

Inspection of Chillerton and Rookley Primary School

Main Road, Chillerton, Newport, Isle of Wight PO30 3EP

Inspection dates: 7 and 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils love coming to this friendly, nurturing village school. They are happy and feel safe. Leaders have created a culture of kindness and respect. Pupils look after each other and play well together in the playground. As one pupil said, 'The best thing about this school is that everyone is friendly and will always help you.'

Leaders aspire for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve highly. They make sure that all pupils have good opportunities to achieve their very best.

Pupils behave well around the school. They are calm and focused in lessons. Relationships between pupils and staff are highly positive and respectful. Bullying is not tolerated. On the very rare occasions that bullying happens, adults deal with it quickly.

Pupils value opportunities to contribute to local community events. They are rightly proud of the magnificent scarecrow they produced for a recent village festival. Pupils have also taken part in a concert at a local stately home and are excited to be part of this year's Isle of Wight carnival parade. They have been involved in local beach cleans and have raised money for a local hospice by participating in an island walk.

What does the school do well and what does it need to do better?

Leaders have designed a broad and ambitious curriculum. In some subjects, for example in English and mathematics, knowledge builds in a clear sequence from early years to Year 6. Leaders have identified the key knowledge and skills that pupils need to remember right from the start of their education. Teachers know exactly what to teach and they plan activities to develop and deepen pupils' understanding. In subjects where this is the case, all pupils, including those with SEND, achieve well.

However, some subjects are not as well developed. In these subjects, leaders have identified skills that pupils need to develop but not the key knowledge that pupils need to remember. The sequence of learning does not enable pupils to connect ideas and remember what they have learned as effectively. Leaders know what they need to do to improve matters.

Subject leadership in some subjects is at an early stage of development. Where this is the case, leaders do not check how well their subject is being learned by pupils. They do not have a clear understanding of whether pupils are doing as well as they could. Senior leaders have rightly introduced a programme of training to ensure effective subject leadership in all subjects.

Leaders prioritise reading. They are ambitious for all pupils to read fluently and with comprehension. All pupils are taught phonics using a rigorous programme. In the

early stages of learning to read, pupils read books containing the phonic sounds they know. Careful assessment and regular interventions help pupils to catch up quickly when they fall behind. Teachers read high quality texts to pupils to ensure they develop a clear understanding and appreciation of literature and language.

Leaders ensure that pupils have regular opportunities to learn about both their own locality and the wider world. Pupils work with local lifeguards to learn how to stay safe at the beach. Further afield, pupils have enjoyed trips to London, Littlehampton and an indoor ski centre.

Leaders prepare pupils well for life in modern Britain. Pupils experience democracy in action by voting for pupil leaders. Pupils value difference and speak confidently about inclusion, tolerance and mutual respect. In religious education, they learn about different faiths and beliefs and have particularly enjoyed learning about religious celebrations throughout the year.

Leaders and governors work closely together to improve the school. Staff are highly positive about the school. All staff and governors are united in wanting to achieve the best outcomes for all pupils. Parents are also positive about the school. As one parent stated, 'The care and education that my child receives at this school goes above and beyond expectations. Staff work tirelessly to ensure that all children are listened to, respected and helped at all times.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of vigilance. There are clear systems in place to identify pupils who are at risk of harm. Leaders act swiftly to ensure that families in need of additional help access this as soon as possible. Leaders are not afraid to escalate their concerns when necessary to ensure the right help is provided.

Pupils feel safe and know that they can share any worries with trusted adults in school. Pupils have an age-appropriate knowledge of how to keep themselves safe online and when out and about in the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The essential knowledge that pupils need to learn in some foundation subjects has not been identified. Series of lessons in these subjects do not enable pupils to make links between concepts securely enough so that they build knowledge systematically. Leaders need to complete and embed a coherently sequenced curriculum across all phases of education in all subjects.
- Subject leadership is at an early stage of development in some foundation subjects. Some subject leaders need to deepen their subject and pedagogical content knowledge so that they can support staff to implement the curriculum

more effectively and monitor the impact of this on pupils' achievement. Leaders should ensure that subject leadership across the whole curriculum improves.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	118155
Local authority	Isle of Wight
Inspection number	10227462
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	21
Appropriate authority	The governing body
Chair of governing body	Dianne Barker
Headteacher	Mark Snow
Website	www.chillertonandrookleyprimaryschool.co.uk
Date of previous inspection	12 and 13 September 2018, under section 5 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school serving a rural community on the Isle of Wight.
- The school is part of the Stenbury Federation. There are two schools in this federation on two separate sites.
- Senior leadership, subject leadership and pastoral support is shared across the federation. Staff at both schools work closely together.
- There is one class at the Chillerton and Rookley site. All pupils from Year 2 to Year 5 are educated in this class. All other Chillerton and Rookley pupils are educated at the sister school in the relevant year group class.
- The school currently uses no alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with senior leaders and two members of the governing body, including the chair of governors. The lead inspector also met with two officers from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspection team considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- Inspectors reviewed a range of the school's documentation including self-evaluation reports, governing body minutes and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

Her Majesty's Inspector

Sara Staggs

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022