



# Cheveley CofE Primary School

## Inspection Report

**Unique Reference Number** 110785  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 278512  
**Inspection dates** 26 June 2006 to 27 June 2006  
**Reporting inspector** Mr. Michael Best AI

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

|                                    |                      |                           |                   |
|------------------------------------|----------------------|---------------------------|-------------------|
| <b>Type of school</b>              | Primary              | <b>School address</b>     | Park Road         |
| <b>School category</b>             | Voluntary controlled |                           | CB8 9DG           |
| <b>Age range of pupils</b>         | 4 to 11              |                           |                   |
| <b>Gender of pupils</b>            | Mixed                | <b>Telephone number</b>   | 01638 730273      |
| <b>Number on roll</b>              | 102                  | <b>Fax number</b>         | 01638 730285      |
| <b>Appropriate authority</b>       | The governing body   | <b>Chair of governors</b> | Mr.Simon Windmill |
| <b>Date of previous inspection</b> | 19 October 1999      | <b>Headteacher</b>        | Mrs. Julie Zak    |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is smaller than many other primary schools. Its pupils come from an area of mixed housing in the surrounding area. Pupil mobility is much higher than average, reflecting the transfer to middle schools at the end of Year 4 and the working patterns of parents and carers employed in the horse racing and related industries. The overall attainment of children entering the Foundation Stage is average. The proportion of pupils with learning difficulties or disabilities is below the national average as is the proportion of pupils learning English as an additional language. There has been a high turnover in teaching staff in the past three years.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is an improving school that provides good care and welfare for its pupils. The school has accurately identified what it needs to do to improve and has a good capacity to achieve this. However, its overall effectiveness is satisfactory rather than good because it is still implementing and embedding these plans for development. Improvement since the time of the last inspection is satisfactory. The school provides satisfactory value for money. Overall, pupils have positive attitudes to work and behave well. Their relations with each other and with adults are good, and pupils are successfully involved in developing the school. The curriculum focuses well on pupils' personal and social needs, and satisfactorily promotes their interest and enjoyment. Pupils benefit from the school's effective links with parents and its other partners. The standards and quality in the Foundation Stage are satisfactory. Standards at the end of Years 2 and 6 are broadly similar to national averages in English, mathematics and science. Standards in writing are not high enough throughout the school. Achievement is satisfactory but over time, some pupils have made uneven progress. Teaching and learning are satisfactory mostly because teachers' planning does not always have a sharp enough focus on what pupils need to do to improve. The headteacher has a clear vision for the school's development. Many subject leaders are new and developing their management roles. Monitoring procedures are established but self-evaluation is not yet sufficiently focused on the impact of the actions taken towards raising standards. The governing body meets all its statutory duties and is successfully developing its role as the school's 'critical friend'.

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

- raise standards, particularly in writing - ensure that all pupils make the best possible progress by making full use of assessment information in planning and delivering lessons - develop a more rigorous approach to evaluating the impact of the school's work through its self-review.

## **Achievement and standards**

### **Grade: 3**

Standards at the end of the Foundation Stage are broadly average, with the majority of children on target to achieve their early learning goals by the time they move to Year 1. Children make good gains in their personal and social education. Results in the 2005 National Curriculum assessments were broadly average at the end of both key stages, representing a dip in reading, writing and mathematics at Key Stage 1 but maintaining a similar pattern over time in English, mathematics and science at Key Stage 2. Inspection evidence indicates an upturn in the 2006 Key Stage 1 results in reading and mathematics, but lower Key Stage 2 results. A significantly high proportion of the present Year 6 pupils have learning difficulties. The school has rightly identified that standards in writing are not high enough throughout the school. Achievement is satisfactory. At the Foundation Stage and Key Stage 1 careful tracking of the pupils'

achievements is accelerating their progress. Targets in the 2005 National Curriculum Key Stage 2 tests were met at the Level 4 but fewer pupils than expected reached the higher Level 5. In the current Year 6, there has been a high level of pupil mobility. Although pupils' current work indicates satisfactory progress, gaps in earlier learning are adversely affecting the performance of some of them. However, evidence indicates that pupils currently in Year 5, and particularly the more able, are on track to meet suitably challenging statutory targets at the end of 2007. There are no significant differences in standards and progress between boys and girls. Those learning English as an additional language make similar progress to other pupils. Pupils with learning difficulties and/or disabilities make satisfactory progress.

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

### **Grade: 2**

Pupils say they enjoy coming to school and their parents and carers agree. Attendance is above the average for primary schools, with little unauthorised absence. Behaviour in and around the school is good. Pupils know the school's rules and the consequences of breaking them. They say that staff deal promptly with any incidents of bullying. Most pupils have very positive attitudes to school and each other, and relationships are good. Through its good provision for pupils' spiritual, moral, social and cultural development, the school successfully develops pupils' confidence and self-esteem. Assemblies, class discussions and activities effectively extend pupils' social skills and spiritual awareness, helping them develop as caring and mature individuals. Visits and visitors successfully promote their cultural development. Pupils have a good understanding of the importance of healthy eating, regular exercise, and keeping safe. They show respect for each other's opinions and property, and give mutual support at work and play. Pupils successfully contribute their ideas to discussions about improving the school as a community. Older pupils take their responsibilities as 'playground buddies' and assembly monitors seriously. Their development of key skills in literacy, numeracy and information and communication technology (ICT) soundly prepares them for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory although the school holds a more positive view. Staff are developing an agreed, whole-school approach to planning lessons, marking pupils' work and tracking their progress. There are, however, inconsistencies in the way the assessment information is used to match work to individual learners' needs. Staff have high expectations of pupils' behaviour and manage their classes effectively. Pupils respond positively and promptly to instructions and questions. Staff use a good range of teaching styles and resources, including the interactive whiteboard, to interest and motivate learners. During lesson introductions, they share learning intentions with pupils and highlight what they are looking for in

