

Chilmark and Fonthill Bishop Church of England Aided Primary School

Inspection report

Unique Reference Number	126438
Local Authority	Wiltshire
Inspection number	315547
Inspection date	18 November 2008
Reporting inspector	Chris Nye HMI

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	112
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	0
Appropriate authority	The governing body
Chair	Jarrod Hastings
Headteacher	Amanda Macey
Date of previous school inspection	7 March 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Street Chilmark Salisbury SP3 5AR
Telephone number	01722 716348
Fax number	01722 716348

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

The quality and impact on pupils' standards and achievement of teaching and learning, care, guidance and support.

The effectiveness of leadership and management at all levels, including curricular management.

The effectiveness of the Early Years and Foundation Stage (EYFS) provision.

The inspectors gathered evidence from the school's records, planning and policies, by looking at pupils' work and by observing teaching and learning. They also held discussions with the headteacher, chair of governors, staff, some parents and pupils, and scrutinised parents' questionnaires. The inspectors did not investigate other aspects of the school's work in detail, but found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These assessments have been included where appropriate in this report.

Description of the school

This small school serves a rural area in Wiltshire. There are three mixed-age classes (including one that combines the EYFS provision with some Year 1 pupils) and two single-age classes. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities, including those who have a statement of special educational needs, is slightly below average. The school has achieved a number of awards, including the Healthy School award, Investors in People status, the International Schools award (intermediate), Activemark for physical education and the Football Association Charter Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Under the motivating leadership of the headteacher, this outstanding school provides excellent education and care for its pupils. Teaching is of a very high standard and the vibrant curriculum and excellent guidance, care and support ensure that pupils' personal development and well-being are very good. As a result, pupils make good and sometimes very good progress, and achieve standards that are above average, particularly in English. Almost all parents are enthusiastically supportive of the school. One comment accurately expressed the views of many: 'Teaching across the school is excellent. All teachers are happy, caring professionals – we think this school is something truly special.'

Children get off to a good start in the EYFS. They start school with the skills and understanding expected for their age and make good progress during their first year. This is very effectively built upon in Key Stage 1, and by the end of Year 2 almost all pupils have made good progress so that standards are above average in reading, writing and mathematics. In Key Stage 2, pupils continue to make good progress and standards in English and science are well above average by the end of Year 6. Standards of speaking and listening throughout the school are exemplary. In mathematics, pupils make good progress, but the school recognises that individual targets are not as challenging as in English. Pupils with learning difficulties and/or disabilities make excellent progress because they are identified early and benefit from outstanding teaching and support.

The school's Christian ethos underpins all that it does, and pupils' spiritual, moral and social development are excellent. The school is working hard to ensure that pupils' good cultural development is equally outstanding. Pupils understand very well how to keep themselves safe and have a good understanding of healthy lifestyles. All statutory safeguarding procedures are in place and rigorously applied. Behaviour in class and on the playground is exemplary, with older pupils taking very good care of younger ones. Bullying is very rare, and as one pupil commented, 'Everyone in school has friends.' Pupils thoroughly enjoy coming to school and talk with tremendous enthusiasm about their learning. Attendance is consistently well above the national average. Pupils make a good contribution to the local community through numerous performances and fund-raising events. Because of excellent teamworking skills and their remarkable ability to express themselves clearly and intelligently, pupils are developing very good workplace skills that will effectively contribute to their future economic well-being.

The quality of teaching and learning is consistently at least good, and often outstanding, throughout the school. A strong feature is the enthusiasm and enjoyment of the pupils for learning. This is the result of often inspirational teaching and excellent relationships between adults and pupils. Lessons are very carefully structured and planned to fully meet the wide range of pupils' needs. During lessons, teachers skilfully assess pupils' understanding and appropriately adjust their teaching to ensure that all pupils make progress that is at least good. Teaching has a very clear focus on developing problem-solving and thinking skills, and this helps pupils to develop responsibility for their own learning. Information and communication technology supports teaching and learning well. Although some individual targets are not fully challenging, especially in mathematics, teachers generally have high expectations and the very good pace of lessons ensures that all pupils' learning progresses well.

