

# Christian Malford CofE Primary School

## Inspection report

<b>Unique Reference Number</b>	126315
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315490
<b>Inspection date</b>	11 November 2008
<b>Reporting inspector</b>	Denise Morris

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	80
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	11
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nikki Seal
<b>Headteacher</b>	Julia Harle
<b>Date of previous school inspection</b>	22 November 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Road Christian Malford Chippenham SN15 4BW

<b>Age group</b>	3–11
<b>Inspection date</b>	11 November 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average village school. Almost all pupils are White British. A number of Traveller pupils attend the school from time to time. There is Early Years Foundation Stage provision (EYFS) for children from the age of four who share a classroom with pupils in Year 1. There is a private playgroup on the same site.

The school has obtained a number of awards recently, including 'Healthy School' status, 'Basic Skills Quality,' 'Intermediate International Award' and a 'Bronze Eco Award'.

## 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. At the heart of its success is the strong leadership and clear vision of the headteacher. She ensures that each child is treated as an individual and given every opportunity to do well. Good personal development begins in Reception and continues throughout the school. Pupils have a strong sense of community. They take great care of their school and their village, regularly taking action to change things that they feel need to be improved. For example, their excellent commitment to keeping classmates and visitors safe resulted in the provision of a new pavement outside their school. They show high levels of care and concern for others as illustrated by their excellent attention to the silence observed at their 'Poppy Day' assembly. Strong links with the local church contribute well to pupils' understanding of the wider world. Their outstanding awareness of healthy lifestyles was illustrated during the inspection when they used vegetables from their own school garden to make a nourishing soup for lunch. The harmonious and friendly atmosphere that the school provides enables pupils to play and work together happily.

Children start school with skills that are as expected for their age although attainment on entry to the school varies with different year groups. Children in the EYFS make good progress during their Reception Year. They achieve well so that they enter Year 1 having reached the goals for children of their age with many exceeding the goals in personal, social and emotional development and in communication, language and literacy. As a result of skilled teaching throughout the school and close links with parents, pupils across the school achieve well, resulting in standards that are above average by the time they leave in Year 6. Pupils achieve better in English than they do in mathematics. This is because the recent drive to raise writing standards has helped spelling and punctuation to improve. Although most pupils achieve well in mathematics, the higher attaining pupils do not always achieve their full potential. This is because they are not challenged as well as they could be in mathematics. Pupils enjoy their lessons because of the exciting range of activities and the supportive atmosphere in classrooms. 'We have lots of fun and go to lots of different places' said one pupil. As a result, they behave well and are polite and courteous. Those with learning difficulties and/or disabilities are effectively identified and supported, enabling them to achieve well.

The school is rigorous in keeping pupils safe and secure. The personal care that they provide for all pupils is exceptionally good. Assessment of pupils' achievements is good and their progress is regularly checked as they move through the school.

The school is well led and managed. Leaders have high expectations for their pupils. Parents are extremely supportive. 'No one could ask for a better start in school' wrote one parent. 'The school is a very happy environment' wrote another. These are typical of many comments. Governors know what needs to be done to improve the school further and are clear about the areas for development. They play a full part in the work of the school. There is clear evidence that the school has improved recently.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children get off to a good start, quickly settling into the routines of school life. They behave well, showing high levels of enjoyment in all their activities. Bright and colourful resources are provided to suit all children and as a result they are constantly engaged in play and learning.

Children achieve well because of some exciting teaching and activities that are tailored to their needs. They do particularly well in recognising sounds and letters because of a good phonics programme that is taught using lots of fun and games. Personal development is particularly good. As a result, children enter Year 1 above the level expected in communication, language and literacy and in personal, social and emotional development. Children play collaboratively with others and take on simple responsibilities such as tidying away their toys. They benefit from being able to make lots of decisions in the classroom about where they want to work and play. The outdoor area is less successful and does not contribute well enough to outdoor learning because children do not have independent access to it from the classroom and can only use it in fine weather. This limits the range of activities provided.

Children are safe and secure. They understand that fruit is good for them and regularly choose a piece of fruit for their snack, and join in with daily exercise enthusiastically. They enjoy the many additional activities provided for them and were very excited about a forthcoming 'welly walk' during the inspection. The good team approach in the classroom ensures that all children have an adult to turn to if they need one. Information is gathered regularly about children's achievements and is used as a good basis for planning future work. Parents are closely involved in the work of the classroom. The EYFS is effectively led and managed.

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

- Improve the level of challenge in mathematics, particularly for higher attaining pupils in Years 1 to 6 so that they can achieve their potential.
- Improve the access and range of outdoor provision in the EYFS so that children can develop more independence by making choices about their activities.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress and achieve well throughout the school. By the end of Year 2, standards are consistently above average. Standards in Year 2 rose in 2008 showing that actions taken to accelerate achievement, particularly in writing, have been effective. Standards are rising in Years 3 to 6 and early indications from the most recent tests in 2008 and from work seen show that standards by the end of Year 6 are above average in English, mathematics and science. Standards in writing have risen recently as shown by the school's own assessments due to the introduction of a good new writing scheme. Although more pupils reach the nationally expected levels in mathematics than in most schools, too few pupils attain the higher levels. This is because there is a lack of challenge for the highest attaining pupils particularly in fostering their mental mathematics and in developing the way they apply their mathematical skills. Pupils with learning difficulties and/or disabilities achieve well. Achievement in sport is good. Effective links across the curriculum enable pupils to develop good information and communication technology (ICT) skills.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good, so not surprisingly most pupils behave well, enjoy and have positive attitudes to all aspects of school life. Just a very small minority of pupils occasionally exhibit silly behaviour in class. Pupils show an outstanding awareness of how to keep healthy. For example, they talk knowledgeably about the benefits of growing vegetables and fruit in their school garden. They join in with the morning 'wake

