

Chaddleworth St Andrew's CofE Primary School

Inspection report

Unique Reference Number	109957
Local Authority	West Berkshire
Inspection number	288547
Inspection date	5 July 2007
Reporting inspector	Sue Vale

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	43
Appropriate authority	The governing body
Chair	Lady Eliza Mays-Smith
Headteacher	Mrs Gaynor Zimmerman
Date of previous school inspection	3 December 2002
School address	Chaddleworth Newbury RG20 7DT
Telephone number	01488 638261
Fax number	01488 638261

Age group	4–11
Inspection date	5 July 2007
Inspection number	288547

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Chaddleworth St Andrews CofE Primary School is a small, rural primary school in West Berkshire almost exclusively serving the local community. The children come from a variety of social and economic backgrounds. Around a third of pupils are identified with learning difficulties and disabilities; this is well above average. Approximately a quarter of pupils are entitled to free school meals. The school is federated with Shefford CofE (VC) Primary School and the schools share a governing body, headteacher and senior leadership team. Both schools were inspected at the same time as part of a coordinated inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chaddleworth St. Andrews Church of England School is a good school where pupils achieve well. Central to this is the outstanding leadership shown by the headteacher. In a short space of time she has had an immense impact on turning the school round, resulting in standards rising dramatically in one year. She has been ably supported by all the staff, the governors and the local authority. As one parent commented, 'This has been a very positive year.'

Most of the children begin school with skills below those expected for their age in communication language and literacy and in personal social and emotional development. Provision for the Foundation Stage is satisfactory. The children have only just moved into their new classroom and a lot of work remains to be done to ensure that the environment is adapted for their needs. Since the appointment of the headteacher, her high expectations of what children can achieve have been implemented across the school. This has resulted in a dramatic increase in pupils' achievement in one year. Standards have risen considerably and by the end of Year 2, pupils reach average standards in reading, writing and mathematics.

Pupils continue to make good progress as they move through the junior class. This is due in a large part to a good curriculum which interests and motivates pupils to want to learn, and to good teaching. The result is that in the last year standards have risen from well below average over the previous four years to above average. However, there are some missed opportunities to challenge the more able pupils even further in their learning and for them to use their initiative through activities such as problem solving.

Pupils' behaviour and attitudes are good. There is a positive learning ethos throughout the school. This gives pupils a strong foundation for the next stage of their education. The personal development and well-being of pupils are good. Pupils feel safe and well cared for. All these factors make a significant contribution to pupils' achievement. The care, guidance and support for pupils are good and pupils understand the next step in their learning. The federation between the two schools is working well, teachers plan together and pupils work with their peers on different activities. The next step is to develop the role and responsibilities of subject leaders across the schools in order to share good practice and ensure consistency across the federation.

The school has tackled the issues from the last inspection effectively and its record of improvement shows that the capacity to improve further is good.

What the school should do to improve further

- Increase the challenge for all pupils, particularly the more able, and enable pupils to use their own initiative to solve problems.
- Review the quality of provision for the Foundation Stage.
- Develop the role of subject coordinators to share good practice and ensure consistency across the federation.

Achievement and standards

Grade: 2

Achievement is good and standards are above average by Year 6. Standards from 2002 to 2006 had fallen in Years 1 and 2 and in Years 3 to 6, to well below national averages. Since the appointment of the headteacher last September and the development of the federation, standards have risen sharply. Children start in Reception with below expected standards in

communication, language and literacy and personal, social and emotional development. They make good progress. In the current year exceptional progress has been made across the rest of school. This has resulted in pupils achieving much more than in previous years. Standards are now average by the end of Year 2 in reading, writing and mathematics. The school has made raising standards in reading a focus for improvement. As a consequence of a lot of intense effort from school and families alike, standards in reading have risen dramatically in the last four months. In some cases children's reading age has risen by as much as a year. By Year 6 standards are also greatly improved, with a third of children reaching above national averages in English and two thirds reaching the higher level in mathematics. This is very good progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. This is fostered through a well thought out programme of assemblies, visits and other events, and the encouragement of a healthy life style. Very good attendance rates reflect how well pupils enjoy school. As one member of the school council said, 'What we learn is fun and interesting.' Pupils have developed positive relationships in the small family environment and are pleased to widen the friendships they have with pupils from the other school in the federation, for example when they go on school journey to the Isle of Wight. Pupils say that the school looks after them well and they know who to go to if they are worried. The school council is active and its views are valued. Pupils participate very well in sport and music and make a good contribution to the wider community, including charity fund-raising and musical performances.

