



# Chesterton Primary School

## Inspection Report

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**Unique Reference Number** 115575  
**Local Authority** Gloucestershire  
**Inspection number** 290263  
**Inspection dates** 21–22 November 2006  
**Reporting inspector** John Eadie

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

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<b>Type of school</b>	Primary	<b>School address</b>	Apsley Road
<b>School category</b>	Community		Cirencester
<b>Age range of pupils</b>	4–11		GL7 1SS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01285 654796
<b>Number on roll (school)</b>	261	<b>Fax number</b>	01285 643191
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Steve Smith
		<b>Headteacher</b>	David Williams
<b>Date of previous school inspection</b>	20 May 2002		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This average-sized school serves an estate, most of which contains social housing, on the outskirts of the town. Almost all pupils are of White British heritage and all speak English as their first language. The headteacher has been in post since January 2006 and the leadership team has recently been restructured.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school is providing a satisfactory education and is improving rapidly. In January 2005, the local authority identified some significant weaknesses, particularly in pupils' achievement. With good backing from the local authority, procedures were put in place to address these weaknesses. The new headteacher, with the very able support of the leadership team and governors, has successfully built on these procedures. The major success has been in raising pupils' achievement in a relatively short time so that it is now satisfactory and pupils are reaching average standards by the time they leave. Leadership and management are good and the management team have accurately identified further areas for development.

Parents have every confidence in the school and a number of them said they are impressed with the commitment of the teachers. Teaching and learning are satisfactory and are improving. This is one of the key factors in pupils' improved progress. Older pupils, particularly, say they enjoy their lessons and that teachers make them interesting. However, more able pupils are not always effectively challenged. A strength is the provision for pupils with learning difficulties. Very careful plans for learning are made for these pupils and they are supported well, which enables them to make good progress.

Pupils enjoy school because of the good pastoral care that staff provide. This enjoyment is reflected in good attendance. Pupils' personal development is good and they are developing well into mature and responsible young people. They are given a number of good opportunities to develop these qualities, through the peer-mentoring scheme, for example. Pupils therefore make a positive contribution to the school community. The school is also, to quote parents, 'central to the whole community' and, as well as fostering pupils' involvement, it is involved well in promoting education for families and local people. Care, guidance and support are satisfactory as systems for monitoring pupils' progress and helping them improve their work are new and not yet fully established. Teachers are therefore not always able to help pupils understand fully what they need to learn next.

The curriculum is satisfactory. It has been adapted well to meet the needs of most pupils, although planning does not always include sufficiently difficult work for the more able. A good range of visits and visitors adds further interest and these are enjoyed by pupils and appreciated by parents. The provision and the curriculum for the children in the Reception class are good and these children make good progress.

### What the school should do to improve further

- improve assessment and marking so that teachers can help pupils understand what they need to do to improve their work
- raise achievement of more able pupils by consistently giving them work that challenges them.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory and they reach average standards by the time they leave. This represents a major improvement since the national tests in 2005, when data showed that many pupils made inadequate progress. Children's levels of skills and knowledge when they start school are lower than they were a few years ago and are now below the expectations for their age. However, they make good progress in the Reception class and start in Year 1 having broadly reached the expected standards. This progress is particularly good in developing their language skills, which has been a focus. Pupils make satisfactory progress through the rest of the school and this progress is improving. Some pupils, particularly those with learning difficulties and some of average ability, are now making good progress. Some of the more able pupils are not making the expected progress relative to their abilities.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Spiritual development has improved since the last inspection. For example, Year 6 are to visit a local special school and were preparing by considering in a sensible and sensitive manner the issues that this presented. Understanding of other cultures is satisfactory, as a result of links with schools in different countries, and pupils have a growing range of opportunities to become familiar with the multicultural nature of Britain. Pupils are developing a clear moral and social code and behave well.

