

# Chilton Foliat Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126397
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	328491
<b>Inspection dates</b>	24–25 March 2009
<b>Reporting inspector</b>	Lorna Brackstone 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.

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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 (total)	86
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Martin
<b>Headteacher</b>	Donni Blackwell
<b>Date of previous school inspection</b>	8 November 2005
<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>	Stag Hill Chilton Foliat Hungerford RG17 0TF
<b>Telephone number</b>	01488 682630

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<b>Age group</b>	4–11
<b>Inspection dates</b>	24–25 March 2009
<b>Inspection number</b>	328491

**Fax number**

01488 682631

<b>Age group</b>	4-11
<b>Inspection dates</b>	24-25 March 2009
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

This small school serves the rural village of Chilton Foliat but also attracts pupils from a wider area. Most pupils are White British, but increasing proportions attend the school speaking English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is average. These include pupils who have speech and language difficulties, specific learning problems and hearing impairment. The number of pupils joining or leaving the school other than at the normal times is higher than expected because of families relocating or transferring their children to the independent sector. A proportion of the pupils who take up vacant spaces in the school have learning difficulties and/or disabilities and are looking for a fresh start. Children in the Early Years Foundation Stage start school in Class 1, which also currently includes six Year 1 pupils. There are three other mixed-age classes. A new headteacher started at the school in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school's overall effectiveness is satisfactory. After the last inspection, the school experienced an unsettled period as a result of significant changes in staffing and governors. Since the start of the current academic year, the school community has entered into a more stable phase. The school badge reflects that it is sited on Stag Hill. Very quickly, the headteacher has taken this stag 'by the antlers', and has demonstrated strong educational direction and quiet determination to provide her pupils with the best quality education. Rectifying inequalities and discrimination in the provision for pupils with learning difficulties and/or disabilities, and using the findings of systematic monitoring of teaching and learning to identify areas requiring improvement are two examples of how her swift actions have already had a beneficial impact on staff and pupils. The headteacher has wasted no time ensuring that the pupils' safety is never compromised. As one parent explained, 'The new headteacher is a breath of fresh air that gets involved and stuck in.' New governors and staff with fresh roles and responsibilities are knowledgeable about their areas of responsibility but have yet to develop a more critical edge to their thinking. However, the commitment of staff and governors, coupled with the excellent support provided by the local authority, has given the school good capacity to improve.

The school's motto, 'To strive to improve pupils' hearts and minds', is successfully achieved because pupils' personal development and well-being are outstanding. Pupils develop into delightful young people who, like the stag on their school badge, stand proud and confident and are prepared well for the next stage of their education. This is a clear reflection of the excellent pastoral care, the outstanding ethos of the school and the exceptionally close links the school promotes with families, the local community and neighbouring schools. As one parent explained, the headteacher and her colleagues 'care for the whole child and the child's family and the place of the school in the wider community'.

Good induction procedures ensure that the young fawns are prepared well for starting school. Since the last inspection, improvements have been made in the planning for the Reception children, particularly for the more able mathematicians. However, opportunities for developing independent writing skills are less well developed. There is a similar picture throughout the rest of the school and is particularly noticeable in topic work, where pupils' ability to write for different purposes is underdeveloped. Consequently, fewer pupils than expected attain the higher levels in the writing tests at the end of Year 2 and Year 6 because they are not able to adapt their skills. Academic guidance is satisfactory. Most teachers provide helpful comments to move the pupils on in their learning but the approach to marking is inconsistent across the school. The pupil tracking systems are not yet being used to plan challenging lessons in Years 1 and 2.

