

# INSPECTION REPORT

## **CHESHAM PRIMARY SCHOOL**

Bury

LEA area: Bury

Unique reference number: 105293

Headteacher: Mr. P. Hudson

Reporting inspector: Mr. P. Dennison  
17736

Dates of inspection: 11 – 12 March 2002

Inspection number: 196404

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Talbot Grove  
Bury  
Lancashire

Postcode: BL9 6PH

Telephone number: 0161 764 4927

Fax number: 0161 253 5953

Appropriate authority: The Governing Body

Name of chair of governors: Councillor S Treadgold

Date of previous inspection: 7 July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Chesham Primary School is situated in Bury. It serves an established residential area. There is no nursery but most pupils receive some form of pre-school education. There is a very wide range of attainment on entry to the school but overall it is in line with that expected for the age group. Currently there are 311 pupils on roll, taught in 12 classes. The number of pupils on the school's register of special educational needs is below the national average. Five pupils have a statement of special educational need. The number of pupils who are eligible for free school meals is below the national average. The great majority of pupils are of white, U.K. heritage. There are 11 pupils for whom English is an additional language, none are at early stage of English acquisition.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school which provides a good quality of education. Pupils achieve well and by the time they leave school, pupils' attainment in English, mathematics and science is well above the national average. The headteacher, governors and staff work well together to improve the school and maintain the high standards. Teaching is good and this helps pupils to make good progress. Staff ensure that all pupils are able to take a full part in all aspects of school life. The pupils have very positive attitudes to learning and their behaviour is very good. Overall, the school provides very good value for money.

#### **What the school does well**

- Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.
- The headteacher provides very effective leadership and manages the school well. He is well supported by governors and staff, who work hard to maintain and improve the high standards.
- The quality of teaching is good overall and much is very good.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The provision for pupils' personal development is good.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.
- The school has a very effective partnership with parents.

#### **What could be improved**

- The use of assessment information to set individual targets for improvement.
- The playground facilities, especially for children in the reception classes.
- The accommodation for pupils in Years 5 and 6.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in July 1997. Improvement since then has been good. The results achieved by pupils in the national tests in English, mathematics and science at the age of 11 have improved and were well above the national average in 2001. All the issues from the previous inspection have been effectively addressed as a result of the clear leadership provided by the headteacher and the hard work of the staff and governors. Standards of attainment in design and technology have improved and are now in line with those expected for the age group. This has been brought about through staff training and the development of a new policy and scheme of work. The school development plan now sets out clear aims and includes targets for improvement and action plans for areas of development. The governors have also developed their role in monitoring standards and the quality of education. They take a fuller and more informed part in planning the longer term development of the school. The governing body has established an effective committee structure and governors are more involved in the decision making process.

The new computer suite has improved the provision for information and communication technology and helped to improve standards of attainment.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A	A
mathematics	B	A	A	A
science	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the 2001 National Curriculum tests in Year 6 in English, mathematics and science was well above the national average. It was also well above average in comparison with schools with a similar intake. The test results between 1997 and 2001 have improved at a similar rate to the national trend.

Pupils achieve well. On the evidence of the inspection, their attainment is well above the national expectations.

Children in the reception class make good progress. By the end of the reception year, attainment is above that expected nationally. The great majority of pupils achieve the early learning goals established for this age group and many are working on the National Curriculum programmes of study.

Pupils' performance in the 2001 National Curriculum tests in Year 2 was well above the national average in reading, writing and mathematics. Teacher assessment indicate that standards in science were well above the national average. Evidence from the inspection reflects these results and indicates that standards in all these subjects are well above the national expectation.

The school monitors and analyses progress and has set realistic but challenging targets for achievement at the end of Year 6. The targets set for 2001 were surpassed.

Standards in art and design are good. Many pupils perform above the national expectation by the end of Year 2 and Year 6. Standards in information and communication technology and design and technology have improved since the previous inspection and are now in line with those expected for the age group by the end of Year 2 and Year 6. Pupils have a good range of computer skills which they use with confidence to support their learning across the curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is very good.
Personal development and relationships	Relationships are very good. Pupils co-operate well with each other and their teachers. Pupils are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils.