and shake' activities with enthusiasm and the vast majority of pupils attend at least one club. Pupils regularly take part in visits to local elderly people and prepare a Harvest tea and sing at their Christmas lunch for them every year. Close links with the community and the local church mean that the school is at the heart of local projects so that pupils regularly become fully involved in village activities. Pupils are very proud of the many awards that the school has won. They have an exceptional awareness of how to keep safe and know and understand the school rules. As a consequence, they are well prepared for their futures. Attendance by almost all pupils is good and is improving slowly. The school is working closely with outside agencies to ensure that a small number of families realise the importance of pupils' regular attendance.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Relationships in lessons are harmonious, resulting in a calm atmosphere and high levels of mutual respect. The strong emphasis on learning about environmental issues and local initiatives contributes well to pupils' personal skills and to their understanding of their own, and the wider, community. Pupils like their teachers and are keen to do well. 'Teachers are really kind and helpful' commented one pupil. Questioning is a strength in many lessons, extending pupils' skills and encouraging those of different abilities to contribute answers and gain confidence. The highest ability pupils are not challenged as well as they could be, particularly in mental mathematics. Pupils with learning difficulties and/or disabilities are effectively supported by skilled teaching assistants, resulting in good learning. Sometimes teachers spend too long talking and as a result a few pupils become restless and there is too little time for work to be completed.

### **Curriculum and other activities**

#### **Grade: 2**

The well-balanced curriculum engages the interest of pupils well. It has been adapted to meet areas for improvement identified in the school development plan and as a result there has been noticeable improvement in writing and in the achievement of boys recently. Planning is good although it does not provide enough challenge for the highest attaining pupils in mathematics to ensure that they achieve their potential. Provision for personal, social and health education is strong, leading to the very positive relationships seen around the school. The use of outside visitors, visits and residential trips, along with the teaching of French and the numerous sports and music clubs, provides a rich and varied range of activities that are valued by pupils. There is a strong focus on the environment which provides pupils with a clear understanding of recycling and being eco-friendly. The curriculum for children in the EYFS is limited by the lack of independent access to the outdoor area which limits outdoor learning.

### **Care, guidance and support**

#### **Grade: 2**

The school takes extremely good care of its pupils. Those who are vulnerable, including those with learning difficulties and/or disabilities and Traveller pupils, are supported very carefully. Close links with outside agencies ensure that there is good support for pupils and families. Procedures to keep pupils safe are robust and child protection and safeguarding procedures meet government requirements. Academic support and guidance are good particularly in relation

to English and for those with learning difficulties and/or disabilities. Marking is thorough and regular but it does not always tell pupils how they could improve their work. Pupils know their targets but a few younger pupils do not know what the next steps in their learning are.

## **Leadership and management**

### **Grade: 2**

The headteacher provides clear vision and a positive direction for the future of the school, which is helping to improve provision and standards in most areas. The good track record of improvements since the last inspection, together with the now-settled strong staff team, has significantly improved teaching. The recent focus, for example, on improving writing, particularly for boys, has had a very positive impact on their achievement. Good self-evaluation ensures that leaders identify and know the school's strengths and areas for development. They are aware that there is more to do to ensure that the highest attaining pupils achieve their potential in mathematics. The school makes good use of challenging targets to extend pupils' achievements. Good links with the community and other schools are used well to extend learning opportunities for pupils and are now extended to the wider world to ensure good-quality community cohesion. For example, the school is part of a local learning network, which offers opportunities for pupils and teachers to work together. Governors visit the school regularly and frequently challenge leaders about their decisions. The school has a good capacity to improve further.

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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 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 eliminated	2
How well does the school contribute to community cohesion?	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**

12 November 2008

Dear Pupils

Inspection of Christian Malford CofE Primary School, Chippenham, SN15 4BW

Thank you for your warm welcome when we visited your school recently. We very much enjoyed meeting you. I was very impressed by the lunch you cooked for me and the way you explained the importance of healthy eating.

This letter is to tell you about some of the things we found out about your school.

You told us that yours is a good school and we agree with you. There are lots of strengths and things that are working well. You behave well and enjoy school. Most of you come to school regularly and I know that your headteacher is working hard to make sure you all come to school as often as possible. You achieve well in your lessons and like your teachers. We think that a few of you who have lots of ability could do a bit better in mathematics. Teachers provide some good activities and visits for you to help you improve your skills. You told us how much you like the residential trips every year. Teachers check your work regularly but could give you more guidance about how to improve it. Most of you know what your targets are. Leaders of your school take good care of you and keep you safe. You have an outstanding knowledge of how to keep yourselves safe. Your understanding of how to keep fit and healthy is excellent. Well done.

The youngest children in the Reception class also enjoy school and have lots of fun. They have lots of exciting activities but they are not able to go outside as often as they would like.

We are asking your headteacher and other leaders to do two things to make your school even better.

- Provide more activities in mathematics to really stretch those pupils who can do harder work.
- Make sure children in Reception can have lots of outdoor activities and can choose to play and work outside if they want to.

Thank you again for your help and good luck for the future.

Best wishes,

Denise Morris Lead inspector