Standards are generally above average throughout the school. Overall achievement is satisfactory but it accelerates in Years 3 to 6 where teaching moves at a faster pace. Consequently, pupils show greater motivation in these year groups and make better progress. By introducing techniques for mathematics that help develop the pupils' problem-solving skills and make activities more interesting, the school has improved the number of Year 6 pupils who attain the higher levels in mathematics, thus rectifying an issue raised at the time of the last inspection. However, this has been less successful in Year 2 where, given pupils' above average levels on entry into Year 1, not enough of them are attaining the higher level in mathematics. This is because pupils are not always fully engaged in their learning because behaviour management is weak.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Strong emphasis is placed on the welfare of the children, and the nurturing environment enables them to develop into very confident youngsters who are extremely eager to learn and play together safely and securely. Aspects of teaching are good and this includes the careful deployment of teaching assistants and the use of interesting resources. For example, the numeracy monkey encourages the children to listen and respond to questions. Teaching overall is satisfactory because there is insufficient rigour given to assessing how well the children are doing and expectations are not always high enough. This is particularly noticeable with their writing skills because they are not given sufficient opportunities to use their own knowledge of letter sounds to write independently. There is a good balance between the areas of learning, and the outdoor area is used as an integral part of the school day. Some activities are well planned and generate high levels of enjoyment and involvement. After making hand puppets, a group of children organised themselves into taking turns to tell stories. There are a good range of stimulating activities outdoors, such as making letter shapes out of shaving foam and searching for magnetic objects in sawdust. However, insufficient attention has been given to linking activities outside with the learning that is taking place within the classroom. Some activities are very well planned and generate high levels of enjoyment and involvement.

### What the school should do to improve further

- Improve the rate of progress for the younger pupils, especially those in Years 1 and 2.
- Develop a more independent approach to writing throughout the school.
- Ensure that staff and governors new to their roles develop their ability to challenge the work of the school.

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

Children start school with skills that are generally above the expected level for their age. They are very articulate, have very good social skills and confidently move into and around the classroom. Their knowledge of sounds and writing skills are broadly as expected when they start Reception. By the time they start Year 1, they have made satisfactory progress and have maintained their above average levels, although their writing skills remain average. By the end of Year 2, standards remain above average but, given their good starting points into Reception, fewer than expected attain the higher levels. In Years 3 to 6, pupils' learning gathers momentum and the rate of progress improves. Standards in the most recent national tests in Year 6 improved significantly from the previous year and were well above average. Most significant was the improvement in mathematics, where standards were exceptionally high. Current standards in Year 6 reflect this well above average level of attainment but the school has correctly identified that key skills could be used more effectively to improve standards in other subjects such as history and geography. A key focus for this is to improve the pupils' writing skills across the curriculum by developing their confidence and independence to write more creatively. Records indicate that pupils who have learning difficulties and/or disabilities are making satisfactory

progress because they are fully included in lessons and follow consistent individual education plans which have been introduced during this academic year.

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

### **Grade: 1**

Pupils' outstanding personal development and well-being are evident from the way that they talk about their enjoyment of school life, particularly playing and chatting with their friends. Their spiritual, moral, social and cultural development is excellent. The pupils' clear understanding of the difference between right and wrong is illustrated well in their class rules, and the mutual respect they show for each other is evident in their positive relationships. Involvement in dance festivals and taking part in Mothering Sunday church services indicates their very strong spiritual awareness. Pupils feel safe and know that they can approach any adult in school if they have a worry or concern. They have an excellent regard for maintaining a healthy lifestyle, as is evident in their choice of food and through their daily 'wake and shake' playground sessions. Behaviour in and around school is excellent and they are extremely polite, sociable and respectful young people who attend school regularly. Participation in team competitions and involvement in the school council and fund-raising activities illustrate how well the pupils are involved in their own community. Cooking Lent lunches, distributing harvest produce for elderly residents in the village and participation in local sporting events reflect their excellent involvement in the wider local community. Fund-raising links with Africa and learning about different faiths help the pupils to develop an understanding of the wider global community and to prepare them well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons that are well planned and highlight clear learning objectives are consistently good features of the teaching throughout the school. Pupils' learning is at its best when lessons move at a good pace, the lesson content excites them and activities challenge them. Pupils in Years 3 and 4 enthusiastically consolidated their knowledge and understanding of fractions when they played a visual recognition game. In Years 5 and 6, they were fully engaged in their learning because they were asked challenging questions and were required to explain their answers. When pupils in Years 1 and 2 are motivated by the teaching, they listen intently and are well focused. For example, following clear structured guidance on how to make a puppet really stimulated the pupils and they listened to the visiting speaker very carefully. However, when behaviour management is not secure, these pupils become unfocused and fidgety and the pace of learning is slow. Teaching assistants provide effective support to pupils who find learning difficult.