Pupils are exceptionally well cared for, guided and supported. Pupils' work is very well marked with clear indications as to what they need to do to improve. Teachers respond very well to a

'traffic light' system by which pupils can indicate how well they understood their written work, and this clearly links to subsequent lesson planning. The curriculum very effectively supports the excellent teaching. This is because it is exciting, meets the needs of pupils very well and has a strong emphasis on the progressive development of a wide range of skills through imaginative cross-curricular topics. The very well-planned focus on enrichment throughout these topics is another reason for pupils' enthusiasm for their learning. For example, in one history lesson both pupils and adults were enthralled by the task of discovering the use of various artefacts brought in by the Wessex Archaeological Society. French is planned and taught well throughout the school. There are a good range of clubs and activities, which pupils enjoy. Sport, drama and music are also particular strengths.

At all levels, the school is exceptionally well led and managed. The inspirational headteacher is very highly regarded and all staff and governors share her clear vision for how to develop further the already high quality provision. Curricular leaders provide outstanding leadership in their areas of responsibility and the whole staff work tirelessly to ensure that recent improvements are built upon. All the issues from the last inspection have been fully resolved. There is a very clear understanding of what needs to improve and strategic planning is excellent. Because of this, and past improvements, the school demonstrates an excellent capacity to improve in the future. The school makes a good contribution to community cohesion, although it recognises that pupils' awareness of Britain as a multicultural society is not yet a real strength. Governors know the school very well and provide a very good balance between challenge and support.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS provision is good overall and some elements are outstanding. Children enter the EYFS with skills and understanding that are broadly at the levels expected nationally for their age, and make good progress to achieve at least the expected levels in all areas of learning. Because there are excellent links with parents, children settle into school quickly and happily and show an enthusiasm for their learning. The children's personal development and well-being are outstanding. They are noticeably confident and articulate, friendly and considerate of others. The extent to which children are helped to learn is good. Staff plan work carefully to ensure that it appropriately challenges the children, and provide extra support to those who need it. The care provided for children in the EYFS is outstanding. There are very well-thought-out procedures to ensure their safety and happiness and these are consistently implemented. The EYFS provision is very well led and managed. As a result, where development is required this has been accurately identified and actions put in place to bring about improvement. For example, assessment and tracking systems allow the achievement and progress of individuals and year groups to be more closely monitored and future plans modified accordingly. Resources are good and plans to upgrade the outside play area are at an advanced stage.

What the school should do to improve further

- Ensure that pupils' targets, especially in mathematics, consistently challenge them to achieve even higher standards.

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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?	1
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?	1
The capacity to make any necessary improvements	1

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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	1

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

19 November 2008

Dear Pupils

Inspection of Chilmark and Fonthill Bishop CE (VA) Primary School, Chilmark SP3 5AR

What a wonderful day we had in your school! Thank you for making us so welcome and for being so helpful during the inspection. We especially enjoyed talking to you because you are so polite, you speak so clearly and you are so enthusiastic about your school. We can certainly see why, because we agree with you and your parents that yours is a fantastic school that is doing a wonderful job of teaching and looking after you. We also really enjoyed visiting your classes, talking to the adults, going to assembly and looking at your work. Here are the most important points made in the report on your school:

- You are all very enthusiastic about learning and make good progress, especially in English (where it is very good) and a great many of you achieve high standards. This is because you are very well supported, cared for, guided and taught.
- You behave extremely well, look after each other and enjoy coming to school.
- You are given plenty of interesting and well-planned things to learn and do.
- The grown-ups who are in charge of the school do an excellent job in running it and in planning how it is going to get even better in the future.

Even though yours is an excellent school, there are always things that can be improved further. To help with this, I have asked your teachers to make sure that your targets, especially in mathematics, really challenge you to do even better. You can help by always telling your teacher if you find your targets too easy.

Thank you again for what, for us, was a magical day!

Yours faithfully

Chris Nye Her Majesty's Inspector