

Charter Primary School

Wood Lane, Chippenham, SN15 3EA

Inspection dates 22–23 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Determined leadership from the headteacher has effectively driven up standards since the last inspection. Attainment in reading, writing and mathematics is now above average.
- Significant improvement in the skills of senior leaders and governors has supported the headteacher well in raising the quality of teaching and achievement and establishing an effective school.
- Achievement is rising quickly because of good and sometimes outstanding teaching. All groups of pupils make good progress, including those deemed to be disadvantaged.
- Teachers ensure that lessons are stimulating and interesting. Most tasks support pupils' learning well.
- This is a very inclusive school where pupils attending the resource base for social communication difficulties are particularly well supported.
- The requirements of disabled pupils and those with special educational needs in the main school are also very well met. Well-managed extra help ensures that they make the same good progress as their peers.
- A well-organised, warm and inviting introduction to school awaits both children and parents. As a result, children in the early years quickly gain confidence. They make good progress because of good or better teaching and exciting learning opportunities.
- There is a very high level of parent satisfaction with the school. Parents say that their children feel safe in the school.
- Pupils told inspectors that they feel safe in school. They enjoy learning and playing together. Behaviour is good and bullying is extremely rare. Pupils attend regularly and they play a full part in all aspects of school life.
- The high profile of the school's motto, 'Create, Discover, Succeed Together', threads through all of its work. It underpins pupils' good achievement. This culture is well supported by provision for their spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- In some lessons teachers are not always rigorous enough in ensuring that the most able pupils have challenging tasks.
- Pupils are not given sufficient time to practise making improvements to previous work.
- Pupils do not have enough opportunities to learn about and reflect upon the diverse cultures that exist today in modern Britain.

Information about this inspection

- The inspectors looked at learning in 21 lessons and observed 10 teachers. They were accompanied for some observations by the headteacher and deputy headteacher. Teaching assistants were observed working with individual pupils and small groups. The inspectors talked to pupils about their work and heard individual pupils from Years 2, 4 and 6 read.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school’s analysis of how well it is doing and how it plans to improve. Records of checks on the quality of teaching and the minutes of the governing body meetings were examined.
- The inspectors looked at samples of pupils’ work across a range of subjects and classes.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with a school adviser from the local authority. Questionnaires from 20 members of staff were analysed. The inspectors took account of the views expressed in the 35 online responses from Parent View and informal meetings with parents at the school during the inspection. Account was also taken of a letter received from a parent.

Inspection team

Anna Sketchley, Lead inspector

Additional inspector

Michael Buist

Additional inspector

Full report

Information about this school

- Charter Primary School is slightly smaller than the average-sized primary school. Most pupils attend from the local area.
- All children in the early years attend school full time.
- All pupils in the mainstream school are taught in single-age classes.
- The school has a resource base for 14 pupils with social communication difficulties. These are taught in two mixed-age classes. The resource base is led and managed by the school but admissions are allocated by the local authority.
- The proportion of disabled pupils and those with special educational needs is higher than the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Most pupils are of White British Heritage. A very small minority are in the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school offers the facility of a breakfast club. There is a privately run after-school club and a privately run pre-school on the school site but neither of these was a part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make the best progress they can by:
 - sharing the outstanding practice that already exists in the school to raise achievement even further
 - ensuring that the most able pupils complete more challenging tasks
 - ensuring that all pupils are given time to make the improvements indicated in teachers' marking so that they develop their skills more quickly.
- Provide more opportunities for pupils to develop a better understanding of the diversity of cultures that exist in modern Britain.

