

# Cheselbourne Village School

## Inspection report

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<b>Unique Reference Number</b>	113663
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	338216
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Diane Wilkinson

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

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Tony Monds
<b>Headteacher</b>	Ann Herridge
<b>Date of previous school inspection</b>	4 February 2007
<b>School address</b>	Cheselbourne Dorchester Dorset DT2 7NT
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## Introduction

This inspection was carried out by an additional inspector. The inspector spent three and a half hours looking at learning, visited seven lessons and observed three teachers. Four classroom assistants working with groups of pupils were observed. Meetings were held with governors, staff and pupils and a small number of parents and carers bringing their children to school were spoken to. The inspector observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. The inspector scrutinised questionnaires returned by 17 parents and carers, 10 pupils and 10 staff.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the quality of provision in the mixed-age classes, especially in relation to how well the different requirements for children in the Early Years Foundation Stage are met
- the effectiveness of strategies to improve boys' achievement in writing
- how well assessment information is used to help improve achievement in reading.

## Information about the school

This is a very small school. There is one class, which includes Reception (Early Years Foundation Stage) and pupils in Years 1 and 2 and a second class for pupils in Years 3 and 4. Pupils transfer to middle school at the end of Year 4. All pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils who have special educational needs and/or disabilities, which cover moderate learning and behavioural needs, is above average, significantly so in some year groups. The school holds a number of awards including Investors in People, Activemark and Healthy School Status

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Cheselbourne provides an outstanding level of education and care. This is because staff and governors are exceptionally good at ensuring the benefits of a small school are used to very good effect. Alongside this, excellent arrangements have been made to provide for the needs of pupils of different ages or ability in each class, including those in Reception. Outstanding relationships between staff and pupils, together with the high-quality provision, mean pupils love coming to school and attendance levels are high. Pupils work exceptionally hard and do especially well in both their academic and personal development.

Achievement is excellent and, by Year 4, attainment in English, mathematics and science is much higher than could be expected. Progress in reading and writing are equally good, with boys doing very well in the latter due to activities which enthuse and motivate them. The excellent attention given to pupils who have learning or behavioural needs means they achieve as well as their classmates. By the time pupils leave, they are exceptionally mature and thoughtful young people who have an excellent awareness of health and safety. They are extremely well prepared for the future. Behaviour throughout the school is excellent and pupils work together especially well, constantly checking with each other how well they are progressing towards their challenging targets.

The school is very much a focal point of the local community and pupils play an exceptional part in the life of the area. Parents and carers are especially involved in their children's education. They are extremely appreciative of the school's work and support this very well. Excellent relationships with other local schools and agencies help promote pupils' education and welfare. In particular, the Dorchester Area Schools Partnership provides outstanding expertise and support for the whole school community.

The headteacher's drive for excellence in all that the school does is exceptionally well supported by staff and governors. High-quality self-evaluation has helped the school to improve especially well in the last few years and ensures it has an excellent capacity to maintain the outstanding provision. The very good analysis of provision for community cohesion means plans are already in place to help pupils in this small village increase their knowledge of the diversity in the United Kingdom and global society.

## What does the school need to do to improve further?

- Build on and extend pupils' knowledge of different social, religious and cultural groups in the United Kingdom and global communities, especially by linking with schools in different circumstances.

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## Outcomes for individuals and groups of pupils

**1**

Pupils make outstanding progress because their skills and knowledge are exceptionally well built on as they move through the school. On entry to Reception, attainment is largely at the level expected, but nearly all children exceed average levels by the end of the year. The excellent check kept on the progress of individual pupils and very good attention to their differing needs help most achieve high standards by the time they leave. Inspection evidence clearly indicates that all groups of pupils achieve equally well, including those who are gifted or who find learning difficult. Excellent provision for information and communication technology in the older class means pupils are equally confident in producing written work of a high standard or in using media presentations to show what they have learnt. Year 1 and 2 pupils write enthusiastically at length, many having become skilled at sentence writing before they leave Reception. Pupils are exceptionally skilled orally and participate in numerous discussions with staff or each other, thoroughly analysing their understanding and testing out new ideas. Strengths such as these help them become very effective investigators, attaining high standards in science and being equally good at solving mathematical problems. Pupils' strong commitment to doing their best is evident in the care they take in recording their work. This is especially helpful in mathematics where calculations are usually accurate and pupils can easily identify the rare errors they make.

The care pupils show to one another is excellent, with pupils themselves skilfully helping to solve the rare disagreements and being especially good in helping to make the school very safe and secure. Older pupils are exceptionally good at checking on how well they are doing and identifying what they need to do to improve. Pupils make an excellent contribution to the school and village life. For example, pupils' very good musical skills are regularly sought to support village events. Pupils love the 'Let's Cook' sessions run by staff and a governor which help them to prepare healthy food and they are very keen to grow their own vegetables.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>

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

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<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The school's very caring, family ethos is a significant factor in its success. As one parent commented, 'This school is like one big happy family'.

Staff get to know pupils and their families exceptionally well and are outstandingly good at providing for each pupil's needs. Any difficulty or problem is speedily identified and staff are very good at ensuring the right kind of help is provided if needed. This is why all pupils, including those who have special talents or learning needs, do so well. The special educational needs coordinator is very thorough in obtaining the best advice or support, with all staff ensuring that pupils receive exactly the level of help needed. Induction procedures are excellent and, through the outstanding links with other schools, transfer to middle school is exceptionally good.