Quality of provision

Teaching and learning

Grade: 2

During the day of the inspection two permanent members of the teaching staff of three were absent. A close look at pupils' work shows that teaching over this year has been consistently good. Clear marking, explaining to pupils how they can improve their work and what they need to do next to reach a higher level, has helped pupils to reach higher standards. However, there are missed opportunities to really challenge the more able pupils through activities such as problem solving. Planning of lessons is good and allows different ages of pupils in each class to be fully catered for. The federation really supports teachers as they are able to work and plan together with colleagues across the two schools. In addition, the school makes good use of additional teaching and support staff. They work effectively with identified groups of pupils and to help ensure that the mixed aged classes follow the curriculum relevant for their ages. Pupils enjoy learning and are pleased with their successes.

Curriculum and other activities

Grade: 2

The curriculum is good. It is enriched by many extra-curricular activities and enhances the personal development of all pupils. This has a positive effect on the enjoyment pupils have of learning. There is an appropriate emphasis on literacy, numeracy and information and communication technology (ICT) and this gives pupils the skills they need for their future schooling, and has resulted in the improved standards over this year. Pupils are given the

opportunity to benefit from extra activities in sport, music and clubs, such as that for gardening. Pupils are encouraged to participate in performances in the wider community.

The breadth of experience offered by the school is increased by the occasions when pupils from the two federated schools join together for activities, such as the residential trip and outings. As one pupil commented, 'I love the federation because it means that I have more friends and I can work with them as well as my friends here.' Provision for the Foundation stage is currently satisfactory. At the time of the inspection the children in the Reception class had been in their new room for one day.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Child protection procedures and risk assessments are undertaken effectively to ensure that pupils are safe. Pupils learn in a safe and attractive environment, which is constantly being developed to meet their needs. Induction procedures for pupils new to the school are good. The monitoring of behaviour and attendance is good.

Assessment and tracking systems are effective and used to check the progress of each pupil and to set individual targets in English, mathematics and science. Teachers mark pupils' work in great detail so that the pupils themselves are clear about how they can improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The head teacher's leadership is exceptional. It is her drive, enthusiasm, passion for improvement, clarity of vision and commitment to children which have led to such rapid improvements. These qualities are recognised and appreciated by staff, governors, pupils, parents and local authority colleagues. She has gathered, motivated and developed a team which shares that vision and sense of purpose. That the federation is developing so successfully and rapidly is testament to her expertise and sensitivity in managing two schools in different but equally challenging circumstances. Senior leaders work well together undertaking monitoring, demonstrating good practice and providing good quality support. As a result, provision is improving and standards are rising both academically and in personal development. The roles and responsibilities of subject leaders are still developing and there is potential for them to share their skills and expertise across the federation and have even more impact on evaluation and improvement.

The school is establishing strong partnerships which enhance the provision and have a positive impact on the achievement of pupils. The school has a good understanding of its strengths and weaknesses and improvement planning is practical and well focused on outcomes for pupils. The governing body provides good support, is knowledgeable and well informed.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 July 2007

Dear Pupils

Inspection of Chaddleworth St Andrew's CofE Primary School ,Newbury, RG20 7DT

Thank you for your help and cooperation when I inspected your school. It was lovely to meet some of you and to spend time in your lessons with you.

Your school is a good school. You are fortunate to have such lovely grounds to play in. The things that I liked particularly about your school are that:

- this year you have done very well in English and mathematics in your tests in Year 6
- the standards you are reaching in your work are much better than in previous years
- many of you have really improved in your reading skills - well done
- your teachers plan your lessons very well. They make them interesting so that you want to learn
- your headteacher is excellent and is doing a really good job of leading and managing both of the schools in your federation
- the school takes good care of you
- you come to school regularly and attendance rates are very good.

To make your school even better; I have asked your teachers to look at:

- setting you more of a challenge in your learning particularly for those of you who are more able through problem solving activities
- improving the provision for the children in Reception class (some of you may have some ideas of how to do this)
- making sure that subject leaders are able to share their good practice across the federation so that both schools improve together.

I wish you the very best and success in the future.

Sue ValeLead Inspector