



# Great Chesterford Church of England Voluntary Aided Primary School

## Inspection Report

**Unique Reference Number** 115190  
**LEA** ESSEX LEA  
**Inspection number** 279537  
**Inspection dates** 22 September 2005 to 23 September 2005  
**Reporting inspector** Mr. Tim Boyce LI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Street
<b>School category</b>	Voluntary aided		CB10 1NN
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01799530292
<b>Number on roll</b>	204	<b>Fax number</b>	01799531246
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Luke
<b>Date of previous inspection</b>	15 February 2000	<b>Headteacher</b>	Mr. Henry Weir

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 22 September 2005 - 23 September 2005	<b>Inspection number</b> 279537
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This popular village primary school is located in a relatively advantaged area of northwest Essex and, because of its reputation, attracts sufficient pupils from the surrounding area to maintain one class for each of the age groups. The majority of pupils are from very supportive homes and have already made a good start to their learning by the time they start school. Attainment on entry is generally above average. Whilst most pupils have travelled widely and have had many exciting experiences by the age of four, some are not used to mixing with other pupils. There are very few pupils from minority ethnic groups and almost all speak English at home. The number of pupils who are entitled to free school meals is very low and the proportion of pupils with learning difficulties and disabilities is lower than is usually found.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with many outstanding features. It serves its pupils and the local community very well. The school views itself as good. The inspection team broadly agrees with this self-evaluation, although some aspects are judged to be outstanding. The school is held in very high regard by pupils and parents. Improvement since the last inspection is good and the school has dealt effectively with the issues identified previously. Achievement is good and pupils attain well above average results in English, mathematics and science. Personal development is good overall and the manner in which pupils behave and get on with each other is excellent. Teaching is good and staff provide all pupils with a wide range of interesting activities. The provision for the pupils in the reception class is good. Their progress is good and by the end of the year their work is above average. The quality of care is outstanding and pupils feel very safe and secure. The school has an inclusive and very positive ethos and all staff work very hard as a team to excellent effect. Pupils' spiritual, moral, social and cultural development is good, but more could be done to prepare them for life in a multicultural society. The views of parents are sought and acted upon, but there is not a regular forum to hear the views of the pupils. Leadership and management is outstanding. The leadership and management skills of the headteacher are excellent and the school has a vibrant sense of purpose. Governance is good and the scope for further improvement is good. The value for money is good.

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

- Ensure that pupils are better prepared for life in a multicultural society. - Provide pupils with better opportunities for their views and opinions to be heard and acted upon.

## **Achievement and standards**

### **Grade: 2**

Pupils in the reception class make good progress and most attain above average in all aspects by the time they enter Year 1. Progress is good in Years 1 and 2. In 2004 standards were well above average by the end of Year 2 and these standards were maintained in 2005. Whilst there have been fluctuations, the trend shows a steady improvement for five years. Progress is good in Years 3 to 6 and in 2004 pupils met the challenging targets set, gaining outstanding results in English, mathematics and science. Outstanding standards were maintained in science in 2005, but there was a slight dip in English and mathematics, with fewer pupils than expected gaining the higher level. As a result these targets were not fully met. Trends in standards fluctuate more at Key Stage 2, but standards have been above average for the past five years. Pupils with learning difficulties and disabilities make good progress, as do those who have English as an additional language. Boys and girls achieve similar levels.