Learning in both classes is exceptionally well organised to take account of the wide range of levels at which pupils work. Teachers are especially good at advising classroom assistants or parent and carer helpers on supporting different groups. This, together with the excellent expertise of classroom assistants, is a major reason why Reception children have a full entitlement to the special curriculum designed for them. Staff are especially good at assessing and tracking pupils' progress. For example, the 'First of the Month' books provide an excellent picture of pupils' progress in writing. Equally good arrangements are in place to check progress in reading. In lessons pupils are well aware of what is expected of them, with staff rigorously checking how well they are doing and advising how to improve. The curriculum has been adapted especially well in line with current educational initiatives and a wealth of visits and visitors stimulate pupils' interest and appetite for learning. Activities have been especially well adapted to support boys' progress in writing. For example, in Years 1 and 2, the boys wrote some excellent stories, after having first presented them orally and then in sequential pictures.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	1

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is an excellent leader who is exceptionally good at getting the very best out of all who work in the school. Senior staff support this especially well, with outstanding teamwork resulting in consistently high-quality provision and an excellent culture of sharing ideas or support. Arrangements for professional development, including through the area schools partnership, are outstanding, with the whole school community constantly seeking ways in which to improve the quality of education and care. Outstanding systems are in place to evaluate the school's work and rigorously address relative weaknesses. The impact of these strengths is clearly evident in the outstanding equality of opportunity provided for all pupils, resulting in their excellent achievement in all areas.

Staff and governors willingly give of their time and expertise in order to enhance pupils' experiences. For example, all are involved in a wide range of community events, such as helping run a toddler group to support induction or accompanying pupils to local events such as church services. Parents and carers feel very much part of the school community as do past pupils who regularly visit and whose achievements are proudly monitored by the school. Governors are exceptionally well involved in school life. They are very well informed, providing excellent support in monitoring and development work. Governors' expertise is used to especially good effect, including with regard to building work or ensuring safeguarding is of exceptionally high quality.

The school has been especially good at helping pupils become part of a cohesive school and local community and ensures they develop a good understanding of their rights and responsibilities in wider society. There is a clear recognition, however, that more could be done to promote community cohesion by helping pupils develop a greater awareness of diversity. As a result, plans are already set up to link with schools where pupils come from different backgrounds.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>

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

## Early Years Foundation Stage

The outstanding induction procedures are due to the regular opportunities for children to join in school activities before they start and the excellent relationships staff form with their families. Children quickly settle, thoroughly enjoy school and do really well, especially in learning important literacy and numeracy skills. Outstanding leadership and management result in excellent attention being given to the specific needs of Reception children. For example, they have exactly the right balance of activities where they work with an adult and others where they work independently. The accommodation has been especially well organised to provide discrete learning areas with very good arrangements for outdoor activities which especially help children's independence and physical development. Older pupils are exceptionally good at including the younger ones both in whole-class activities or at playtimes so Reception children quickly become part of the whole school community. A very careful check is kept on children's progress through the many observational assessments of their learning, ensuring that future planning is very regularly and appropriately adapted.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A large majority of parents and carers completed the questionnaire. Of these, only a relatively small number expressed dissatisfaction, with only a few writing negative comments. The most common concern regarded communication with staff although inspection evidence shows this to be very good. Most parents and carers, including those spoken to, also consider this to be a strength. On the other concerns raised, the large majority of parents and carers had very positive views. Typical comments included: 'I think Cheselbourne school and the staff are great'; 'The school gives children



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an excellent start in life'; 'Staff are very caring and hardworking'; and 'Staff and governors have always got time to listen'.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheselbourne Village 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 26 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	71	5	29	0	0	0	0
The school keeps my child safe	14	82	3	18	0	0	0	0
The school informs me about my child's progress	8	47	7	41	2	12	0	0
My child is making enough progress at this school	14	82	2	12	1	6	0	0
The teaching is good at this school	13	76	4	24	0	0	0	0
The school helps me to support my child's learning	9	53	7	41	1	6	0	0
The school helps my child to have a healthy lifestyle	10	59	6	35	1	6	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)	13	76	1	6	1	6	0	0
The school meets my child's particular needs	13	76	3	18	1	6	0	0
The school deals effectively with unacceptable behaviour	10	59	6	35	0	0	1	6
The school takes account of my suggestions and concerns	10	59	5	29	1	6	1	6
The school is led and managed effectively	13	76	2	12	1	6	1	6
Overall, I am happy with my child's experience at this school	15	88	1	6	1	6	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 January 2010

Dear Pupils

Inspection of Cheselbourne Village School, Dorchester, DT2 7NT

Thank you for welcoming me to your school. I thoroughly enjoyed the time I spent with you and was very impressed by what I saw. I particularly want to thank the pupils who gave up their time to talk to me. I think your school is excellent and am delighted that you and your parents think so too.

There were so many things that were excellent, but these were the things that really impressed me.

- You all make excellent progress and do really well so attainment in English, mathematics and science is much higher than could be expected by the time you leave.
- You are exceptionally well-behaved, friendly, helpful and thoughtful young people and your school is rightly very proud of you.
- You have excellent teachers and classroom assistants and they provide especially good activities to help you do your best.
- Staff and governors work especially well with your parents, carers and other schools to support your learning.
- You have an excellent headteacher. With staff, governors and you and your parents and carers too, she is working very successfully to help your school stay as good as it is now.

One of the things I have to try and do is to help your school to be the very best it can. I know you get on very well with other people. However, I think it will help you in the future if you can learn more about people who come from different places in this country and overseas so I have asked staff to help you do this.

Yours sincerely

D Wilkinson

Lead Inspector

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