

Chaddleworth St Andrew's Church of England Primary School

Inspection report

Unique Reference Number	109957
Local Authority	West Berkshire
Inspection number	337407
Inspection dates	14–15 July 2010
Reporting inspector	Rob Crompton

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	24
Appropriate authority	The governing body
Chair	Rev Mary Harwood
Headteacher	Mr Remus Sawyerr
Date of previous school inspection	7 July 2007
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Introduction

This inspection was carried out by an additional inspector. The inspector observed six lessons taken by three teachers and support sessions led by teaching assistants. Meetings were held with groups of pupils, governors and staff. The inspector observed the school's work, and looked at curriculum plans, assessment records, minutes of meetings and 10 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether there are any significant differences in the attainment of pupils in reading and writing
- how well assessment information is used to ensure that all pupils are suitably challenged
- the effectiveness of the federation with Shefford Church of England Primary School in ensuring continuity and driving improvement.

Information about the school

Chaddleworth St Andrews CE Primary School is a small, rural primary school. The school is federated with Shefford Church of England Primary School, about three miles away. The schools share a governing body, headteacher and senior leadership team. Both schools were inspected at the same time as part of a coordinated inspection. From September 2009, all pupils from the federated schools in the Early Years Foundation Stage and Key Stage 1 have been educated at Chaddleworth and those in Key Stage 2 at Shefford. This report evaluates the quality of education for children in the Early Years Foundation Stage in the Reception class and for pupils in Key Stage 1, who are taught in a mixed Years 1 and 2 class. The quality of education for pupils in Key Stage 2 is evaluated in the report on Shefford CE Primary School which is published simultaneously with this one.

The vast majority of pupils at both schools are of White British heritage. Around a third of pupils educated at Chaddleworth are identified with learning difficulties and disabilities; this is well above average. Most of these pupils have learning difficulties or speech, language and communication difficulties; a small minority have behavioural and emotional difficulties. The school has gained enhanced Healthy Schools status. A new headteacher was appointed in April 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory and improving quality of education. Children make a good start in the stimulating environment of the Reception class. The teaching is good in the mixed Years 1 and 2 class. Pupils are keen to learn and are making good progress. Their previous learning has been inconsistent, however, so their overall achievement is satisfactory. Levels of attainment by the end of Year 2 vary considerably from year to year due to the very small number of pupils and the varying proportion who have special educational needs and/or disabilities. The general picture is that pupils' attainment is broadly average, although pupils do much better in reading than in writing and mathematics.

Pupils enjoy learning and behave well, responding positively to the warm encouragement of the teaching staff. Lessons move at a brisk pace. Effective use is made of modern technology to provide visual support, scribe pupils' ideas and provide guidance in setting out written work. Pupils gain a good understanding of the importance of keeping healthy through diet and exercise and this is reflected in the school's enhanced Healthy Schools status. They feel safe, work and play harmoniously, and are keen to help out around the school.

Educating pupils at the two schools according to their age is proving beneficial. Classes contain two year groups rather than four, which helps teachers provide work at an appropriate level of challenge for different groups. This works well in the Years 1 and 2 class, where the most able Year 1 pupils often work alongside their Year 2 classmates. Less confident pupils also benefit. Although, at the beginning, parents expressed some unease about their children travelling to and fro, no concerns about this were raised in the parental questionnaires.

There have been many changes in the leadership team over the last two years and staffing has not been stable. This has had a negative impact on self-evaluation and strategic planning. Staff changes have limited the effectiveness of the monitoring of teaching across the federation to provide a basis for self-review and improvement. There has been more staff stability at Chaddleshworth, however, where good headway has been made in improving the quality of teaching and learning. The headteacher and governors share a determination to move the school forward. These factors mean that the school's capacity to sustain improvement is satisfactory.

What does the school need to do to improve further?

- Narrow the gap between pupils' skills in reading and writing, by:

- sustaining the current emphasis on opportunities for them to write across the curriculum
- encourage pupils to use some of the phases and vocabulary they come across when reading in their own writing.
- Raise pupils' attainment in mathematics by:
 - refining the introductions to lessons so that they are appropriate for all groups
 - providing more opportunities for pupils to practise, consolidate and develop their numeracy skills across the curriculum.
- Improve the school's capacity to improve by:
 - using assessment records and the monitoring of lessons to keep a close eye on pupils' achievement
 - ensuring the curriculum provides a coherent and progressive programme of study for pupils as they move through Years 1 to 6
 - increase the information provided for parents to enhance their ability to contribute to their children's learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The school's tracking of pupils' progress during their time in Key Stage 1 indicates that their achievement has been satisfactory overall. A minority, including some pupils with special educational needs and/or disabilities, did not make the progress expected from their starting points at the beginning of Year 1. Pupils in the mixed Years 1 and 2 class are currently enjoying lessons and working hard but there are gaps in their learning, particularly in writing and mathematics. The more able pupils in both year groups showed good skills in writing as they included adverbial phrases such as 'in the meantime' and 'by the end of the day'. They eagerly suggested words to describe a character, including 'upset, grumpy, embarrassed and disappointed'. However, although reading levels in Year 2 are above average, this is not reflected in the overall quality of pupils' writing. They tend to write simple sentences, rather than incorporate some of the more lively vocabulary they come across in their reading. Pupils' confidence in mathematics varies considerably. Some have a good grasp of basic number facts and accurately measure objects to within a millimetre, others are less secure in number and are at an early stage of using standard measurements.

Pupils say they feel safe in school and are unaware of any bullying, although they know what to do and who to speak to should it occur. In lessons and around the school they behave well, making good use of the attractive grounds and the play equipment provided at breaktimes. Most pupils attend regularly and punctually, although there is a very small amount of persistent absenteeism that the school is working hard to address. Pupils have a clear understanding of right and wrong and look after one another well.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

They have a developing understanding of different religions and cultures, although their awareness of how diverse groups of people live in this country is less secure.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils' learning is underpinned by very good relationships with the teaching staff. The lively approach in lessons helps pupils to sustain their engagement and enthusiasm. Topics such as the Great Fire of London and nocturnal animals capture their interest and provide good opportunities for pupils to build up their knowledge, at the same time developing their writing and computer skills. One wrote, 'These spiky animals (hedgehogs) hunt for food at night when worms, insects and slugs are about.' Others created multimedia presentations, including their own text and images downloaded from the internet. Opportunities for pupils to use their numeracy skills in different contexts are too limited.

The classroom is well organised and includes many prompts for learning, such as lists of words that pupils have suggested. Attractive displays of art work, such as pupils' good attempts at using Aboriginal techniques, celebrate their achievements and contribute to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

their self-esteem. Pupils are well aware of their individual targets and benefit from good feedback during lessons and in their books. A strength of the teaching is the way assessment information is used to provide a suitable level of challenge for different groups within the mixed age class. However, when introductions involve the whole class, they do not always build on pupils' prior learning. This means that some pupils can cope easily with the questions raised and others struggle to keep up. The skilled teaching assistants support learning well once pupils start independent work but are used less effectively in introducing new work to different ability groups.

Visits, such as a recent trip to the beach, enhance pupils' learning, provide memorable experiences and contribute to their personal welfare, for example the importance of avoiding sunburn. In reviewing the curriculum, the school concluded, rightly, that more advantage could be taken of the school's location and the ready availability of two minibuses to extend visits to nearby places of interest. Plans to ensure cohesion and continuity across the two federated schools have been held back by staff changes. For the same reason, although pastoral care is good and pupils are well cared for, the support and guidance for different groups of pupils, particularly those with special educational needs and/or disabilities, although adequate, are not as effective as they need to be. Pupils with emotional or behavioural difficulties benefit from sensitive support which enables them to take a full part in lessons. Pupils falling behind in their learning are currently receiving good support in class and in small groups but, due to weaknesses in the organisation of support, the overall provision for them is satisfactory.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher and governors have worked hard to sustain momentum in their drive for improvement. However, staff changes and the reorganisation of pupil grouping across the two federated schools have constrained their success in establishing a common sense of purpose. The school development plan pinpoints similar issues as those identified by the inspection and senior leaders share a determination to follow them through during the next academic year. New appointments mean that staffing promises to be more stable. However, the school's capacity to improve is currently no better than satisfactory due to its previous track record and the work that is still needed to improve the curriculum and the level of support and guidance for pupils.

The effectiveness with which the school promotes equal opportunity is satisfactory. A

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

new tracking system provides pertinent information about how well different groups of pupils are doing, including those with special educational needs. Although a good start has been made, the use of this information to ensure that all pupils are building well enough on their starting points is not yet well established. The governing body ensures pupils are safe and diligently carries out health and safety checks and risk assessments. All adults working with pupils are appropriately recruited and vetted. The review of some policies is overdue and some records, such as the outcomes of fire drills and minor accidents, are incomplete or rather haphazard.

