



# Chalfont St Peter CofE School

## Inspection Report

**Unique Reference Number** 110456  
**LEA** Buckinghamshire LEA  
**Inspection number** 278437  
**Inspection dates** 13 June 2006 to 14 June 2006  
**Reporting inspector** Richard Hancock AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Penn Road
<b>School category</b>	Voluntary aided		Chalfont St Peter
<b>Age range of pupils</b>	7 to 11		Gerrards Cross SL9 9SS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01753 883982
<b>Number on roll</b>	359	<b>Fax number</b>	01753 893360
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs J Bartlett
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mr J Underwood

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 13 June 2006 - 14 June 2006	<b>Inspection number</b> 278437
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Chalfont St Peter CofE Junior School is situated in a large village. There are slightly more girls than boys. Social and economic backgrounds are mostly very advantaged. Virtually all pupils are of white British heritage and no pupils are learning English as a second language. Few families are eligible for free school meals. The percentage of pupils with special educational needs is lower than average. Standards are above average on entry.

At the time of the inspection pupils in Year 6 were taking part in a residential visit to France led by the headteacher and a team of teachers.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

Inspectors agree with the school that its performance is outstanding. Financial management is highly efficient and the school gives outstanding value for money.

The main strengths of the school are its very high standards and very good levels of achievement. The personal development of pupils is also of a very high order, its spiritual, moral, social and cultural aspects being especially strong. Teaching is outstanding and caters for all learners. High quality learning is evident in classrooms and in pupils' work. The curriculum has great breadth and provides rich learning experiences for pupils in a vibrant environment where great attention is paid to their health and safety. Pupils are exceptionally well cared for and receive very good guidance and support.

Leadership is very effective in ensuring that staff work as teams to analyse performance in order to improve it. Staff development has resulted in more effective lesson planning. Although the monitoring of teaching has spread good practice, there is a weakness in the lack of follow up to points for action which limits its impact. The school has undertaken surveys to seek the opinions of pupils who have good opportunities to express their views and opinions. The school commands the respect and support of parents, the vast majority of whom highly value the quality of education that the school provides.

The school has made good improvement since the last inspection and has been especially effective in improving science education. The school has a good capacity to improve further because it undertakes a detailed analysis of key aspects of its performance and has a sound basis for improvement planning.

### **What the school should do to improve further**

- Refine the monitoring of teaching by ensuring that points for development are effectively followed up.

## **Achievement and standards**

### **Grade: 1**

Overall results in National Curriculum tests were high in 2005 as they were at the time of the last inspection. The achievement of most pupils is very good. The school met its challenging targets for English and science but did not quite meet them in mathematics. The school builds well on pupils' prior attainment and the vast majority of pupils make very good progress in the school. In lessons, more able pupils achieve well and excel when they are set very challenging tasks. Overall, pupils with learning difficulties make good progress towards meeting the demands of national curriculum levels, but could achieve more in some lessons. Standards of current work in subjects in all year groups are well above average with notable achievement in ICT.

## **Personal development and well-being**

### **Grade: 1**

The personal development and well-being of pupils is outstanding. Their spiritual, moral, social and cultural development is excellent. Pupils greatly enjoy school, and are very motivated in a happy school environment. They are eager to achieve and respond well to high expectations of behaviour, needing little bidding to do well. They show initiative, such as two Year 4 boys who took it on themselves to tidy up the playground equipment store. Parents are pleased with the way pupils mature during their time at the school. Attendance is consistently good.

Pupils understand the importance of leading a healthy lifestyle, feel safe in school and do not take risks. They develop a keen sense of care for their community through responsibilities they are given in school and from activities to support 'link schools' abroad. Their very good basic skills, high levels of cooperation and teamwork show that they are very effectively prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching is outstanding. It is at least good in nearly all respects and there are examples of outstanding teaching that are adventurous and challenging. Pupils make excellent progress, as reflected in their national test results. They show very positive attitudes, respond enthusiastically to questions and work effectively together. They also work well independently and show a secure understanding of what they are doing. Teachers motivate pupils well, have high expectations and manage activities effectively, giving lessons a sustained sense of purpose and direction. The use of interactive white-boards enables teachers to move from one activity to another effortlessly.

