

# Chaddleworth St Andrew's CE Primary School

Chaddleworth, Newbury, Berkshire, RG20 7DT

**Inspection dates**

20–21 January 2015

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

**Summary of key findings for parents and pupils****This is a school that requires improvement. It is not good because**

- Teaching is not yet consistently good. Teachers do not expect pupils to work sufficiently quickly and they do not give the most-able pupils work which moves their learning on quickly.
- Leaders have not ensured that teaching has improved rapidly.
- The progress of pupils is too variable. Underachievement is not being addressed swiftly. This has led to below average levels of attainment at the end of Key Stage 2. As a result, pupils' achievement requires improvement.
- Spelling, punctuation and grammar are not taught well in all age groups.
- Progress in writing is slower than in reading and mathematics. Consequently, too many pupils are working at levels below those expected for their age.
- The progress of groups, including disabled pupils, those with special educational needs and disadvantaged pupils, is not rapid enough to close gaps between their attainment and their classmates.
- Governors have too readily accepted an overly positive view of the performance of pupils without holding leaders to account for the progress of individuals and groups of pupils.

**The school has the following strengths**

- Good teaching in the early years Reception class ensures that children get a good start and achieve well during their first year in school.
- Marking and assessment of pupils' work have improved and pupils find teachers' feedback helpful.
- Pupils are happy at school. Attendance has improved and is now at average levels.
- Pupils feel very safe as a result of rigorous safeguarding procedures.
- Leaders, including governors, ensure that adults understand their responsibilities regarding the safety, behaviour and attendance of pupils.
- There is good provision for pupils' spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain.
- There are strong links with the local community.
- Parents say that the care and welfare of their children are strengths of the school and that staff know their children well.

## Information about this inspection

- This inspection was carried out by one inspector. It was a coordinated inspection alongside the inspection of the other school in the federation, Shefford Primary School.
- The inspector observed teaching and learning in five lessons, of which one was observed jointly with the headteacher. In addition, the inspector made a number of shorter visits to lessons.
- The inspector observed learning at Shefford Primary School, where Key Stage 2 pupils are taught, and Chaddleworth Primary School, where the Reception children and Key Stage 1 pupils are taught. He also held discussions with the other lead inspector.
- The inspector held discussions with school leaders, staff, governors and a representative of the local authority.
- The inspector observed the school's work and looked at documentation including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. He heard groups of pupils read and spoke with pupils about behaviour and the safety arrangements at the school.
- The responses to the online Parent View survey were noted. The inspector considered the views of parents expressed in the school's own parent survey. In addition, the inspector spoke with some parents.
- The views expressed by the nine staff who responded to the staff questionnaire were also considered.

## Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a small school, well below the average size for a primary school. Pupils come from a wide area around the two villages of Great Shefford and Chaddleworth. The school is part of a hard federation with Shefford Primary School. These schools have one headteacher and governing body. Other leadership roles are also shared. The school also works informally with other schools in the area.
- Children in Reception and pupils in Key Stage 1 are educated at Chaddleworth St Andrew's CE Primary School site. The early years provision in Reception is full time. Pupils in Key Stage 2 who are registered at Chaddleworth St Andrew's CE Primary School are educated at Shefford Primary School site.
- Most pupils are White British. An increasing proportion of pupils enter the school at times other than the start of the Reception class.
- One pupil in four is disabled or has special educational needs, although this varies widely within different year groups. This proportion is above average. Some pupils have complex behavioural special educational needs.
- About half the pupils currently on role are supported by the pupil premium, which is additional funding for disadvantaged pupils. This includes pupils who are known to be eligible for free school meals and children looked after by the local authority. This is above average.
- In 2014, there were too few pupils in Year 6 to report on the government's floor standards, which set the minimum expectations for the progress and attainment of pupils.

