

# Chirton Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	126314
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	293521
<b>Inspection date</b>	15 May 2007
<b>Reporting inspector</b>	Faysal Mikdadi

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	G Baker
<b>Headteacher</b>	Cathryn Lloyd Jones
<b>Date of previous school inspection</b>	28 January 2002
<b>School address</b>	The Street Chirton Devizes SN10 3QS
<b>Telephone number</b>	01380 840684
<b>Fax number</b>	01380 840684

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Chirton Church of England is a small primary school. All 22 pupils are White British. Attainment on entry is average. The new headteacher took up her post from September 2006 following a period when the school was led by acting headteachers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Chirton Primary is a satisfactory school with some good features. It successfully provides its pupils with a happy, enjoyable, safe and attractive learning environment. Pupils agree about their feelings for their school saying, 'we love our school. It's like a big family'.

There is a major and necessary focus on raising standards, especially in the three core subjects of English, mathematics and science, with the headteacher a strong driving force in that respect. Consequently, standards are now consistently at least in line with national expectations, which shows satisfactory progress. Despite standards on entry being in line with national expectations overall, children start their Reception Year with below-average social and communication skills. That is rectified in Reception, where pupils make good progress. The number of pupils entered for end-of-key-stage tests is too small to make reliable comparisons with national figures. Overall, results show that the school adds satisfactory value to the children's education.

Leadership and management are satisfactory overall and the leadership of the headteacher is good. Governance is satisfactory and improving. Good attention is being paid to improving aspects of subject coordination and in particular in science. The quality of care, guidance and support is good but the quality of guidance suffers at times when teaching does not make it clear what pupils need to do to improve their work further. This means that target setting, although improving, is not always specific or ambitious enough to help children achieve as well as they should. A small school enables adults to give each pupil a great deal of attention in improving self-esteem and confidence, although this has not yet succeeded in enabling pupils to make consistently good progress. Pupils' personal development is good, with all of them saying that they enjoy coming to school. One of the reasons why children enjoy their school is the way that they are valued, the opportunities that they are given to take on responsibilities and the way that the adults listen to them. As a result, pupils come across as confident and socially mature. The quality of teaching and learning is satisfactory and some aspects are good. Agreed procedures are in place to ensure that pupils work hard and remain focused. Teachers have created a warm and attractive learning environment which allows pupils to work independently, although this is occasionally hampered by a lack of opportunities for pupils to evaluate their own and each other's work. This means that the targets set are not always specific enough to help children achieve as well as they should.

The curriculum is satisfactory. Pupils are particularly pleased with the good range of activities available both inside and outside the classrooms.

### What the school should do to improve further

- Ensure that teachers always make it clear to every pupil what needs to be done next in order to improve their performance further.
- Use the data available on each pupil's performance and progress to set clear, ambitious and realistic targets for improvements, which could then be carefully tracked in order to aid further improvement. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils achieve satisfactorily because of the consistently satisfactory teaching. The support and guidance that pupils individually receive encourages them to work hard. This happens very early on when children first join the Reception class and they make good progress. Thereafter progress is satisfactory and, as the school realises, pupils are capable of greater achievement, including through improved use of assessment and target setting. The very small number of pupils entered for end-of-key-stage tests makes it difficult to make meaningful comparisons with national figures and inevitably there are fluctuations in overall results from year to year. In 2006, small numbers entered at the end of Year 2 were above the national norms for reading, writing and mathematics. Those entered at the end of Year 6 over the last three years showed a rising trend in their results, although these dipped slightly in 2006. Current standards are in line with national expectations. They have improved over the last year, especially in literacy. The current focus on raising standards in mathematics and science is producing positive results.

Pupils with learning difficulties and disabilities make good progress because of the good support that they receive individually both from their teachers and the effective teaching assistants.

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

### **Grade: 2**

Pupils make it very clear that they enjoy coming to their school, where attendance is above the national average. They are helped to stay fit and healthy through a comprehensive sporting programme and healthy eating. Relationships between teacher and taught and amongst pupils are excellent. Pupils say that they feel safe in the school and enjoy their schooling.

Pupils' spiritual, moral and social development is good. Christian values shine through in the way that children treat each other fairly and kindly and in the way that they are treated. Cultural development is mostly good, but there is an insufficient understanding of British cultural diversity. Pupils have a very good awareness of environmental issues and benefit from the school's enthusiasm for providing recycling facilities.