Inspection judgements

The leadership and management are good

- Leadership of the school has strengthened substantially since the last inspection. Successful training and development for leaders and teachers at all levels, including governors, have resulted in a shared responsibility for, and good understanding of, how to improve the school's effectiveness.
- The school's motto of 'Create, Discover, Succeed Together' is constantly reinforced with pupils. All adults have high expectations of pupils' work and behaviour. This supportive focus on developing the right attitude to learning is helping pupils to achieve their best.
- The school has been very well supported by the local authority. Leaders and governors now fully understand their roles and what is required of them and that they are wholly accountable for how well the school is doing. This has been a major lever for improvement within the school.
- The local authority and governors have held the school to account with rigorous checks three times a year on the progress of improvement. The school has now adopted this process for itself and in addition keeps thorough six-weekly checks on pupils' progress. This means that the school's knowledge of what it must do next to continue to raise achievement is accurate and is securing immediate actions.
- Managing the performance of teachers is also at the sharp end of developing good and outstanding teaching and the subsequent good achievement for pupils. The headteacher and other leaders check the quality of teaching regularly. Where there is a need for help in developing teachers' skills, this happens quickly both at an individual level and collectively. Teaching has improved considerably; however, outstanding practice is not shared widely.
- There is a strict but fair process for improving teaching. Expectations are in line with national standards. Good performance is rewarded and effective support is provided to improve teaching. This is fully understood by all teachers.
- The ambition to be recognised as a good school, and the vision of working towards becoming outstanding has welded together the whole-school community. A strong whole-school team has emerged, fully committed to doing their best, and actions have been effective. This gives the school a strong capacity for further improvement.
- Subject leaders are knowledgeable and competent. They manage their areas of responsibility well. They have worked cooperatively to provide pupils with meaningful learning that is interesting and stimulating but that also incorporates the statutory requirements of the national curriculum. The curriculum is carefully planned around the skills pupils need to develop.
- During the course of the year some themes are led by ideas from the pupils. They become enthusiastic participants as they set about planning their own learning. Memorable experiences are enhanced by visits and visitors such as the day that the whole school visited a wildlife park to study animal habitats and learn new geographical skills and knowledge.
- Good links across subjects ensure that pupils have many opportunities to practise their literacy skills and, to a slightly lesser extent, their mathematical skills. This supports their good achievement and prepares them well for secondary education.
- Extra funding for sport is used well to provide a wider range of activities for pupils and training for teachers to improve their skills. Rates of pupils' participation in sport have risen. Funding is allowing them to take part in more inter-school competitions and after-school sports activities with increasing confidence. One particular programme is making a significant contribution in helping some pupils to develop a healthier lifestyle.
- Provision for pupils' spiritual, moral and social development is strong, enabling them to readily recognise right from wrong and to be reflective about the choices they make in relation to the feelings of others. This fosters good relations and is helping them to get along very well together. Time is given to assisting pupils to build an understanding of their own culture and of Britain's democratic systems and what it means to be British, through for example, their history studies and being a part of the school council. However, pupils have very few opportunities to learn about and develop an understanding of the many different cultures that exist today in modern Britain.
- No pupil is discriminated against. The way in which the school very successfully includes pupils in the resource base for social communication difficulties demonstrates its full commitment to providing equal opportunities for all pupils. This applies also to pupils who are disabled and those who have special educational needs. All of these pupils are very well supported, and provision in both cases is well led and managed by highly skilled teachers and assistants.
- Additional funding known as the pupil premium is targeted very successfully to raise the achievement of disadvantaged pupils. They are achieving well because of programmes, for example, to help improve basic

number skills and reading ability.

- The school makes particularly good use of partnerships with other schools and agencies to enhance pupils' learning and development. This is reciprocal and the school plays an important part in helping other schools to develop new initiatives, such as outdoor learning, for the benefit of all pupils in the local community.
- The questionnaire and conversations with parents during the inspection indicate strongly the very supportive relationship the school has with the vast majority of parents.
- The school's safeguarding procedures fully meet requirements and all procedures are rigorously adhered to by all staff. Leaders and governors ensure that everyone is regularly trained.

■ **The governance of the school:**

Governors have a very good knowledge of the school's performance and progress because they regularly attend the school effectiveness review meetings previously conducted by the local authority. They have now adopted this rigorous check on progress for themselves. As a result, they are much faster in reacting to any dip in achievement and challenging the school to improve. Their attendance at a wide range of training courses enables them to develop their skills further. Governors bring a wide range of very useful skills from the world of work and these help them to fulfil their statutory duties. They demonstrate a very good understanding of the strengths and areas for development for the school, regularly checking the quality of teaching and its impact on pupils' progress. They recognise and reward good and outstanding teaching but state boldly that 'we want good value for money from our teachers'. They are aware of support that has been provided to address underperformance in the past. Governors now feel confident in setting rigorous objectives regarding the performance of the headteacher, although they also accept guidance from the school's adviser. They have extensive knowledge of the use and impact of additional funding both for sport and disadvantaged pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. School records show that exclusions and serious incidents of poor behaviour are very unusual. During the inspection, low-level disruption in lessons was rare. This is as a result of the positive behaviour strategies used by all adults.
- The school's well-established systems provide significant opportunity to reward pupils' good and considerate behaviour. It is celebrated regularly in school assemblies and, as a result, the amount of negative behaviour is extremely small.
- School values are consistently promoted, encouraging pupils to show respect for each other and adults both around the school and in lessons. Pupils respond well, are polite and quick to follow staff instructions, reflecting the school's efforts to promote high standards.
- The school works hard to reduce persistent absence. A small number of pupils with complex medical issues tend to mask the positive impact of the school's rigorous procedures. Attendance has improved and is currently in line with the national average.
- Pupils' personal and social development is given high priority. Pupils value their school and the opportunities to work together in lessons and to help and take responsibility, for example as members of the school council and play leaders.
- Pupils in the resource base for social communication difficulties respond well to teachers' well-maintained routines. Most show a positive attitude to learning and respect towards each other and adults.
- Behaviour is not yet outstanding because a small minority of pupils find it difficult to work without the help of adult support to manage their behaviour.