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

### **Grade: 2**

Pupils enjoy their education greatly and this is reflected in the above average attendance, the standards they attain, their achievement at all ages and their very positive attitudes to learning. They appreciate being part of the safe community that the school provides and show great respect for themselves and others. They are encouraged, to good effect, to make a positive contribution to the wider community and organised, for example, their own fund raising activities for the Tsunami appeal. They know the importance of keeping safe and of adopting a healthy lifestyle and are effectively encouraged to develop the key skills that will support their future economic well being. The development of pupils' spirituality is good, while their social and moral development is outstanding. This makes a major contribution to the excellent behaviour and relationships in the classrooms and around the school. Pupils have a good understanding of their own culture, but have insufficient opportunities to learn about other cultures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Pupils have a very positive attitude towards their work and because of the effective teaching they make good progress. They are encouraged to work independently and to help and support each other and this has a beneficial impact, for example, on standards in science. Teachers carefully plan stimulating lessons, which contribute to the good provision throughout the school. Their expectations are appropriately high and work is well matched to the abilities of the pupils. Teaching assistants and other support staff play a valuable role and all staff work consistently as a team. As well as teachers' assessment of the work, pupils are guided to think about how well they are doing and this helps them to understand what their future targets should be. Pupils in Year 6 demonstrated this very well in their writing on personification of objects. Pupils with learning difficulties and disabilities are supported well throughout the school.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and meets the needs of all pupils. It is enhanced by specialist teaching in French, music and dance. Aspects of some subjects are taught through carefully planned cross-curricular topics that help pupils to understand their learning and this approach is now being developed further. Pupils with learning difficulties are well provided for. The provision for personal and social education is good and the well-being of pupils is encouraged effectively. The school has already introduced additional physical activities and is working towards achieving healthy school status to good effect. There is a wide range of well supported extra-curricular activities and

a residential experience for older pupils. The accommodation is satisfactory and while there is plenty of space, it is not always where it is needed. The school has a spare classroom, a specialist music room and a well resourced outdoor learning area for reception pupils. However, the hall is too small for physical education lessons and the reception classroom does not allow the full range of practical and role-play activities.

## **Care, guidance and support**

### **Grade: 1**

This aspect of the school is outstanding. All staff demonstrate high levels of care and commitment and the exceptional guidance and support they are given contributes very effectively to the achievement of all pupils. Child protection procedures are fully in place and are very effective. Risk assessments are completed as required and ensure that pupils have a safe environment for learning both in and out of school. Pupils reach challenging personal targets because they are helped to understand what they have done well and what they should do next to improve. They are actively encouraged to adopt healthy lifestyles. The school has very good relationships with parents and other agencies, and this ensures that learners make good progress. Pupils learn about their rights and responsibilities and are very capable of seeking advice and guidance when necessary. The 'buddy systems' works well within the school and helps develop pupils' academic and social skills and these make a strong contribution to their well-being.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school are outstanding and very effective in raising standards, improving the quality and range of what is on offer and moving the school forward. The headteacher provides outstanding and inspirational leadership and has enthused the school community to strive for even higher academic and personal standards. Together with the governors and the senior managers, he gives the school a very clear steer as it moves forward in its development. The quality of self-evaluation is good and the work of the school is checked and measured regularly by staff, governors, parents and pupils. As a result, senior staff have a clear understanding of the numerous strengths and minor areas for improvement that exist. Improvement since the last inspection has been good and there is a good capacity for further improvement. The ethos is very positive and all staff work well together. The consistent, caring teamwork ensures that pupils do their best and are well looked after. Governors have a good understanding of their roles and manage the financial resources at their disposal to outstanding effect. Given the good achievement and the relatively low costs, the school provides good 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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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>	2	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	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	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	2	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	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**

Following our visit to your school we want to thank you for making us so welcome, for showing us your work, and for telling us all about the school and the things that you enjoy most. We were very impressed by the way you all behaved and got on together and the very polite way that you explained what you liked best about your school. We think you are very lucky to live in such a lovely area and to go to such a safe and caring school where all the staff look after you so well. The teachers and helpers are all really kind and they are working very hard to help you to learn. Your teachers prepare interesting lessons and are making really good use of the interactive white boards to help you to enjoy your work, and as a result you are doing very well. The headteacher has done exceptionally well in helping you to do as well as you do. You learn about lots of very interesting things and we were amazed at how clever and well informed you were about many different things, but we think you could be given better opportunities to find out how some people in other places in the country live, the different things they might believe and the reasons why they may speak and dress differently. We are pleased that the school sometimes asks your views and opinions on things but we feel that you should have regular and better opportunities to tell the teachers what you think about school and the things that you would like to see changed and made better. We wish you well for the future and feel sure that your school will continue to improve and flourish.