

# Chesterton Primary School

## Inspection report

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<b>Unique Reference Number</b>	115575
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338608
<b>Inspection dates</b>	15–16 October 2009
<b>Reporting inspector</b>	David Wynford Jones

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Andrea Pellegram
<b>Headteacher</b>	Mr David Williams
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Aspley Road Cirencester Gloucestershire GL7 1SS
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## Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons and one assembly. They held meetings with governors, staff and groups of pupils. They observed the school's work, and scrutinised the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe, the school improvement plan and 55 questionnaires completed by parents and carers.

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

- provision and outcomes in the Early Years Foundation Stage
- the effectiveness of the school in accelerating the rate of pupils' progress, especially in writing and mathematics
- consistency in the quality of teaching and learning
- the effectiveness of leaders and managers at all levels to drive school improvement.

## Information about the school

Chesterton is a primary school of average size. The vast majority of pupils are of White British heritage. The percentages of pupils from minority ethnic groups and those who speak English as an additional language are below the national average. The proportion of pupils identified as having special educational needs and/or difficulties, including those with a statement of special educational needs, is broadly average. The percentage of pupils entitled to free school meals is similar to the national average. The proportion of pupils joining or leaving during the school year is slightly more than in most schools. The school holds the Eco School, the Healthy School and the sports Active Mark awards. The school shares the site with a children's centre, which was inspected separately.

**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

Chesterton Primary provides its pupils with a satisfactory education. Its strengths are in the pastoral care it provides for all pupils, especially those with special educational needs and those who are experiencing difficult personal circumstances. The good pastoral care helps pupils feel safe and enjoy school. The emphasis placed on promoting the pupils' personal development ensures they have a good understanding of healthy living and make a positive contribution to the school and wider community. Their spiritual, moral, social and cultural development is good. The vast majority of pupils behave well in lessons and around the school. There are a few pupils who do not come up to these standards but their behaviour is generally managed well by members of staff. As a result, these pupils are increasingly involved in their lessons.

Children's attainment on entry to school is broadly similar to that expected for their age. In the Early Years Foundation Stage, they make good progress in their personal development and satisfactory progress in the other areas of learning. Children's overall progress in the Early Years Foundation Stage is impeded by the lack of creativity in the use of the teaching spaces and of the outdoor areas. By the end of Year 6, pupils' attainment in English, mathematics and science is broadly average. Their progress and achievement are satisfactory. However, pupils' progress is variable as they move up through the school. This is because of inconsistencies in the quality of teaching and learning. There are examples of good teaching but it is not sufficiently consistent or widespread to ensure pupils make accelerated progress. Consequently teaching is only satisfactory overall. Nevertheless, teaching is improving because assessment information is used more effectively to modify work for the different groups of pupils. The school has rightly recognised writing as a whole-school priority for improvement. In mathematics, a good start has been made on supporting Year 6 pupils who underachieved earlier in their school career. Their rate of progress is accelerating. In all classes, pupils are being given clear guidance as to how to improve their work. Teachers deploy the teaching assistants effectively to provide good support for individuals and groups of pupils who find learning difficult. This, and additional targeted support, helps these pupils to make good progress. However, the extent to which all pupils, particularly the more able, are challenged remains inconsistent. The satisfactory curriculum supports the pupils' academic development and provides a structure which enables them to make average progress. The extra-curricular activities effectively enrich the curriculum and contribute to the pupils' good personal development.

Senior staff and governors have a realistic understanding of the school's strengths and priorities for development. The headteacher is committed to accelerating the rate of pupils' progress. There is a clear focus on raising pupils' attainment in the

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comprehensive school improvement plan. Since the last inspection, much has been done to support community cohesion, the development of the on-site children's centre and improvements in the level of pastoral care. The headteacher is currently reviewing the roles and responsibilities of middle managers. They are keen to support school improvement, but their role and contribution to the leadership of the school is not sufficiently defined. Their satisfactory action plans identify appropriate actions to bring about improvement. However, the measures by which the actions can be evaluated are not always clear or linked sufficiently closely to pupils' attainment. Opportunities to share good practice across the school to promote good teaching are not fully exploited. Nevertheless, the commitment of the governors, senior leadership team and staff provides the school with satisfactory capacity for further improvement.