During the inspection, teaching was good or better in all of the lessons observed, on occasion, it was excellent. Lessons are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is very good overall and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs or for whom English is an additional language are well supported and make good progress.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well supported and make good progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language are well supported and make good progress. They are fully integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good. The positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety. Staff know their pupils well as individuals and create a supportive environment in which pupils can grow in maturity.

The school provides a broad and well-planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities, which motivate pupils.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track pupils' progress.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Their children make good progress</li> <li>• The behaviour in school is good</li> <li>• The teaching is good</li> <li>• The staff are approachable</li> <li>• Children are expected to work hard and achieve their best</li> <li>• The school is well led and managed</li> <li>• The school helps their children to become mature</li> </ul>	<p>A small number of parents would like</p> <ul style="list-style-type: none"> <li>• a wider range of activities outside lessons</li> <li>• the school to work more closely with parents</li> </ul>

Parents' views of the school are very positive. They have a high regard for the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them approachable. They think that the school is well led and managed, with good teaching that enables the children to make good progress and to become mature and responsible. The inspection team agree with their positive comments. A few parents have reservations about the provision of extra-curricular activities but evidence from the inspection indicates that there is a good range of activities available. Similarly, although a small minority would like the school to work more closely with parents, evidence from the inspection indicates that the school has established a very good partnership with them.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.**

1. The pupils achieved well above the national average in English, mathematics and science in the 2001 national tests at the end of Year 2 and Year 6. Pupils achieve well and the results were also well above average in comparison to similar schools. The work observed during the inspection confirms these good standards in all three subjects. Since the last inspection the school has adopted the national strategies for literacy and numeracy. This has resulted in good improvement in the quality of planning, assessment and teaching and is having a positive effect on standards. The good progress made is a result of clear planning, good teaching and a very positive response from pupils, who work hard and show good levels of interest and concentration. Standards of literacy and numeracy are good and the school ensures that skills are not taught in isolation but are used to support learning across the curriculum.
2. Teachers provide a good range of opportunities to develop pupils' speaking and listening skills in a variety of settings, both in class and in the wider school context, such as assemblies. They are sensitive in building up each individual's self-esteem and independence and have high expectations of achievement. From the earliest age the pupils communicate freely with their peers in imaginative role-play situations, take part confidently in large and small group discussions, and exchange relevant ideas in pairs. By the end of Year 2 the vast majority of the pupils are confident and articulate. These skills are further developed in Years 3 to 6, where pupils' demonstrate the ability to listen attentively and contribute well to class discussion.
3. Great importance is attached to the use of reading as a tool for learning, as well as to the enjoyment of books. Progress is also enhanced by good home-school links through reading diaries. Pupils make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. Good teaching supports their progress and the school ensures that pupils systematically develop their knowledge and understanding of letters and sounds, thus providing pupils with the necessary skills and strategies to tackle new words. By the end of Year 2 the majority of pupils read accurately and with growing confidence when reading a range of books. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Year 6 most pupils read fluently and with good expression from a range of texts. When asked about their reading they show good comprehension skills. They enjoy reading for pleasure and are able to discuss books and authors, indicating their personal preferences. Older pupils have well-developed research skills, using the school library and information and communication technology to support their work in subjects such as history and geography.
4. Pupils make good progress in writing skills. Their work shows clear progression in their knowledge of parts of speech, use of speech marks, different tenses and different writing styles matched to the needs of the audience. By the end of Year 2 pupils write in complete sentences, which are generally correctly punctuated. Standards of spelling are good. Pupils write for a number of different purposes including creative, descriptive and poetry writing. They also make good use of their writing skills to record science experiments and work in subjects such as history and geography. They are familiar with parts of speech such as adjectives and choose words to good effect. They

