

Chenies School

Inspection report

Unique Reference Number	110216
Local Authority	Buckinghamshire
Inspection number	337451
Inspection dates	5–6 July 2010
Reporting inspector	Alison Cartlidge

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 of pupils on the school roll	98
Appropriate authority	The governing body
Chair	Paul Woods
Headteacher	Eddy Richings
Date of previous school inspection	6 June 2007
School address	Chenies Rickmansworth WD3 6ER
Telephone number	01923 282546
Fax number	01923 282546
Email address	office@chenies.bucks.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspection team observed eight lessons taught by four teachers. Meetings were held with governors, parents, staff and pupils. Pupils' books, information on pupils' progress, safeguarding policies and other documents were evaluated. Questionnaires from 25 parents and carers, 12 members of staff and 56 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work, looking in detail at the following:

- how well more able pupils are learning to write
- how provision is being developed to improve progress in mathematics
- the development of the Early Years Foundation Stage curriculum
- the impact of leaders and governors on sustaining the improving provision and progress
- how well the school's values system ensure pupils feel safe and are healthy and well behaved.

Information about the school

This is a small school and there are no pupils who are known to be eligible for free school meals. The school has a below-average number of pupils with special educational needs and/or disabilities. Most of these pupils have moderate learning difficulties. Almost all pupils are of White British heritage. The school has received several awards including Healthy School status and the Activemark.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This small and friendly school is improving and provides pupils with a sound standard of education. Good care, guidance and support and close links with parents, carers and external agencies ensure that pupils' personal needs are supported well and that those with special educational needs and/or disabilities are helped to make good progress. The school's well-established and effective values system supports pupils' knowledge of how to behave and stay safe and healthy. Good safeguarding arrangements ensure that pupils feel exceptionally safe and are happy at school. Two parents spoke for many by saying, 'The small size of the school makes it a very special one' and 'It is one big team.' Children make a sound start to their education in the Early Years Foundation Stage. They do well in creative development but not all activities are sufficiently motivating to promote good learning across the curriculum. In addition, the balance between adult-led activities and those children have chosen for themselves is being modified and is still not quite right. In Years 1 to 6, teaching is often good, but assessment information is not used fully to plan tasks for all pupils that are sufficiently challenging. In addition, there are occasions when pupils are not encouraged to work at a brisk pace. Nevertheless, pupils make at least satisfactory progress, and attainment by the end of Year 6 is above average in English, mathematics and science. The school is developing links between subjects well so that pupils develop literacy, numeracy and information and communication technology skills that prepare them well for the next stage of education and later life. However, occasionally all pupils complete the same worksheets in their topic work, limiting opportunities for them to extend their writing and do their very best work. The school has been improving the mathematics curriculum and, as a result, the slight gap between attainment in mathematics and other subjects is closing.

The satisfactory procedures for self-evaluation enable senior leaders and governors to know what needs to be done next to develop the school. Successful action has been taken to halt a decline in attainment but it is too soon for leaders to be able to demonstrate that success will be sustained. Information on pupils' progress is being used to identify dips in progress although leaders are not yet ensuring that action is always taken swiftly to tackle these. The school's sound capacity to improve is evident in the way leaders have improved several aspects of the school since the last inspection, including the use of marking and target setting. This capacity is also supported by the clear commitment of staff to continue improving.

What does the school need to do to improve further?

- Ensure that assessment information is used fully so that all teaching provides pupils

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

Please turn to the glossary for a description of the grades and inspection terms

of differing abilities with enough challenge and pupils are encouraged to work at a good pace in all lessons.

- Enhance the provision in the Early Years Foundation Stage so that all activities are motivating and there is a good balance between teacher-led activities and tasks children have chosen for themselves.
- Ensure that all leaders sustain improvements achieved over the last year and use data to identify and rectify dips in pupils' progress as soon as they arise.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy school, learn steadily and make at least satisfactory progress. For example, during the inspection, pupils in Years 1 and 2 thoroughly enjoyed learning about giving directions by helping each other to move through a maze to reach the pirates' treasure. In Years 5 and 6, pupils worked together well to learn how to pose open questions about animal photographs. In some lessons pupils do not make the progress they could because the work is not challenging or they are not motivated to work quickly. Pupils with special educational needs and/or disabilities are identified and supported well by teachers and teaching assistants, enabling them to make good progress and reach the levels expected for their age.

Pupils' achievement is satisfactory and they attain levels that are above average by the time they leave the school. Attainment in the current Year 6 is higher than in recent years demonstrating that the decline since the last inspection has been halted. While progress is improving it is not yet consistently good across the school. Pupils behave well although occasionally they do not listen carefully to each other's ideas. As one pupil said, 'Behaviour is eight out of ten because not everyone is perfect.'

Pupils have a thorough understanding about how to stay safe and healthy and are happy that members of staff will keep them very safe at school. For example, they say that the school is 'safe and secure' and 'you can trust the staff'. Above average rates of attendance demonstrate the pupils' enthusiasm for learning. Pupils enjoy taking responsibility for helping others. For example, play leaders help pupils to keep active at playtimes, demonstrating why the school deserves its Healthy School Status and Activemark. Pupils' spiritual, moral, social and cultural development is good. Pupils show respect for others and understand and follow the school's star rules. They are expanding their understanding of cultures other than their own well. Pupils' emotional well-being is good because they are supported through praise and older pupils appreciate the opportunities to speak to a trained counsellor.