Pupils speak well of the opportunities that they have to take on responsibilities within their communities, and respond well. They enjoy looking after each other and caring for those younger than themselves in mixed-age classes and in other school activities. They also do well in raising money for charities as part of the good contribution which they make to the wider community. Improved standards, now meeting national expectations, are helping pupils to be soundly prepared for their future education and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory, with some good features. Pupils are keen to please their teachers and to work readily within established school routines. They usually respond with enthusiasm and learning benefits from the high quality of relationships in the classroom and elsewhere. Each lesson begins with clear intended learning outcomes, which are profitably shared with pupils to secure their involvement. In the last year, teachers have focused on improving basic skills with the result that standards are beginning to improve in English,

mathematics and science. For example, the additional emphasis which teachers have placed on developing pupils' problem-solving and thinking skills and writing for purpose is paying dividends.

There are some inconsistencies in teaching. These inconsistencies occur in some lessons where teachers do not make it clear to pupils what they need to do next to improve their work. This means that pupils do not always have sufficiently clear short-term targets to work towards and full advantage is not taken of their readiness to learn. Occasionally there are insufficient opportunities given to involve pupils in assessing work completed.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is providing increased opportunities for pupils to improve their basic skills. Successful measures have been taken in the Reception Year to improve children's social and communication skills and help all pupils to become confident learners able to work on their own. A greater emphasis on whole-school topic work to promote writing for purpose is proving beneficial.

The curriculum is well supplemented with a rich variety of activities, especially in sports, all of which make a significant contribution to pupils' personal development. The school is acutely aware of the need to give pupils experiences beyond their small school. Visits, including a residential experience, membership of a primary partnership scheme and a global citizenship project with other schools serve that purpose well.

In whole-key-stage classes, the curriculum provides satisfactorily for the different needs of pupils, although those pupils with learning difficulties and disabilities make better progress than others, given their previous attainment.

## **Care, guidance and support**

### **Grade: 2**

One of the school's main strengths is its strong family ethos, which allows children to work within a happy, safe and attractive environment. That is one of the key factors in helping to improve standards and parents recognise that some aspects of care and support are outstanding. For example, one parent remarked that, 'since our daughter has been here, her personality has blossomed. The small classes and caring and hardworking teachers in the school have helped her confidence and raised her attainment'. Pupils' self-esteem is consistently raised through justifiable praise and discussions aimed at making them feel genuinely valued.

Well-established child protection procedures and properly carried out statutory checks enhance the sense of a safe school. The induction programme helps children settle into the school quickly and the school is equally caring in ensuring there is smooth progression into secondary education. An improved tracking system, although in its early stages, is adding to the quality of care. Whilst there are already good examples of the information gathered being used to raise standards, the data available are not always used to tell each pupil what to do next and what targets to aim at. Where that does not happen it detracts from the quality of guidance.

## Leadership and management

### Grade: 3

The new headteacher's good leadership has begun to show results with the improved standards, good teamwork amongst staff, and more governor involvement. Governance is satisfactory and improving. Improvement since the last inspection has been satisfactory and particularly good in physical education, which is now a strength of the school.

In a very small school a heavy load falls on a few staff in ensuring the curriculum maximises opportunities for all pupils. The school is aware of the need to make those tasks as manageable as possible but also to keep pace with national developments. With the latter in mind, steps to improve the coordination of science are being implemented. The school's self-evaluation is accurate and this has helped in drawing up a school improvement plan which gives a very positive steer in the school's drive to raise standards further. The full impact of plans has yet to be felt and some are in their infancy. Until they are more firmly embedded, the school's capacity for improvement is judged to be satisfactory. Although standards are rising, the school recognises that the proportion of pupils achieving well is not high enough. However, some notable steps have been taken towards that end by beginning to make better use of assessment data and improving systems for target setting. In aiming to fully implement this, the school is correctly working closely with the local authority.





## Annex A

## 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?	3
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	3
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>	2

<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.

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
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**

16 May 2007

Dear Pupils

Inspection of Chirton C of E Primary School, Chirton, Wiltshire SN10 3QS

Thank you very much for making me feel so welcome during my recent visit to your school. I am grateful to you for talking to me and answering all my questions. I also really enjoyed your wonderful singing in assembly.

You told me that you were proud of your school. I can see why. Your school provides you with a satisfactory education and there are some good things which you have the right to be proud of:

- You consistently make satisfactory progress because of your teachers' satisfactory teaching. Because of this, the standards of your work have begun to improve further, but could be even better.
- You are well behaved, polite and kind to each other. Your relationships with each other and with the adults are excellent.
- The curriculum is satisfactory and you have a lot of opportunities to take part in activities.
- Your headteacher is good at making sure that the school continues to improve and, helped by your teachers, she is successful in raising standards.
- The adults in the school take good care of you and make you feel safe and happy.

I have suggested that the school works on making the following two improvements:

- Teachers do not always tell every one of you exactly what you need to do next in order to improve your work even more.
- The school needs to use all the information that it has on your work to set you clear targets so that you know what you should be working towards. The school can then check on how well that is helping you to improve.

Once again, thank you so much for making my visit such an enjoyable one.

Faysal Mikdadi Lead Inspector