achieve a high standard of written work. By the end of Year 6, pupils are using punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. Pupils extend their range of writing across the curriculum in a number of subjects. They write descriptions, instructions and reports. Higher attaining pupils are able to compose sustained, well-organised pieces, which demonstrate accurate sentence construction, punctuation and grammar. They write complex sentences with consistent accuracy. They choose words carefully to persuade or describe, and their extended writing is well organised and imaginative. Paragraphs are used to good effect, and punctuation and spelling are usually correct. High standards of presentation are expected and most of the pupils write clearly and legibly in neat joined script. There is evidence of high quality written work in a variety of forms, which includes very expressive poetry, letters, advertising features, newspaper reports and book reviews.

5. Pupils make good progress in mathematics. They show gains in knowledge and understanding and in their ability to use mathematical skills. They develop a mathematical vocabulary through well planned activities. By Year 2, pupils carry out simple calculations accurately and have a very good knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They measure using metres and centimetres and calculate money using decimal notation. They are aware of the value of coins and have an understanding of the need for standard measures.
6. By Year 6, the majority of pupils of all abilities have a good knowledge of the number system. Their skills in mental arithmetic are very good. They use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a very good understanding of percentages and probability and use fractions and decimals accurately. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected. Good use is made of mathematical skills in other areas of the curriculum. For example, pupils use skills of measuring and calculating to support their work in science and design and technology.
7. Pupils throughout the school make good progress in science. They develop their factual knowledge and understanding of science topics within the National Curriculum programmes of study and also develop early scientific skills such as the ability to devise their own experiments and conduct a fair test. Higher attaining pupils carry out their own investigations, record the results and explain their findings. By Year 6, pupils use accurate scientific vocabulary to describe what they know or observe. They present their results in a clear and methodical form, often making use of independent research, reflecting standards well above national expectations. The quality and organisation of the work seen in science books reflects good overall attitudes to the subject throughout the school and a clear interest and involvement in lessons.

**The headteacher provides very effective leadership and manages the school well. He is well supported by governors and staff, who work hard to maintain and improve the high standards.**

8. The school is very well managed. The headteacher's very positive leadership provides clear educational direction for the school. This has a very positive impact on pupils' attainment. Other senior staff provide very effective support. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all.
9. The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. The establishment of a committee structure provides for efficiency in strategic decision making. Financial planning to support educational initiatives is good. The finance committee provides effective support for the headteacher in decision making and uses the budget effectively to achieve educational targets. The school development plan has been produced in consultation with staff and governors. This clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget and is reviewed regularly. The school has established a climate of continuous improvement.
10. All staff have curriculum responsibilities. Subject co-ordinators make a very positive contribution to the management of the school. They are responsible for managing their subject and providing curriculum support. They have developed effective policies to support teachers' planning and they are involved in monitoring the quality of pupils' work. The headteacher monitors the quality of teaching and learning. This provides teachers with useful feedback and has helped to improve the quality of teaching.
11. Daily management and organisation is efficient and unobtrusive. This has a positive effect on the quality of learning and standards of achievement. The clerical officer works hard to assist the smooth day-to-day operation of the school. She provides a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school.
12. Parents are very supportive of the aims and values promoted by the school. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

**The quality of teaching is good overall and much is very good.**

13. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, all of the teaching observed was at least good and 33% was very good or better. At times it was excellent. This is an improvement since the previous inspection. Teachers plan lessons carefully. They identify what they wish pupils to learn and share these objectives with the class. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and co-operatively in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels

of concentration. Good use is made of the resources available to provide interesting tasks which motivate pupils. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others.