pupils' work. The pace of lessons is generally good and most pupils settle quickly to their work. Teachers use questions effectively to check pupils' progress at the end of each lesson. Teachers' evaluations and recording of this, and other information, to help them plan the next steps in learning, are good in the Foundation Stage and Key Stage 1 but inconsistent in Key Stage 2. Pupils are familiar with their group targets and talk about how well they are meeting these. However, teachers' marking of pupils' work does not consistently refer to these targets or the lesson intentions.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum in the Foundation Stage has an effective balance between adult-led and child-chosen activities, and staff are working purposefully to improve the provision for children's creative development. For Key Stages 1 and 2 the school has adopted nationally available plans staff are adapting these to the school's needs. In particular they are working to strengthen opportunities for pupils to undertake investigative and experimental work. Shortcomings in ICT have been successfully resolved and its use across the curriculum is being developed. Throughout the school, the curriculum takes good account of pupils' personal, social and health education needs. Visits and visitors help to widen pupils' knowledge and understanding. Special 'focus' days, when the normal timetable is suspended, successfully help pupils to draw on skills from across the curriculum. During the course of the school year, the school provides pupils with a good range of out-of-school activities, which are well supported.

## **Care, guidance and support**

### **Grade: 2**

Parents appreciate the good care the school takes of their children. Daily routines are well established, staff know pupils as individuals and support them well. Pupils say they feel safe in school and are confident that there is an adult to go to if they have any problems. There are effective procedures in place to promote pupils' attendance and good attitudes and behaviour. Child protection procedures are good and effectively implemented. Health and safety systems are good. The school has effective links with other schools and support services, and provides well for pupils with learning difficulties. The school has recently put in place good systems for setting pupils' individual targets and tracking their progress against these as they move through the school. These are updated regularly from tests and assessments. The school also keeps comprehensive records about pupils' personal development. Reports to parents are detailed and include targets for improvement together with each pupil's response.

## **Leadership and management**

### **Grade: 3**

The headteacher leads and manages the school well. She has a clear vision for the development of the school that is well-focused on raising standards and the quality of education for all pupils. The school has addressed the issues from the previous

inspection and its capacity for further improvement is good. The headteacher and her deputy work well together and there is a good team spirit developing within the staff. The school has experienced a high turnover of staff in the past three years and most subject leaders have only recently assumed their responsibilities. The accommodation is good and well cared for. Learning resources are of good quality. The school's priorities for improvement accurately reflect its most pressing needs. The targets set in the school development plan are achievable and suitably costed. The headteacher has successfully implemented a programme of policy review and revision, and this now provides a firm foundation for developing whole-school approaches to teaching and learning. New procedures for tracking pupils' progress compliment those for target-setting. Arrangements for monitoring teaching, learning and standards are becoming established. The school's self-review, drawn up in conjunction with staff and governors and taking account of parents' and pupils' views, provides an honest description of its work. As yet, however, the school does not rigorously enough evaluate the information it gathers from these different sources. Governors have a good understanding of the school's strengths and weaknesses, and meet their statutory responsibilities in full. The budget is effectively deployed, with reserves within recommended levels

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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> |
|--|-----------------------|--------------|

### 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> | 3   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 3   | NA |
| The quality and standards in foundation stage  | 3   | NA |
| The effectiveness of the school's self-evaluation  | 3   | 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>   | 3 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 3 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 2 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | 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>                                       | 3   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 3   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 3   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | 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**

Thank you for making me welcome when I visited your school earlier this week. I enjoyed hearing about all things you do in school and looking at your work. I am glad that you enjoy coming to school and I congratulate you on your good attendance. You behave well in school and, as you say, you know the rules and stick to them. You know a lot about keeping healthy and safe, and the staff and governors tell me that they appreciate your help and advice in developing the school. You are successfully learning the skills you will need in your next school and when you start work. The staff look after you well. They are increasing the amount of practical work you do, and the opportunities for you to use computers. Your teachers make good use of the interactive white board and other resources to interest you and you are keen to learn. They know how well you are doing but I have asked Mrs Zak to make sure that all the teachers make the best use of this information in planning the next steps in learning to help you do better. This is particularly important in writing because standards throughout the school are not high enough. You know your group targets but when they mark your work, I think it would help if all of you are given clear advice about how you can improve. You make satisfactory progress but, as some of you told me, you could do more. Many of your teachers are new to the school. Mrs Zak and the staff are working well together and with the governors. They are on the right lines and the school is improving. What they now need to do is bring together all the information they have about how the school is doing to help them decide on the most important things to do next. From our discussions, I know that you will be pleased to help them do this. Keep working hard and enjoying school.