Pupils have a good understanding of the benefits of a healthy lifestyle and take full advantage of 'Fruity Fridays' and 'Toasty Tuesdays' and a wide range of sporting opportunities. They are adopting safe practices well and feel safe. Pupils confirm that they find staff supportive and helpful. Pupils enjoy taking responsibility around the school and are given good training to enable them to carry out their duties effectively. The reading buddies scheme is a good example of this. The very active school council, which won a county award for its work last year, has suggested a number of improvements to the school, which have been implemented. Preparation for future life is just satisfactory as pupils have limited opportunities to develop independent and team-working practices.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory and this underpins pupils' steady progress. Teachers are well organised and so pupils know what is expected of them. Staff relate well to pupils and so there is a positive and calm working atmosphere in most classes. Support staff work well with teachers to provide extra help, especially for pupils with learning difficulties.

This is a key factor in helping these pupils to make good progress. Teachers make it clear to pupils what they are expected to learn in lessons and explain new work carefully. The work planned is sometimes too easy for the more able pupils. Occasionally, pupils spend too long listening to the teacher at the start of the lesson. This restricts the time available for pupils to work on learning activities. Children in the Reception class are given many opportunities to work independently but this is not so evident in other year groups. Staff give pupils sound feedback on how well they are doing through discussion and written comments in books but these do not often go on to tell pupils how they can improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It provides a sound basis for pupils' steady progress and meets the needs of most pupils. Children get off to a good start in the Reception class where the work planned is interesting and engaging. There is a strong emphasis on planning for the development of literacy and numeracy skills. This is underpinning improvements in pupils' progress, although the amount of time spent on English and mathematics limits time for other subjects. The school is beginning to plan for links between subjects to make learning more relevant. The recent 'Pirate Day' was a good example of this. At the moment, pupils do not use their information and communication technology skills sufficiently to help their learning in other subjects. There is a good programme to help pupils develop their understanding of personal, social and health issues. The provision for physical education is also strong, and specialist teaching in art and design, science and music has a positive effect on pupils' achievement. Good links with the adjacent nursery and the local secondary school also enrich pupils' experiences. There is a good range of activities outside lessons to bring learning alive.

## **Care, guidance and support**

### **Grade: 3**

The ethos of the school ensures that pupils feel valued and develop confidence from their start in the Reception class and throughout the school. Good levels of personal support help older pupils to become mature and sensible and they are good role models for younger pupils. Staff are trained well in child protection, with effective procedures to ensure that pupils are kept safe and feel secure. Provision for pupils with learning or social difficulties is very good and these pupils make good progress towards their personal targets.

Since the last inspection, good assessment and tracking systems have been introduced. However, these are new and, although in place in mathematics, they are not yet used effectively in English and science. Pupils are therefore unsure about how their targets are generated and what they have to do to improve further.

## **Leadership and management**

### **Grade: 2**

The new leadership team has carried out a thorough and effective process of self-evaluation, which has involved all staff and included the views of parents and pupils. This has resulted in the initiatives which are improving pupils' progress. Governors have been kept in the picture throughout the process and are knowledgeable about the strengths and weaknesses of the school. They have a good programme of monitoring and are fully aware of how far the school has come in a fairly short time. Managers have a clear view of what needs to be improved. However, the school improvement plan is not always precise in its detail, particularly in subject action plans and in identifying how progress towards improvements can be measured.

Progress since the previous inspection has been slow in some areas but the pace of change has recently quickened. Bearing this in mind, and with the very obvious commitment of all involved in the school not to let this pace slacken, the school is well placed to continue its forward progress.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

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

Thank you so much for welcoming us to your school. We very much enjoyed our time with you and were impressed with how well you are developing into mature and sensible young people. We think that your school is satisfactory at present and it is improving rapidly.

Here are the things we think are best about your school:

- your headteacher and staff have worked very hard and successfully to improve the school and they have clear plans to make further improvements
- you are making satisfactory progress and reaching average standards, and teaching is satisfactory, and these are all improving
- you behave well and work hard and older pupils look after younger ones well
- all staff look after you well
- there are lots of interesting extras, such as after-school clubs, visits and visitors

These are the things we think could be better:

- you do not always know clearly enough how to improve your work
- some of you are not given sufficiently difficult work.

Although this is not as important, the curriculum is only satisfactory because you spend too long on literacy and numeracy and don't use your ICT skills enough in other subjects.

Good luck for the future – best wishes.