These are the grades for pupils' outcomes

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

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

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

While the majority of lessons are good, teaching is not yet of a consistent quality across the school to ensure that all pupils are always challenged to make more rapid progress. As a result, the quality of teaching and learning is satisfactory rather than good. Teachers are enthusiastic and provide interesting activities that help the pupils to enjoy school. For example, in a mathematics lesson in Years 3 and 4, pupils were enthusiastic about using timetables to plan a pending educational visit. Good relationships between members of staff and the pupils ensure that behaviour is managed well and teachers are patient in explaining new concepts. In a mathematics lesson in Years 5 and 6 the teacher used various practical demonstrations to ensure pupils understood how to calculate the area of an irregular shape. There are occasions when assessment information is not used fully to plan tasks that are sufficiently challenging or when pupils are not expected to work quickly enough. When this happens, learning slows and pupils are not as well motivated. Links between subjects are developing well and the curriculum includes good additional opportunities, including sport, to enhance pupils' health and their enjoyment of school.

Good care, guidance and support enable pupils to feel exceptionally safe at school. Academic guidance is developing well and pupils know their targets and appreciate the valuable comments made in teachers' marking.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
---	--

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

How effective are leadership and management?

The headteacher and senior leaders are ensuring that the school is improving following a dip in performance shortly after the last inspection. Over the last year information about pupils' progress has been used more rigorously to identify dips in progress. Strategies are in place to support pupils who are not doing as well as they should and consequently progress is improving. There has been insufficient time to demonstrate the leaders' sustained impact on progress, and provision is not yet even across all year groups. Embedding ambition and driving improvement are satisfactory. Most monitoring is undertaken by senior leaders and the school has appropriate plans to distribute leadership more evenly. Leaders promote equal opportunities and tackle discrimination well so that no pupils are disadvantaged.

Governors are knowledgeable and supportive and are starting to hold the school to account for its actions. At the time of the inspection, the school's safeguarding arrangements were found to be good. Parents who responded to the inspection questionnaire were all pleased with this aspect of the school's work. The partnership between the school and parents, carers and external agencies is good, enabling them to provide effective support for pupils who are finding life difficult and those with special educational needs and/or disabilities. The school promotes community cohesion well, and has exemplary links with contrasting schools in the United Kingdom. Leaders have good plans to extend the global links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children are working at or beyond the levels typically expected for their age when they join the Reception class. They make steady progress and attainment is above average when they enter Year 1. Children make good progress in creative development because they have a wealth of exciting activities to encourage their creativity. For example, during the inspection children enjoyed dressing up as pirates and were independent when making their own pirate ships and accessories. Good relationships between home and school help the children to settle into school life quickly and to become confident. Children benefit from working in a small class and are well behaved and articulate because they know that they are cared for well and their ideas are valued. Children enjoy learning new things although they can become slightly inattentive at times when working as a whole class.

All members of staff contribute to assessing and supporting individuals and groups of children, although assessment information is not always used fully to identify gaps in learning and move learning forward swiftly. Consequently, children's progress is not even across all areas of learning. Leaders have identified that the balance between teacher-led activities and tasks that children have chosen for themselves is not yet right and have been modifying the curriculum to improve provision. In addition, some activities and resources are not adapted quickly enough when it is clear that they are not motivating the children. The classroom and outdoor area are both small, and less popular activities and resources take up valuable space.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers are pleased with the school's work. They are particularly pleased that the school is small and friendly and that children are kept safe and happy. The inspection team agrees with parents' and carers' positive views.

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

Please turn to the glossary for a description of the grades and inspection terms

A few parents and carers are concerned with the way unacceptable behaviour is being dealt with, or are anxious about their children being in the same class for four years. The inspection team did not witness any unacceptable behaviour during the inspection and found almost all pupils to be well behaved and polite. Leaders are aware of parents' concerns about their children being in the same class for four years and are seeking ways of ensuring that this will not be a negative experience for these pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chenies 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 inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	72	7	28	0	0	0	0
The school keeps my child safe	18	72	7	28	0	0	0	0
The school informs me about my child's progress	8	32	16	64	1	4	0	0
My child is making enough progress at this school	10	40	14	56	1	4	0	0
The teaching is good at this school	11	44	13	52	1	4	0	0
The school helps me to support my child's learning	12	48	13	52	0	0	0	0
The school helps my child to have a healthy lifestyle	8	32	17	68	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)	11	44	13	52	1	4	0	0
The school meets my child's particular needs	11	44	13	52	1	4	0	0
The school deals effectively with unacceptable behaviour	7	28	15	60	2	8	0	0
The school takes account of my suggestions and concerns	8	32	15	60	1	4	0	0
The school is led and managed effectively	9	36	14	56	0	0	0	0
Overall, I am happy with my child's experience at this school	16	64	8	32	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



7 July 2010

Dear Children

Inspection of Chenies Primary School, Rickmansworth WD3 6ER

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your happy school provides a sound standard of education.

These are the best things about your school:

- You are good at being creative in the Reception class.
- Those of you who find learning difficult do well.
- You feel exceptionally safe at school and are well looked after.
- You enjoy school because teachers give you interesting things to do.
- You behave well and are polite. It is good that the play leaders and house captains help you to follow the 'star rules'.
- There are good links between the school and parents and carers.
- Your headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better:

- Make sure that teachers always give you work that is hard enough for you and that you always work quickly.
- Improve activities in the Reception Year so that they are all interesting and make sure that there is a good balance between activities led by the teachers and tasks that you have chosen for yourselves.
- Ensure that all leaders build on improvements made to the school this year and use information on how well you are doing to put things right straight away when a group of pupils is not learning quickly.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by always listening to each other's ideas and doing your very best writing.

Yours sincerely

Alison Cartlidge

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.