14. The main strengths of teaching in the reception classes are the very good relationships between adults and children, combined with a good understanding of the curriculum for the age group and of how young children learn. The children are respected and valued. Activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. Classroom support staff and volunteer helpers are used very effectively to support pupils' learning.
15. All teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations, or providing a wide range of experiences in English. Lessons proceed at a good pace and are well organised.
16. Teaching of English and mathematics is very good. Teachers have high expectations and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Mental and oral activities are used very effectively in mathematics lessons to provide appropriate challenge. A good example was observed in a Year 6 mathematics lesson. The teacher's high expectations of pupils' behaviour and attitudes resulted in a very effective lesson where pupils worked hard. The mental and oral activities proceeded at a lively pace and developed pupils' skills and understanding in the multiplication and division of numbers by ten, a hundred or a thousand. Very good use was made of 'number generators' which enabled the teacher to check everyone's mental skills whilst maintaining a good pace to the lesson. The main part of the lesson related to data handling skills and the production of line graphs. The activities were well matched to the range of ability in the class. Additional support was available for lower attaining pupils, enabling them to make good progress. Pupils responded well, showing good levels of concentration. In a Year 2 literacy lesson, excellent teaching enabled pupils to achieve very well in their story writing. The lesson included a lively and insightful debate about conflict and how to resolve problems. Very good use was made of pupils' own earlier work and very effective questioning from the teacher ensured that pupils were challenged to develop their levels of knowledge and understanding of the skills of story writing.
17. Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teacher's high expectations. In a Year 4 design and technology lesson, the teacher provided work that was challenging. Very good questioning helped pupils to review earlier work on the subject and to develop their models of alarm systems.
18. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. In Year 3, for example, pupils made very good use of information and communication technology to support work in geography. They were using the computer to help them produce graphs, thus also supporting their work in mathematics. In the reception classes, teachers used the story of 'The Three Little Pigs' as the basis for simple investigations into materials and their uses. Good use was also made of the same theme to develop a wide range of art and design activities.

**The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.**

19. The school provides a broad curriculum which is relevant to the needs of the pupils. This curriculum is enriched with a range of extra-curricular activities, visits and visitors which enhance many areas of pupils' experience. The teachers have high expectations of pupils' attitudes and attainment not only in English and mathematics but across the whole curriculum. This provides pupils with opportunities to achieve good standards of work in a wide range of activities.
20. Provision for children in the reception classes is good. The curriculum is broad and balanced. It reflects the teacher's good knowledge and understanding of the ways in which young children learn, and provides a range of well-organised experiences which are closely matched to the children's level of development, and challenge them to make progress. Planning is based on the six areas of learning appropriate for this age group, moving on to the National Curriculum as the children achieve the early learning goals. Assessment is carried out carefully and regularly and used to plan future work.
21. In Years 1 to 6, the school provides a good curriculum which fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It reflects the school's aims, provides equal opportunity for all pupils to learn and make progress and provides effectively for sex education and drugs awareness as part of the wider curriculum of personal, social and health education. The timetable is well-balanced, giving appropriate allocations of time to subjects. There is much evidence of good quality artwork displayed around the school. Particularly good examples being the work on the theme of flowers done by pupils in the Art Club and the very high quality work in Year 2 linked to science work on light and electricity. The provision for information and communication technology has been significantly improved since the previous inspection through the development of the computer suite and this is used well to support learning in a range of subjects. Good links are made between subjects to support pupils' learning. A good example is the use of pupils' knowledge of simple electrical circuits from science lessons being used to power models built in design and technology. Pupils are encouraged to make very good use of their reading and writing skills across a wide range of other subjects. There is good evidence of research skills being used in history and geography and pupils use an appropriately wide range of writing styles to record their findings.
22. There are appropriate policies in place for all subjects. Planning is thorough and work increases in challenge appropriately. There is an effective programme for pupils' personal and social development.
23. The school promotes pupils' intellectual development well, especially through the encouragement and opportunities given to them in most lessons to question and investigate aspects of the curriculum. This is particularly evident in mathematics and science. The curriculum is purposeful. There is a great deal of fun included in the learning without sacrificing the standards which the pupils are expected to attain. Indeed, the interest created has a very positive effect on pupils' progress and attainment.
24. The provision for pupils with special educational needs is good and they make good progress in relation to their ability. The co-ordinator manages this area very well. All pupils, including those pupils with special educational needs and those for whom English is an additional language, enjoy equal access to the curriculum.