Safety

- The school's work to keep pupils safe and secure is good. All pupils feel very safe and secure, which one summarised by saying, 'We are safe wherever we go in school because our teachers look after us.' Pupils know how to spot a stranger because of the school's effective badge identification system.
- Pupils in the resource base for social communication difficulties enjoy a safe and caring environment.
- Pupils say that they do not experience bullying in this school. They are able to explain very clearly what to do should it happen and know that it would be dealt with immediately. They have a good understanding of the different types of bullying, including cyber-bullying. They say they have many rules regarding using the internet and emphasise that e-safety rules are rehearsed with them regularly. They are clear about what will happen if rules are broken. This confirms that the information and safeguarding procedures in

the school's policies are carefully adhered to and thoroughly shared with pupils to enable them to make safe choices.

The quality of teaching

is good

- The quality of teaching is good and sometimes outstanding. Pupils respect their teachers and get on very well with them. This creates a positive climate in which teachers have high expectations, causing one pupil to remark cheerfully that, 'school works us hard in lessons!'
- Teachers plan lessons carefully, ensuring that interesting and stimulating resources and equipment are used effectively to support pupils' development. An example of this was seen in a lesson observed during the inspection when pupils' interest was sparked by short video clips as they practised writing adverbial clauses to begin their sentences.
- Most pupils listen intently and concentrate well. They know what their learning tasks are because teachers explain these very clearly. Classroom walls carry lots of 'helpful hints' if pupils are stuck. This supports pupils well, teaching them how to help themselves to learn.
- Pupils talked about some of the mechanisms to help them learn, remember and retain information, such as practical equipment in mathematics, word books for spelling and vocabulary, learning 100 key words and using number squares. These examples demonstrate that literacy and numeracy are taught well and is one of the reasons why pupils make good progress in their basic skills.
- Teachers observe and skilfully question pupils in lessons to assess their understanding and deepen their knowledge. Pupils' quick and correct responses to questions about previous learning are another indication that they are making good progress, especially in reading, writing and mathematics.
- Teachers use their good subject knowledge and information about pupils' ability to finely tune tasks to match their learning needs. However, occasionally tasks are not challenging enough for the most able pupils and they occasionally waste time completing work that they can already do.
- Teachers encourage pupils to think about their tasks and be reflective about their learning. Pupils said they are encouraged to learn from their friends as well as adults.
- Many pupils spoken to by inspectors talked in detail about their targets and how they could improve further. They commented very articulately that work is often difficult but said that they get a lot of support and guidance.
- Teachers mark pupils' work thoroughly indicating the next steps to take to improve. However, pupils are not always given sufficient time to correct their mistakes and practise skills before moving on to the next piece of work. This means that they do not improve as quickly as they might.
- Disadvantaged pupils, disabled pupils and those with special educational needs, even those with complex difficulties, are fully integrated into the classroom. Focused support and appropriately challenging activities ensure that these pupils make good progress.
- Pupils in the resource base receive skilful and sensitive teaching. They make good progress because adults constantly reinforce key learning and the sequence of the lesson. As a result, they feel comfortable and understand what is expected of them.
- Regularly set basic literacy and numeracy tasks form the basis of all homework, with occasional tasks associated with the theme for the term. Pupils are very clear about what is expected.

