

Chipping Warden School

Inspection report

Unique Reference Number	121804
Local Authority	Northamptonshire
Inspection number	314104
Inspection date	9 October 2007
Reporting inspector	Alison Grainger

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	98
Appropriate authority	The governing body
Chair	Carol Moore- Naylor
Headteacher	Sam Dadd
Date of previous school inspection	1 October 2003
School address	Byfield Road Chipping Warden Banbury OX17 1LD
Telephone number	01295 660616
Fax number	01295 660616

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the influence of teaching and the curriculum on pupils' progress; the quality of pupils' personal development and well-being; aspects of care, guidance and support; and the effectiveness of all levels of leadership and management. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small school draws its pupils not only from the village of Chipping Warden but also from neighbouring villages in Northamptonshire, Oxfordshire and Warwickshire. Almost all pupils are from White British backgrounds and very few do not have English as their first language. No pupil is registered as being eligible for free school meals. The percentage of pupils with learning difficulties and/or disabilities is below average. While there is some variation in children's individual attainment on entry, taking the intake as a whole it is above the level expected.

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 in which pupils achieve well. Children get off to a strong start in the Reception Year. Further good gains are made as pupils move up through the school. In most recent years, standards have been significantly above average at the end of Year 2 and Year 6. The most recent results of pupils at the end of Year 6 show exceptionally high performance. Nearly all pupils in Year 6 last year reached at least the level expected for their age in English, mathematics and science. The percentage attaining a higher level was well above average in all three subjects.

The school adds good value in pupils' academic performance because teaching and the curriculum are good. However, there is some unevenness in the effectiveness of teaching in different classes, particularly in the way that it is matched closely to all pupils' needs. Pupils make the most substantial progress when the direct teaching in whole-class sessions, as well as group and individual activities, are varied according to pupils' differing needs. Learning is less effective when teaching is aimed at the middle of the class without full account taken of pupils' differing needs and capabilities. Pupils are not always given enough opportunities to be really independent and to show initiative as learners. The school has rightly recognised that its provision for information and communication technology (ICT) requires further development as one means of encouraging the independence in learning of which pupils are capable.

Not only do pupils achieve well academically, but they also make good progress in their personal development. Pupils like school a lot and are proud of their school. They particularly enjoy art and this is reflected in the many vibrant displays around the school. They also appreciate their teachers and the other adults who help them. It is no wonder that the attendance rate is above average. Behaviour is good and often exemplary. Pupils have a well developed understanding of how to stay fit and healthy. They respond with real enthusiasm to the many sporting activities and some, for example, have cycled around the Silverstone racing circuit. Pupils know well the importance of safe practices, such as warming up in physical education lessons. Their contribution to the school and wider community is good, for example through the activities of the school council and through involvement in village activities.

The curriculum is well designed to promote both academic and personal development. It is enriched by many activities additional to lessons, including visits out and visitors to school that broaden pupils' experiences. Pupils have several opportunities in Years 3 to 6 to go on residential visits. Those in Years 3 and 4 have enjoyed a 'Tudor Day' this term that helped to give real meaning to their work in history. Throughout the school, displays are used well not only to celebrate pupils' successes but also to promote learning in subjects such as history and science.

There are many good features to the care, guidance and support for pupils. Pupils say that they feel safe at school and that bullying is not tolerated. They are sure that they have an adult to whom they can turn should the need arise. There is some good academic guidance, for example in Years 5 and 6, where marking tells pupils what they have done well and what next steps they should take to improve their performance. This good marking contributes well to pupils' progress.

However, the school is as yet unable to demonstrate a robust approach to meeting government requirements for vetting all adults who work with pupils. As a result of this shortcoming, the overall quality of care, guidance and support is no better than satisfactory.

Leadership and management are good. The headteacher provides a strong and clear educational direction based on careful analysis and evaluation of the school's effectiveness. She has identified

the right areas for improvement. Hence, the match of teaching to pupils' needs and development of ICT provision are already priorities on the school development plan. All staff know what the areas for improvement are. One teacher who is new to the school spoke confidently about the areas that she, and the staff as a whole, are presently focussing on. However, it is the headteacher, rather than the teaching staff as a whole, who analyses how the quality of teaching influences pupils' progress and sets out what needs to be done to move pupils forward. Governors are currently formalising their systems for monitoring the school's work. They are supportive and, in many respects, they do a good job, but they have not ensured that all statutory requirements for the care of pupils are met.

The vast majority of parents who made their views known have confidence in the school and are pleased with the quality of education. They recognise that the school prepares their children well for the next stage of their education and for their future lives.

Effectiveness of the Foundation Stage

Grade: 2

Teaching and the curriculum meet children's needs well in the Foundation Stage (Reception Year). Expectations of the standards children are capable of attaining are appropriately high and, as a result, children move on well from their good starting points. At this early stage in the school year, children have settled in well and are confident in the indoor and outdoor environments. Their behaviour is excellent, as is evident when they attend whole-school assembly. Very good relationships with the on-site private kindergarten ease the children's transition into school. The headteacher teaches in the Reception Year part time and leads the provision for these young children well. She recognises that a key area for development is the use of the fairly new covered outdoor area and the improvement of resources to support children's learning there.

What the school should do to improve further

- Ensure that all teaching is closely matched to all pupils' needs.
- Increase opportunities for pupils to take initiative and responsibility in lessons and for them to use ICT to support their learning.
- As a matter of urgency, fully implement government requirements for vetting adults in school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	3

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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	3
Do procedures for safeguarding learners meet current government requirements?	No
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**

Thank you for helping me when I visited your school. I enjoyed talking with you and visiting your classrooms. You told me that you like school a lot, particularly art. You said that you like the teachers and other adults who work with you and that you feel safe at school. I could tell that you are proud of your school and I am not surprised. It is giving you a good education.

You make good progress during your time in school. This begins in the Reception Year where you settle in quickly. Those of you in Reception are so sensible and grown-up that I could not tell which of you are in Year 1 and which are in Reception when you were all together sitting in a circle!

The reason why you make good progress is that teaching and the curriculum are good. In some classes, though, the teaching is better matched to your needs than in others. So, I have asked the teachers to make sure that teaching is always at just the right level for each of you.

I have also asked the school to help you to take more responsibility and initiative in lessons. The school is working to improve the opportunities for you to use information and communication technology (ICT) in different subjects. I have suggested that this is one way in which you can become more independent as learners.

Your personal development is good. You behave well, and behaviour is often excellent. You know a lot about how to keep fit and healthy and told me that you are given good guidance on this. Your good personal qualities, together with the progress you make with your work, result in you being well prepared for secondary school.

I am really sorry that I did not meet those of you who are in Years 5 and 6 but I hope you had a great time on your residential visit. I enjoyed looking at the good work you have done so far this term.



10 October 2007

Dear Pupils

Inspection of Chipping Warden School, Banbury, Oxfordshire. OX17 1LD

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Yours faithfully

Alison Grainger
Lead inspector