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

- Improve the quality of teaching so that it is consistently good, by ensuring that:
  - learning moves on rapidly in all lessons, particularly in subjects other than English and mathematics
  - the most-able pupils get on with work which stretches their skills and knowledge.
- Increase the rate and consistency of progress, particularly in writing, by:
  - improving pupils' confidence in using their spelling, grammar and punctuation skills across all their work
  - further accelerating the progress of all groups of pupils who have fallen behind, particularly disabled pupils, those with special educational needs and disadvantaged pupils.
- Improve the effectiveness of leadership and management by:
  - ensuring that senior leaders are realistic in their judgements when conducting the school's self-evaluation and middle leaders have the time and support to bring improvements more quickly
  - making sure that governors more effectively hold the school to account for the performance of groups of pupils.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because leaders have not ensured that teaching and pupils' achievement have been consistently good. School self-evaluation is overgenerous because leaders do not consider well enough pupils' achievement in all subjects. Weaknesses such as the achievement of disadvantaged pupils, and provision for disabled pupils or those who have special educational needs, are not taken sufficiently into account when evaluating school effectiveness.
  - Systems for managing teachers' performance are in place, and this year's objectives for staff are linked closely to the national Teachers' Standards and to the school improvement plan. However, the impact of performance management is not evident in ensuring consistently good teaching and learning.
  - Middle leaders are not fully effective in bringing about the improvements that are needed, partly because they are new to their roles. While they are clear what they need to do, leaders have not yet had the time and support necessary to make sure that teaching and learning are consistently good. Improvements in the teaching of mathematics, in particular, show that they have the capacity to bring about the changes needed, but strategies to improve writing and pupils' use of spelling and punctuation are less effective.
  - The school's efforts to improve the behaviour of pupils have been successful.
  - Leaders and managers have used the pupil premium funding in a variety of appropriate ways that are helping to improve the achievement of disadvantaged pupils, although gaps between their achievement and that of their classmates still remain. The funding is effective in providing for pupils' social and emotional development.
  - Senior leaders, supported by governors, ensure pupils' good spiritual, moral, social and cultural development helps to create a harmonious community. Morale is high. Ensuring that pupils have equal opportunities, particularly in the way they participate in different activities, results in pupils valuing what the school offers. Leaders are less successful in ensuring equality of provision for disadvantaged pupils and disabled pupils and those who have special educational needs.
  - The school makes sure that the curriculum gives pupils interesting topics to study and that they practise their reading and writing skills across a range of situations. Opportunities for practising their mathematics skills in other subjects are more limited. Teachers make sure they cover all the required subjects in the National Curriculum, but not always in sufficient depth to make good gains in pupils' knowledge and understanding. Not enough opportunities are provided for the most-able pupils to do work which broadens their experiences by using their more advanced skills. Extra-curricular clubs are well attended. Core values, such as honesty, respect and tolerance, are fostered throughout the school and so pupils are prepared well for life in modern Britain.
  - The school uses its additional sports funding effectively to promote pupils' physical education. Staff have received training in teaching gymnastics and pupils benefit from improved provision. All children in the Early Years Foundation Stage and pupils in Key Stage 1 have experienced gymnastics training. The school takes part in an increasing range of inter-school activities.
  - Decisive action has also led to pupils' improved attendance, which is now average. Unreported and extended absences are followed up rigorously.
  - Links with parents and the community are notable strengths. Those who responded to the school's own questionnaire or were spoken to by the inspector were very positive about the way the school cares for their children, and inspection evidence supports these views. Parents feel that they get plenty of information about how well their children are learning and say that the school manages the complexities of the two sites very well.
  - Collaborative work with other schools is useful and allows staff to share best practice. The local authority provides helpful advice and additional training, including training for governors.
- **The governance of the school:**
- Governors receive reports about the quality of teaching and acknowledge that teaching is improving. However, governors have not confirmed for themselves the accuracy of information they are given about the school's performance. They have not checked that pupils' work shows secure evidence of good teaching, although they know that staff should only receive a pay award if their pupils make good progress.
  - The governing body minutes show evidence of challenge and governors asking about the impact of spending, such as the sports funding and the pupil premium. However, governors have not been

successful in ensuring that pupils supported by the pupil premium funding make the necessary rates of progress to narrow the gap between their attainment and that of others.

- Governors understand their roles and responsibilities, including ensuring that pupils are prepared for life in modern Britain. They have helped the headteacher in ensuring the federation of schools works well. There are effective links with parents and the local communities in supporting pupils' education.
- Governors ensure that the arrangements for safeguarding pupils, including checks on staff, fully meet statutory requirements. The governors have recently undertaken a self-review and are beginning to take action to implement its recommendations.

