receipt of the pupil premium grant made equally good progress as their peers in reading and mathematics and were more successful in writing. Gaps between the attainment of these pupils and the rest of their class have rapidly closed.
- Disabled pupils and those with special educational needs make good progress overall. Those who are supported at school action, for example, are increasingly reaching the levels expected for their age particularly in reading but also in writing and mathematics.

The quality of teaching

is good

- Teaching is usually good and this has resulted in pupils' good progress.
- Children make good progress in the Reception class because teachers recognise how young children learn and provide a wide range of resources which encourages them to experiment and explore new ideas. For example, children wanted to make their own books having really enjoyed the 'Owl Babies' story in class.
- The teaching of reading is strong throughout the school and pupils enjoy reading. The regular guided reading sessions, along with the enjoyment of exploring books as part of their writing lessons, all aid this progress. Pupils in the oldest class have really enjoyed reading the poem called 'The Highwayman' which has led to some exciting use of imaginative language.

- In the last year there has been a strong and successful focus on improving the teaching of reading and of handwriting. Pupils want to do well and are keen to collect the awards associated with good handwriting and regular reading.
- Writing has not yet improved in the same way. Boys are showing greater interest in writing after exploring the topic of 'Super Heroes' but are not yet achieving as well as the girls. Pupils generally do not have enough opportunities to write in a range of subjects so consolidating their skills.
- Teaching of mathematics is good. Pupils really enjoy mathematics now the new scheme of work with related computer activities has been introduced. A high proportion of pupils made the expected progress in mathematics last year and most made good progress, but teachers generally are not yet providing sufficient challenge for the more able to ensure they reach the levels of which they are capable.
- Teachers use questioning well to probe pupils' understanding and monitor their work in lessons, adapting activities effectively to ensure pupils' understanding and skills are progressing.
- Pupils are given a good understanding of what is to be learnt, but not always exactly what is required to make their work better. Pupils are given guidance on what should be included in their work, but this is not always as clear as it could be. Giving pupils information on how they can aspire to achieve at the highest levels possible for them by sharing the range of expectations in the mixed-age classes is not well established.
- Teachers' marking usually sets out how well pupils have met the objective of the lesson and how writing can be improved but insufficient time is given for pupils to respond to the comments and put the ideas into practice. Marking is better in writing than mathematics. Next steps are not as successfully identified in mathematics.
- The good progress made by disabled pupils and those who have special educational needs is due to the improvements made to the identification of their needs and the better use of specific interventions that help them to succeed. Good levels of support give them confidence in their work.
- Teaching assistants play an important part in the teaching. They are experienced and show good levels of skill especially in questioning pupils to help them understand new ideas.
- Positive relationships and clear expectations for good behaviour result in all classes having a calm and purposeful atmosphere. Teachers offer lots of praise and this helps to build the pupils' confidence and self-esteem. Teachers plan many opportunities for pupils to work in pairs and in small groups. As well as successfully promoting the pupils' social and moral skills, this enables them to share and support each other in their learning.

The behaviour and safety of pupils are good

- Pupils behave well in their classes, at break times and around the school. They are polite, friendly and courteous to visitors. They show care for each other and are quick to recognise if someone feels upset. They enjoy school and attendance is well above the national average.
- Pupils have good attitudes to learning. They often show good levels of concentration and attention in lessons and respect for each other's work and effort. In all lessons observed pupils were fully engaged and well focused on their work. This was clearly evident in a Class 2 mathematics lesson as pupils worked together measuring their feet and discussing how best to get their measurements accurate. In Class 3, pupils marked each other's work, giving positive feedback on the strengths of the writing and discussing how it could be improved.
- Many pupils said they enjoy their lessons and want to do well but do not always aspire to do their best. They are developing good levels of confidence in their work and look for ways to make it better. They take difficulties in their stride and try again.
- Pupils who spoke to the inspector say behaviour is good and any upsets are caused by frustration or minor arguments. They have no concerns over bullying because it is rare,

especially any physical, emotional or cyber-bullying. Pupils say they feel very safe at school. They identify possible hazards and suggest sensible ways to keep themselves and others safe. They recognise possible dangers when using the internet.

The leadership and management are good

- After a period of significant change in staffing and leadership, the school is now working effectively to make improvements in the quality of teaching and so to raise pupils' achievement. The process of improvement was successfully started by the acting headteacher and is progressing strongly under the new headteacher. The headteacher has a clear and accurate view of teaching and learning in the school. After a period of difficulties, teaching is now predominantly good. Pupils' progress increased significantly last year and continues to improve.
- The headteacher's clear expectations for pupils' behaviour, linked to rewards and sanctions which pupils understand, have resulted in pupils' increased pride in their school and in their efforts to work hard and succeed.
- Leaders at all levels are effective in moving the school forward. The literacy leader has effectively led improvements in the teaching of reading and in raising pupils' expectations for their handwriting and the presentation of their work. Parents have been successfully included in these strategies and so are providing support for pupils' efforts at home.
- Provision for pupils with special educational needs has improved. The new headteacher brings her expertise as a former co-ordinator of special educational needs to the school. Intervention strategies being introduced this term are already having an impact in improving pupils' skills and increasing progress. The curriculum, relationships through the school, links to the local church, and partnerships with other schools, locally and in France, promote pupils' spiritual, moral, social and cultural development well. The curriculum is enhanced by a variety of additional activities including opportunities to participate in sport activities after school each day. The new sports funding is being used to extend the sporting opportunities with the local schools but has not yet been in place long enough to make a significant impact on pupils' health and attitudes to fitness. The curriculum meets pupils' learning needs well but opportunities to extend their writing skills and to develop their mathematical understanding should be further promoted.
- **The governance of the school:**
 - The governing body has significantly improved its effectiveness in monitoring the work of the school. Many governors have a good understanding of school data and challenge the headteacher about pupils' achievement. They have high aspirations for all the pupils and are well focused on supporting the school to achieve outstanding performance.
 - The school has had the support of the local authority in improving the effectiveness of management during the time of uncertainty of leadership in the school. This support has also helped the governing body to monitor the school. The committee structure has been reorganised and governors have attended many courses to make them more efficient and effective in their roles.
 - Governors use a variety of data to help them evaluate the school's performance compared to other schools. They are fully involved in discussions about the use of the pupil premium funding and make a check on its impact on pupils' achievement.
 - Governors are kept informed of the outcomes of performance management and are committed to improving teaching, recognising how improvements to the standard of teaching have already been made.
 - Governors are currently focused on marketing the school in order to raise the number of pupils on roll so that it can return to four classes as before. The governing body successfully carries out its legal responsibilities, including that of ensuring a safe and secure environment. All safeguarding requirements are met.

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	126397
Local authority	Wiltshire
Inspection number	426771

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	63
Appropriate authority	The governing body
Chair	Mrs Sam Wolcough
Headteacher	Mrs Denise Weston
Date of previous school inspection	2–3 November 2011
Telephone number	01488 682630
Email address	admin@chiltonfoliat.wilts.sch.uk

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