Community cohesion operates well at the local level. The federation has helped to sustain and enhance the good relationships between both communities. The school is rightly seeking links with schools in contrasting communities to enhance pupils' understanding and appreciation of cultural diversity within the United Kingdom and beyond.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

As they enter the Reception class, children's knowledge, understanding and skills are generally typical of their age group. Their good progress through the year is the result of the calm, purposeful and stimulating learning environment. Children's enjoyment of school and the excellent relationships they have with staff are obvious as they eagerly pursue a wide range of activities both indoors and outside. The teaching really captures children's imagination. Within the theme of holidays and the seaside, children delighted in 'boarding the aircraft' set up in the role play area, complete with the passports they had made. Using their developing knowledge of letters and sounds, some made lists of

things to take with them, spelling 'blanket', 'toys' and 'teddy' accurately. There was a great deal of creative, imaginative play evident as children chose to 'make a yummie picnic', used toy hammers and saws to 'mend' the toyshed, or looked for sea creatures in the water tray. Staff follow up children's own ideas well. For example, one child's interest in castles resulted in a visit to a local castle, a castle being set up in the classroom and children putting on robes and taking on the role of kings and queens. Staff take full advantage of the spacious indoor and outdoor areas to support all areas of learning. Children's early language and numeracy skills are promoted very well. Activities include: selecting plastic letters to make the sounds they know, such as 'sh' and 'ch', writing postcards from their 'holiday' and a variety of sorting and counting activities. Staff assess children's progress effectively. They keep a cumulative learning journal for each child and record progress across each area of learning. These records show that children meet and many exceed the expected outcomes by the end of Reception.

The leader of the Early Years Foundation Stage provides good leadership. Self-evaluation is thorough and she contributes very effectively to continuous improvement. Current plans to increase the accessibility of resources in the outdoor area, engage parents in contributing to the learning journals and providing further staff training are well thought through.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The Ofsted questionnaires and a recent school parental survey indicate that the very large majority of parents and carers are positive about the school. Within these positive views, a few raised individual concerns about their child's progress and the information they receive about the curriculum. The inspection found that pupils are making good progress in both the Reception and the mixed Years 1 and 2 class. Curriculum evenings have been arranged but were very poorly attended. Staff acknowledge that more could be done to keep parents informed, and plans are in hand to introduce, across the federation, the home/school booklets that are used successfully in the Reception class, and to update the website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chaddleworth CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 10 completed questionnaires by the end of the on-site inspection. In total, there are 24 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	70	2	20	1	10	0	0
The school keeps my child safe	3	30	7	70	0	0	0	0
The school informs me about my child's progress	3	30	5	50	2	20	0	0
My child is making enough progress at this school	2	20	6	60	2	20	0	0
The teaching is good at this school	7	70	3	30	0	0	0	0
The school helps me to support my child's learning	4	40	4	40	2	20	0	0
The school helps my child to have a healthy lifestyle	6	60	4	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	3	30	7	70	0	0	0	0
The school meets my child's particular needs	3	30	6	60	0	0	1	10
The school deals effectively with unacceptable behaviour	3	30	4	40	1	10	2	20
The school takes account of my suggestions and concerns	1	10	7	70	1	10	1	10
The school is led and managed effectively	1	10	8	80	0	0	1	10
Overall, I am happy with my child's experience at this school	2	20	6	60	2	20	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 July 2010

Dear Pupils,

Inspection of Chaddleworth Church of England Primary School, Newbury RG20 7DT

Thank you for making me so welcome when I visited your school recently. I really enjoyed watching you work and was delighted to see how much you are enjoying lessons. You behave well and are keen to learn. Children in the Reception class get off to a good start and those of you in Years 1 and 2 are making good progress. Some children have quite a bit of catching up to do, so levels of attainment are about average. The headteacher and staff believe some of you could do better and I agree with them. Most of you read well but your work in writing and mathematics does not match up with your reading. It would be a good idea to spot interesting words as you are reading and try to use them in your own written work.

The staff take care of you well and help you if you have problems. At the moment, the school is providing you with a satisfactory education and there is quite a lot for those in charge to do to improve the school. Here are the main things I have suggested they do.

- Help you do as well in writing as you do in reading.
- Provide more chances for you to use your number skills in your topic work.
- Plan work which makes sure you build up your skills as you move from Year 1 to Year 6.

You can help be continuing to do your best all the time.

I wish you well for the future.

Yours sincerely

Rob Crompton

Lead inspector

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