25. Visitors to the school are used effectively to enliven the curriculum, and a wide range of educational visits is arranged. These include residential visits for pupils in Years 3 to 6. These experiences are particularly effective in helping to build confidence and social skills as well as developing pupils' awareness of the wider community.

**The provision for pupils' personal development is good.**

26. The school provides pupils with a secure, caring environment in which to work and play. Good procedures are established for child protection and ensuring pupils' welfare. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on their attitudes to their work and helps to develop their self-esteem and supports their progress. It enables children to make a positive start when they enter the reception class, and they settle quickly and happily into school. The school makes good provision for pupils' welfare, health and safety. Pastoral care is the responsibility of the headteacher who, together with class teachers and support staff, know their pupils and their families well, are sensitive to pupils' needs and thus able to provide good personal support and guidance.
27. Procedures for monitoring pupils' academic progress are good. Assessment results are analysed and used to track the progress of individuals and groups. Pupils identified as having special educational needs are well cared for; targets are set and their progress is regularly reviewed. Pupils' personal development and behaviour are effectively promoted well through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. Procedures for monitoring and promoting good behaviour are good. High expectations of behaviour and good classroom management are in place from the time pupils enter the school. Any instances of inappropriate behaviour are dealt with swiftly and effectively.
28. The school's provision for pupils' personal development permeates its work. Opportunities for spiritual development are good. Pupils study different faiths in religious education. Assemblies contribute appropriately to spiritual development by offering chances to pray and reflect quietly. Moral development is promoted very well. Pupils are given a clear sense of right and wrong and are expected to consider their intentions thoughtfully and to make decisions about actions on the basis of this understanding.
29. The promotion of social development is good. This is reflected not only in lessons, but in the school's general ethos and attitudes to the wider community. Pupils are always encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together, valuing different ideas, working responsibly together to achieve a particular goal and sharing resources fairly. Pupils also learn to work effectively as a team through residential visits, opportunities to compete for the school at sport and through participation in musical events and school productions. Pupils are involved in fund-raising for charities. Older pupils are given extra responsibilities as monitors, or perform minor administrative tasks around school.
30. Cultural development is well promoted both within the curriculum and through extra-curricular opportunities. Through religious education, history, art, literature and music pupils gain understanding of their own culture and the cultural traditions of other countries. There are regular visits to places of educational interest. These include visits to countries such as France and Holland. Visitors are also used effectively to support

the curriculum and enrich pupils' experience. A range of visual images is displayed around the building to promote interest and an exciting environment. Pupils are encouraged to develop their own tastes based on a thoughtful response to what they see and hear.

**Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.**

31. Pupils show very good attitudes to learning and this has a positive effect on their progress. They are interested in their work, well motivated and enthusiastic. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They are well motivated and respond well to encouragement and praise. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks. They follow instructions well and respond with enthusiasm to questioning and discussion.
32. The behaviour of the pupils in lessons, around the school and on the playground is very good, and enables them to make the most of all the opportunities provided for them. They move about the school in an orderly way, play amicably and sensibly on the playground and are responsive to instructions given by adults.
33. Relationships amongst pupils and between adults and pupils are very good. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils. Friendliness, caring attitudes and simple acts of kindness are evident. At lunchtimes and breaks, pupils play together well with older pupils frequently helping to look after younger members of the school community.

**The school has a very effective partnership with parents.**

34. Through the questionnaire and in discussions with inspectors, parents have expressed much satisfaction with the school's provision. They have a high regard for the leadership and management of the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them very approachable. Parents feel welcome in school and many of them regularly give up their time to help with classroom activities. When they do so, they are well briefed and used effectively.
35. The school successfully encourages parents to be active partners in their children's development. They support school events such as assemblies and concerts. Through the Friends of Chesham School, they raise substantial sums of money for the school.