The achievement of pupils

is good

- The good progress pupils make in Reception is built upon very successfully in Years 1 and 2. By the end of Year 2, standards in reading, writing and mathematics are above average. During the inspection, while learning about compound words, pupils in Year 2 knew that 'morning' was not a compound word 'because it ends with a suffix'.
- The school places much importance on pupils learning to read well and has established a strong reading culture. A well-taught programme for teaching the sounds that letters make (phonics) supports pupils well in their reading development and their spelling.
- During the inspection, pupils were heard confidently using the strategies they had learned to sound out and successfully read unfamiliar words such as 'atmosphere'. A Year 2 pupil read slowly but accurately, saying, 'I'm getting better at it!' Pupils make good progress with reading because the school ensures that a range of different strategies helps pupils to improve. By Year 6, pupils read with great fluency and expression and develop a real love of reading. They say they know it is important to be able to read well and that the school has helped them to do this.

- Since the last inspection, standards have risen significantly in reading, writing and mathematics. In 2014, standards in Year 6 in reading and writing were above average, and were average in mathematics. School records show that the standards in Year 6 are projected to remain similar in reading and writing and to improve in mathematics. The most able mathematicians in Year 6 were observed working at a high level.
- In 2014 the attainment of disadvantaged pupils in Year 6 was a term behind that of other pupils nationally in reading and mathematics, but the same as other pupils' in writing. However, all disadvantaged pupils made the progress expected nationally, similar to or better than others' in all three subjects, and this is improving.
- The attainment of disadvantaged pupils against other pupils in the school was one term behind in mathematics and half a term behind in reading and writing.
- This year, school information shows that the gap has closed even further. The attainment of disadvantaged pupils in Year 6 is currently the same as that of other pupils in the school in reading and mathematics, and half a term behind in writing.
- Previous test information and current school information about pupils' progress show that all groups of pupils, including those who speak English as an additional language, make good progress from their various starting points.
- In 2014 all of the most able pupils who achieved the higher Level 3 in reading, writing and mathematics in Year 2 also reached the higher Level 5 in Year 6. A significant number of pupils achieved the higher level from Level 2 in all three subjects. This represents good achievement. This year, pupils in Year 6 are again on track to meet the aspirational targets set by the school.
- All pupils in the resource base for social communication difficulties have a statement of their needs. They have very complex learning difficulties. The national curriculum is carefully adapted for a small minority of these pupils and a special tracker is used to chart their attainment and progress and to inform teaching. None will reach the attainment expected for other pupils with special educational needs but guidance indicates that they make good progress, and sometimes exceed expectations, from their various starting points.

The early years provision

is good

- Children join the school with skill levels that are close to those typical for their age, although communication and language skills are weaker than other areas of learning.
- The school's safeguarding policies are strictly adhered to and, as a result, children in the early years are safe and secure and well cared for.
- The competently led and managed Reception class provides a stimulating, well-organised and settled beginning so children make a confident start. Teaching is consistently good and sometimes outstanding, ensuring that they quickly make good progress. By the end of the Reception Year the percentage of children achieving a good level of development is above the national average. This ensures that they are well prepared for Year 1.
- Children were observed completely engaged and achieved exceptionally well when learning their letters and sounds (phonics). The wide variety of songs and games the teacher used quickly reinforced their knowledge. Children practised their sounds with their 'robot arms' and could put the 'sound buttons' in the correct places, distinguishing real and 'rubbish' words. A small group of the most able children used their phonics skills really well to read sentences such as, 'I sang a song in the rain.'
- The characteristics of effective learning are well represented and children are keen to have a go at new experiences. They become engrossed in their own learning activities as they plan and make decisions about what they are going to do. They play extremely well together in the role-play area set up as a doctors' surgery, amicably sharing out the roles in their game as one asks, 'Can I be the patient?' This full engagement results in good behaviour.
- Teaching encourages them to think creatively both indoors and outside while learning and exploring through their play, and adults join in sensitively, extending children's language and experience. They immerse themselves in children's activities, for example wearing a police jacket and helping to conduct a 'crime scene' in preparation for the visit of the police and their car the following day.
- Occasionally opportunities are missed to ensure children follow up and practise the skills they have learned with adults.
- Adults observe children regularly, keeping thorough individual records of their progress and encouraging parents to contribute examples of learning at home. Teachers use this information to carefully plan the

next steps in each child's learning journey.

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	126292
Local authority	Wiltshire
Inspection number	453427

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	193
Appropriate authority	The governing body
Chair	Stephen Webb
Headteacher	Sarah Flack
Date of previous school inspection	20–21 February 2013
Telephone number	01249 447223
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