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.

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

- Provide more opportunities for children in the Early Years Foundation Stage to make more effective use of the learning environment.
- Ensure the good practice in teaching is promoted throughout the school by:
  - encouraging teachers to use assessment information more consistently to raise expectations and challenge all groups of pupils
  - giving staff more opportunities to share and build on good practice
  - focusing on consolidating and extending pupils' writing skills in other subjects.
- Enhance the effectiveness of middle managers by:
  - revising their subject action plans so that the actions targets and how their success will be measured are clear
  - clarifying the role of middle managers and increasing their responsibility for promoting school improvement.

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

Pupils' enjoyment of school was evident in most lessons visited. They worked with sustained concentration and eagerly engaged the inspectors in conversation. They spoke positively about their school experiences. Pupils are developing their speaking, listening and reading skills well. They appreciate the opportunities to discuss matters with a 'talk partner' and share their ideas. This is contributing much to their social development. Many pupils are making good progress in their reading, especially in Key Stage 1. However, when writing, most pupils' use of language is cautious. They do not use adventurous vocabulary and their spelling is inconsistent. Nevertheless, the school's focus on improving attainment in writing is beginning to have an impact. The rate of pupils' progress is accelerating as pupils increasingly begin to practise their writing skills in other subjects. Pupils are satisfactorily developing their investigation skills in mathematics and science. They are becoming more confident in undertaking these

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activities as they are given more opportunities to undertake practical activities and to record the outcomes. Observations in lessons and scrutiny of pupils' work shows that the vast majority are making satisfactory progress. This is confirmed by further scrutiny of the school's assessment records. However, pupils with special educational needs and/or disabilities make good progress from their various starting points and needs. The difference in performance between boys and girls is narrowing. The national test results at the end of Year 6 over the last four years record broadly average attainment and satisfactory progress.

Pupils have a good understanding of healthy living and many are keen to adopt a healthy lifestyle and take part in physical activities. They speak knowledgeably about healthy eating. Many enjoy growing fruit and vegetables in the school allotment and join the numerous after-school sporting clubs. Their commitment to these and other sporting activities has enabled the school to gain the Healthy School and the sports Active Mark awards. Pupils value their school community. They are keen to become members of the school council and to act as 'playground peer mediators' for the younger children. Pupils are developing a good understanding of other cultures. This is helping to prepare them well for living in today's society. Pupils' broadly average attainment provides them with a satisfactory basis for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<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>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
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### How effective is the provision?

Most lessons are well planned and engage the pupils. Teachers share the learning objective with the pupils and provide clear explanations. Teachers have secure subject knowledge and are satisfactorily promoting subject-specific vocabulary. They are confident in the use of the computers to support learning. There are positive relationships between adults and pupils. As a result, pupils are interested and work with reasonable concentration. In the better lessons, pupils of all abilities are challenged. Teachers make effective use of questioning strategies. Initial answers are probed and pupils' thinking is consolidated and extended. The lessons proceed at a quick pace and there is good balance between the teacher's and the pupils' contributions. However, this good practice is not evident in enough of the teaching. In some lessons, groups of pupils are not challenged, the pace slows and teachers do not take the opportunity to consolidate basic skills. Assessment strategies to support learning are developing satisfactorily. Changes to the marking procedures are being implemented with reasonable consistency and pupils are being provided with appropriate guidance to improve their work. They are increasingly becoming involved in peer assessment. There are some inconsistencies in the setting of pupils' targets.

Provision for developing the pupils' skills, knowledge and understanding in English, mathematics and science is satisfactory. Staff are in the process of revising the curriculum to develop a more creative approach in which basic literacy, numeracy and information and communication technology skills are consolidated and extended through other subjects. Pupils particularly enjoy their art and physical education lessons and are learning to speak French. The school employs a specialist art teacher. The impact of this is evident in the pupils' interest in the subject and the good quality artwork seen throughout the school. Additional resources are used effectively to support pupils who find learning difficult. The curriculum is enhanced by links to numerous organisations, a good range of extra-curricular activities and educational visits. There is a high take-up for most activities. These and other activities promote the pupils' personal development well.