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

**are good**

### **Behaviour**

- The behaviour of pupils is good.
- From the moment they enter the school, children are taught to show respect towards each other and to staff. The way pupils share friendly relationships with others at the school shows that they know what is expected of them. Pupils appreciate the supportive atmosphere across the school. They like helping to decide if they have reached the targets which have been set for them and this gives them a good understanding of how well they are doing.
- The vast majority of staff and parents who responded to the school's questionnaires believe that pupils' behaviour is good and that any inappropriate behaviour is dealt with effectively. School records also show that when pupils have needed firm support they have responded positively. Pupils who spoke to inspectors also said that most pupils behave well.
- Most pupils behave well in and out of lessons. Lunchtimes and breaktimes are joyful occasions, with pupils mixing happily with each other and making good use of the school's spacious facilities.
- Pupils are keen to share ideas during lessons and their wholehearted contributions significantly enrich their learning.
- Behaviour is not outstanding because, on those few occasions when teaching fails to stimulate their interest or does not challenge them enough, a few pupils lose concentration and need reminders from staff to focus more on their work. A few pupils depend on adult support to ensure that they behave in an acceptable way. Pupils respond well to the rewards used by staff to encourage their academic development, for example they expressed particular appreciation of the awards for reading regularly.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Parents and staff express the view that pupils are safe and well looked after. Pupils say they feel safe because 'staff are always there and willing to help us'.
- Well-managed arrangements at the start and end of the school day ensure that pupils are transported safely between the two schools.
- All staff are diligent in the way they supervise pupils both in and out of school. Staff are checked rigorously prior to appointment. Health and safety procedures are implemented consistently and regularly reviewed to keep pupils safe.
- Pupils know how to stay safe and say they appreciate the way they have been taught to use computers safely.
- Pupils have a good understanding of the different forms that bullying can take, including, for example, verbal, racist and cyber bullying. They say that incidents of bullying are rare and that should any occur they have no hesitation in contacting staff and have confidence that any member would deal with such behaviour effectively.

## **The quality of teaching**

**requires improvement**

- The quality of teaching is inconsistent and the work seen in books and in lessons highlights the current inconsistencies. Most pupils produce good-quality work in English and mathematics but, in other subjects, the same pupils produce too little or make careless mistakes. Not all teachers have high enough expectations of the quality or quantity of pupils' work across all subjects and therefore progress is variable.
- Teaching is not reliably promoting the rapid progress needed to enable gaps in attainment between

disadvantaged pupils and others to close quickly.

- The work given to the most-able pupils is not always challenging enough to ensure that they make good progress.
- The teaching for disabled pupils and those with special educational needs is closely tailored to their particular needs and ensures they develop basic skills in reading, writing and mathematics. However, the teaching for these pupils also requires improvement because the support they receive does not ensure that their progress accelerates sufficiently to overcome the issues they face and close the gaps with their classmates.
- In some year groups, there are insufficient opportunities for pupils to write at length or to use their mathematical skills in subjects other than in mathematics. A few older pupils do not have enough perseverance or knowledge of spelling, grammar and punctuation to assist in writing to a good standard.
- Observations of teaching and analysis of pupils' work reflect a number of strengths, including good understanding in mathematics and in knowing the sounds that letters make (phonics), and in promoting good learning for some pupils.
- The quality of teachers' marking has improved. There are examples of effective marking, particularly in pupils' English and mathematics books, where teachers give clear feedback to pupils about what they have done well and how they should improve their work. Pupils are given time to respond to teachers' comments and to have more detailed discussions with their teacher on how they should improve. However, in some books, usually other than English or mathematics, comments are not as helpful as they should be.
- The use of individual learning plans allows teachers to discuss pupils' strengths, progress and targets on a regular basis. These are shared with parents who are then able to assist with learning at home.
- The teaching of reading is good. Pupils are skilfully taught phonics from an early age and this helps them to read unfamiliar words. This means that pupils quickly develop the skills to read texts that are appropriate for their ability. Teachers ensure that pupils read frequently and that they read regularly to an adult in school. During the inspection, Key Stage 1 pupils were enthralled by a particular writer's books. Their interests were extended into their writing when they wrote descriptions drawn from a popular story.
- Teachers have high expectations of pupils' behaviour, and relationships are positive so pupils want to please their teachers. Good attitudes towards learning start in the early years. In all subjects, pupils learn to take turns and to respect each other's views.