Thorough assessment and marking give pupils clear targets for improvement. Teachers' use of mixed ability pairs and groups of pupils to work out answers lifts the level of challenge, making a significant contribution to pupils' personal development. Occasionally tasks are not well matched to the needs of pupils with learning difficulties and this slows their otherwise excellent progress.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding because it goes significantly beyond statutory requirements. For example, French is taught throughout the school by a specialist. The curriculum is innovative and adventurous, giving pupils an outstanding range of opportunities, especially in the arts, physical education and sports. The educational use the school makes of its international links is one of a number of very distinctive features. Provision for literacy, numeracy and ICT is also very good. Pupils have good opportunities to show initiative and assume responsibilities within the community, for

example as school newspaper reporters. There is consistency in planning for different ranges of ability.

Pupils with learning difficulties and disabilities are well provided for and their progress is tracked carefully. Provision is outstanding and contributes effectively to pupils' capacity to be healthy and safe, and is underpinned by the personal, social, health and citizenship (PSHCE) programme. Extra-curricular activities are enjoyed by pupils, although some parents have concerns that sports activities are not inclusive enough and cater for high achievers but not others, a situation that the school is aware of but has still to resolve.

## **Care, guidance and support**

### **Grade: 1**

Provision for pupils' care, guidance and support is outstanding, and parents agree. The school works effectively to improve pupils' well-being, especially in relation to healthy eating and the promotion of exercise. High quality provision has resulted in many sporting awards. Other awards include Arts Mark Gold and Environmental Award linked to pupils' cultural and social development. Staff have high expectations of pupils, so they feel valued in a caring environment which fosters consideration for others and raises self-esteem. Teachers assess pupils' work carefully and provide good guidance to pupils on how to improve. There are opportunities for pupils to have an influence through the 'Impact' newspaper and pupil questionnaires.

The school is rigorous in its procedures for the safety of pupils. Child protection arrangements are good and all staff are aware of their responsibilities. The school provides high quality support for vulnerable pupils and for those with learning difficulties and disabilities, working to support both pupils and their families. First aid expertise is high.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher and staff are committed to improving all aspects of the school's performance. Their effective teamwork is an excellent feature, securing a strong vision for the direction of the school. The school has provided opportunities for parents to express their views on its provision and has taken account of their comments, especially in relation to healthy living initiatives. Pupils' suggestions for improving the environment have also been adopted. Governors are involved with the self evaluation process.

The school has good capacity for further improvement. Senior managers analyse performance data and share the outcomes with teachers who base their long term planning on its findings. The detailed provision of performance data by coordinators, together with a detailed analysis of pupils' responses in optional tests, is particularly effective in helping the school to maintain its very high standards. Managers also help teachers to become aware of best practice, although the monitoring of their

performance does not always clearly follow up key points for action to make sure improvement is brought about.

Staff development has been especially effective in improving learning as the quality of lesson planning clearly shows. The headteacher works very closely with the governing body to ensure that the school maintains good relationships with the community. This has been effective in helping the school to enjoy success in achieving national awards as well as acquiring sponsorship used to provide further resources for effective learning. The school enjoys the support of its parents. Learning takes place in a scrupulously clean and vibrant environment where there is great attention to health and safety. Financial management is very good and the school provides outstanding value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

Firstly, many thanks for welcoming us to your school and for helping us to get to know your school. By expressing your opinions to us so freely and well, you certainly helped us to come to our judgement about how good it is. We believe it is outstanding. We can also see from your answers to the survey that the school did with you a short time ago that most of you have a high opinion of it too. We would like you to know what we found.

We thought that teachers are helping you reach very high standards by teaching you so well. Like you, we also found much of the learning exciting, especially the work you were doing in Year 5 with digital cameras and animations in ICT and the algebraic graphs you were interpreting so well in the advanced mathematics group. We were also especially impressed by the knowledge that many of you have of the Second World War and the huge impact it had on people's lives. We were moved by your understanding of what it might have been like to have been an evacuee. You are also learning so much about the culture of different groups of people, both in Great Britain and abroad in India and Africa. We thought your behaviour was one of the outstanding things about the school and was helping you to make the most of your opportunities to learn.

We are sure that the school will go on improving and are asking the school to follow up the ways in which it helps teachers become even more effective in the work they do with you.

Thank you again for your help. Best wishes for the future.

Richard Hancock

Lead Inspector