36. The school has very effective and constructive ways of communicating with parents. The governing body has recently reviewed and improved the school prospectus and governors' annual report to parents. These are well written, very well presented and comply fully with statutory requirements. Parents are kept well-informed about life generally in the school through correspondence and regular newsletters. They feel that the school is approachable if they have any worries or concerns, and consider that any matters raised are handled well. Parents of pupils with special educational needs are kept fully informed about developments and invited to review meetings.
37. The arrangements for informing parents of their children's work and progress are good. Formal parents' consultation evenings are held each term and there is a very good response to these from parents. Reading diaries also provide an effective medium for day-to-day, written communication between school and home, whilst teachers make themselves readily and routinely accessible to speak with parents who have any concerns.

### **WHAT COULD BE IMPROVED**

#### **The use of assessment information to set individual targets for improvement.**

38. Very effective use is made of assessment information to monitor pupils' progress and set general targets for improvement. Some class teachers have begun to develop the use of individual targets for improvement, which they share with pupils. However, there is no consistent approach to this across the whole school.

#### **The playground facilities, especially for children in the reception classes.**

39. Children in the reception classes have access to the school hall for physical education lessons. However, outdoor accommodation is unsatisfactory. There is no safe, enclosed play area offering good opportunities for a variety of activities to develop skills and enhance teaching. There are limited opportunities for children to experience challenging outdoor play.
40. The school has a large playground and a playing field. Pupils therefore have plenty of space to play at break times. However, the large expanse of tarmac lacks any facilities for pupils to sit quietly and there is no large equipment for their use.

#### **The accommodation for pupils in Years 5 and 6.**

41. The previous inspection report indicated that the temporary classrooms used by pupils in Years 5 and 6 were relatively cramped and that classes suffered from very high temperatures during spells of hot weather. This accommodation has deteriorated since that inspection in 1997. The ventilation is poor and the heating system is not reliable. Classrooms have recently been flooded as a result of burst water pipes and leaks through the roof. This resulted in pupils' work and teaching resources being damaged. Pupils have to move across to the main building for assemblies and physical education lessons in the school hall. This creates further problems in poor weather.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:

- (1) Develop the use made of assessment information to set clear individual targets for improvement, using the effective systems which are already established in some classes to develop a consistent approach across the school.  
(paragraph 38)
- (2) Improve the outdoor play area by:
  - improving the resources and provision for challenging outdoor play in the reception classes;
  - providing seating and other amenities where pupils can sit quietly;
  - providing a range of equipment and games for older pupils to use.  
(paragraphs 39,40)
- (3) Investigate ways in which the temporary classroom accommodation could be replaced.  
(paragraph 41)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	14	0	0	0	0
Percentage	5	29	67	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	311
Number of full-time pupils known to be eligible for free school meals	N/A	43

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	40

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	3.7

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	25	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	23	24	23
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	93 (96)	95 (96)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	24	23	23
	Total	39	38	38
Percentage of pupils at NC level 2 or above	School	98 (96)	95 (98)	95 (94)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	17	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	26
	Girls	17	16	17
	Total	41	39	43
Percentage of pupils at NC level 4 or above	School	91 (83)	87 (96)	96 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	25
	Girls	17	17	17
	Total	41	40	42
Percentage of pupils at NC level 4 or above	School	91 (87)	89 (87)	93 (91)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	13
Bangladeshi	0
Chinese	0
White	244
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23.9
Average class size	25.9

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	109

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2000/2001
	£
Total income	571,124
Total expenditure	572,352
Expenditure per pupil	1,834
Balance brought forward from previous year	1,492
Balance carried forward to next year	264

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	261
Number of questionnaires returned	95

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	0	1
My child is making good progress in school.	71	27	2	0	0
Behaviour in the school is good.	59	39	1	0	1
My child gets the right amount of work to do at home.	41	48.5	7.5	1	2
The teaching is good.	75	23	1	0	1
I am kept well informed about how my child is getting on.	49.5	43	6.5	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	49	40	11	0	0
The school is well led and managed.	65.3	29.5	4.2	0	1
The school is helping my child become mature and responsible.	63	31	4	0	2
The school provides an interesting range of activities outside lessons.	53	32	7	2	6