### The achievement of pupils

### requires improvement

- National tests at the end of Year 6 and school checks of pupils' developing skills show that pupils' progress through Key Stage 2 has fluctuated over time. Work in books shows that progress is not yet consistent enough for overall achievement to be judged as good.
- At the end of Year 6 in 2014, pupils reached standards which were well below the national expectations. However, from their starting points, most made expected progress, despite some pupils having considerable challenges in their lives outside school.
- Disabled pupils and those with special educational needs benefit from additional support and specially chosen programmes of work. In these sessions, most make good progress. However, in class, their progress is not rapid enough for them to make up lost ground. All staff provide very caring pastoral support for pupils, including those with complex behavioural needs. They boost pupils' self-confidence and include these pupils fully in all the school has to offer.
- In 2014, the very small number of pupils registered at the school in Year 6 makes the comparison of disadvantaged pupils' attainment with other pupils difficult. The school's own checks of pupils' progress currently in the school show that the gap in attainment between disadvantaged pupils and other pupils is not closing quickly enough and requires improvement.
- At times, a significant proportion of pupils entitled to pupil premium support within the relatively small year groups also have special educational needs or have joined the school later than the normal time of entry. Consequently, information about their progress, especially in terms of national test results at the end of Year 6 over the past two years, is influenced by these circumstances and has to be used with caution.
- No pupils in Year 6 attained the higher levels in the 2014 national tests. The progress of the most-able pupils currently in school, although improving, still varies too much between subjects and classes.
- There is evidence of improved progress in recent terms in response to changes in teaching. For example, pupils have improved their ability to record their work in mathematics more effectively. The agreed school calculation policy is ensuring that there is a consistent approach to teaching calculation and so pupils are

more confident about how to tackle mathematical problems. Teachers ensure that pupils know what they are learning in lessons, which enables each pupil to check their own work.

- Increasingly, pupils who have joined the school at times other than the start of the Reception class are having their needs checked and met more effectively.
- Standards in phonics are improving because these skills are taught well. The pupils both break down words and pronounce them accurately because teaching is skilful. In other year groups, reading achievement is good and, by Year 6, most pupils read well and speak enthusiastically about a range of different authors.

### The early years provision

is good

- Last year, there were no Reception-aged children registered at the school.
- With such small cohorts of children, the achievement on entry varies widely. Over time, children usually join the school in Reception with skills and knowledge which are in line with those typical for their age. However, their personal and social skills are often below those that would be typical.
- The early years is well led. The teacher and teaching assistant make good use of the stimulating indoor facilities to enthuse children in their learning. Children make good progress across all the areas of learning with most reaching, and some exceeding, a good level of development by the time they enter Year 1. This shows that children achieve well during their time in the Reception class.
- All staff work well together and are diligent and effective in keeping children safe. The teacher and teaching assistant also promote very supportive relationships with the parents. As a result, children settle quickly, feel safe and develop their self-confidence in learning with and from each other.
- The teacher and teaching assistant relate warmly and supportively towards the children. They promote regular routines and set consistent expectations that children should respect each other's efforts. As a result, the children behave well and are eager to help each other to learn. All the children try hard to please adults and persevere in their learning activities.
- Children achieve well in the Reception class because teaching is good. For example, during the inspection, lively teaching sparked the children's enthusiasm as they happily extended their early writing skills when recording about being 'at the 'doctor's surgery' and writing about 'people who help us'.
- Adults encourage the children to talk and through thoughtful questioning extend their language and understanding. As a result, children across the range of ability, including disabled pupils, those with special educational needs and those with the most ability, make good progress in their language, mathematical and creative skills.
- Adults collect observations and photographs of the children's individual contributions to learning and parents' views in Learning Journals. These give a picture of the children's developing skills.
- Currently, the early years provision is not better than good because the outside area is not as well developed as it should be.



## 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>	109957
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	453445

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Mary Harwood
<b>Headteacher</b>	Remus Sawyerr
<b>Date of previous school inspection</b>	23–24 January 2013
<b>Telephone number</b>	01488 638261
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