### **Curriculum and other activities**

#### **Grade: 2**

The success of introducing a whole-school approach to topics where the development of key skills across the curriculum is carefully monitored is reflected in the pupils' interest and enthusiasm about their learning. Themes such as knights and castles, which involved a whole-school trip to Windsor Castle, successfully stimulate all the pupils and encourage them to find out more about the topic. However, the use of these topics to develop the key skills of

literacy, numeracy and information and communication technology are at an early stage. Walks to nearby Littlecote House, visits to a local farm and events within the local Marlborough area ensure that the curriculum responds fully to the local community. Enrichment activities are extremely popular and include opportunities such as sporting, musical, gardening and cooking clubs. These are thoroughly enjoyed by the pupils and help to equip them with skills for their future.

## **Care, guidance and support**

### **Grade: 3**

In recent months, the headteacher and governors have worked tirelessly to ensure that the school meets all legal requirements for safeguarding the pupils' welfare, and all aspects of this are secure. Child protection training for staff has heightened their awareness, and arrangements for this are robust. Pupils and their families are known extremely well to staff and the pastoral support they receive is excellent. Notifying parents of injuries, even if they happen whilst still on a school trip, is swift and rigorous.

A dip in standards at the end of both Years 2 and 6 in 2007 came as a surprise to the school and resulted in local authority involvement and the setting up of a system to track pupils' progress. During this current academic year, this system has really taken off and is now being used productively to challenge the more able pupils and provide appropriate support for those who have difficulties with their learning. The recent introduction of setting targets for each year group in English and mathematics is helping the pupils to know what the next step in their learning is. There are some good examples of how marking is used to move pupils on in their learning but this is not consistent throughout the school.

## **Leadership and management**

### **Grade: 3**

The headteacher's high aspirations for the school are infectious and she has fully immersed herself in the life of the village. Involving parents and residents in projects such as painting parties, she has not only created a school interior that is now fit for purpose but has forged close links with the local community. Subject leaders are new to their role but have developed a good understanding of the strengths and areas for development. They are fully aware that they need to take a greater role in monitoring of the quality of teaching and learning and know that tracking pupils' progress is a vital component for ensuring that individuals can be targeted to attain the higher levels.

By appointing a very high calibre headteacher who already has a proven track record of success in a neighbouring school, the governors have demonstrated a clear vision for Chilton Foliat. They have a good understanding of its needs and provide effective support, particularly when they use their own professional expertise for the benefit of the school. The regular reports they receive from the headteacher, coupled with a clear committee structure and the very effective role of the new business manager, ensure that the governors are well informed about the school. They know that their next step is to develop their role further by asking questions and holding senior managers to account. Both staff and governors have formulated a plan to promote community cohesion and training for this is a high priority. However, whilst their awareness of the school and local community is a strong feature, it is less well developed in relation to contrasting communities both in this country and globally.

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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?	3
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	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
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	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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>	3
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

## 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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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**

26 March 2009

Dear Pupils

Inspection of Chilton Foliat Church of England Primary School, Hungerford RG17 0TF

A big thank-you to all of you for making me feel so welcome at your school. I enjoyed spending time with you and finding out about Chilton Foliat Primary. I would like to say a special thank-you to those pupils who talked with me about life in your school.

Your school is providing you with a satisfactory education. It is improving and it has a few outstanding features. Your personal development and well-being are excellent. I was extremely impressed with the way that you could tell me why it is so important to eat healthily and exercise regularly. You really enjoy school because you meet your friends. I was very pleased to hear you settle minor fall-outs so sensibly and that you feel safe and secure in school. Your behaviour is excellent and I was extremely impressed with the way that you play together so happily and take such pride in looking after the younger children. It was very interesting to hear how you all contribute so much to the life of the school, particularly through sporting events and raising money for charity. Your trips out of school suggest you do some very interesting topics.

Nearly all of your parents are pleased with the school and are very impressed with its involvement in the local community. However, in the past, not all of you have made enough progress in mathematics. Recent improvements in the way you are taught this subject have already made a difference to the standards you reach at the end of Year 6. However, you now need to make faster progress in your writing skills and use them more in other subjects. In Years 3 to 6, you are very interested in your lessons and I have asked the school to make sure that all of you learn in this way.

Your headteacher is exceptionally enthusiastic about your education and all staff and governors are very supportive of the school. However, I have asked them to make sure that they ask questions of each other so that they know that you are getting the best possible education.

Yours faithfully

Lorna Brackstone Her Majesty's Inspector