The care provided for pupils ensures that the school successfully supports the most vulnerable pupils. The school works well with a wide range of agencies to promote pupils' learning and it welcomes parental involvement. However, not all parents are sufficiently involved in their children's learning. Attendance is monitored systematically. Any absence is followed up quickly. As a result, the average level of attendance is maintained.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3

<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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides clear direction for the development of the school. The recently introduced systems for recording and analysing pupils' attainment and progress is resulting in the work of the school being scrutinised with increasing rigour. As a result, there is a sharper focus on identifying the precise areas for development. This includes extending the role and responsibilities of middle managers in monitoring and evaluating the work of the school. As a result, expectations are rising and staff are increasingly being held to account. Governors take their roles and responsibilities seriously. They provide good support and have worked well with the school to promote the establishment of the on-site children's centre. They set suitably challenging targets and monitor the work of the school closely. They ensure that the school's safeguarding and child protection procedures are good and implemented consistently. However, the work of the senior management and governing body has yet to impact significantly on raising attainment and speeding up the rate of pupils' progress.

The school makes an effective contribution to promoting community cohesion. The governors and senior staff know the local community well and have done much to promote the school locally. They have taken a proactive role in developing pupils' cultural awareness in this predominately white area. Visits to different religious places of worship and links with schools in this country and abroad effectively enhance the pupils' knowledge of the global society. More parents are involved with the school and many contributed to the development of the new school library. However, there remains a relatively large group of parents who are still hard to involve. The school has successfully developed links with outside agencies. The links are used well to enhance the educational provision. The school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>2</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>3</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is satisfactory. Good induction arrangements ensure that children feel safe, settle quickly and develop their self-confidence. They quickly form good relationships with the adults and behave well as they enjoy their work and play together. The emphasis placed on ensuring the children's welfare provides all children with satisfactory opportunities to experiment and explore within a safe and supportive environment. They follow routines which develop good hygiene practices and are learning how to stay healthy. Children are encouraged to take responsibility by putting away equipment at the end of the lesson. Planning is satisfactory and encompasses all the early learning goals. There is a reasonable balance between activities led by adults and those initiated by children. However, the children are not consistently provided with a sufficiently wide range of activities to choose from. This hinders their development to become independent learners. Staff undertake ongoing assessments of the children's development. These are recorded in the 'learning journey' folder and shared with parents. Parents' views on their child's attainment are valued and used appropriately to plan the next steps in their child's learning. However, systems for ensuring that all areas of learning are systematically assessed are not sufficiently well established. Display areas and classroom floor space are not consistently used to best effect to create a stimulating learning environment. The school has not yet fully exploited the use of the outdoor areas as a natural extension of the classroom.

The Early Years coordinator has a sound understanding of the strengths and areas for development. Relationships with parents are good and the vast majority of parents are pleased with the provision. Transition arrangements from the Reception class to Year 1 are well established. However, strong links between the Reception class and the on-site privately run nursery have yet to be forged. The children's sound introduction to school life prepares them satisfactorily for the next stage in their education.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

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## Views of parents and carers

The vast majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are supported by the inspection evidence. The percentage of parents who felt that their child has a good understanding of healthy living, enjoyed and is safe in school was particularly high. Discussions with the pupils and in the analysis of their questionnaire confirm these views. This is a reflection of the school's emphasis on promoting the pupils' personal development, the good safeguarding procedures and the level of care provided.

A small minority felt that the school does not deal effectively with unacceptable behaviour. A few also felt that the school was not meeting their child's particular need and pupils did not make sufficient progress.

Inspectors found that the behaviour of the vast majority of pupils is good. There are a few pupils who present challenging behaviour but this is managed well by staff. Inspectors found that partnerships with parents are satisfactory and that the school works hard to maintain regular and open dialogue with families. Whilst a few parents have some concerns about their children, the negative views were not supported generally by the evidence gathered.

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

Ofsted invited all the registered parents and carers of pupils registered at Chesterton 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 12 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	62	18	33	2	4	0	0
The school keeps my child safe	30	55	25	46	0	0	0	0
The school informs me about my child's progress	23	42	26	47	5	9	0	0
My child is making enough progress at this school	23	42	23	42	6	11	1	2
The teaching is good at this school	24	44	25	46	4	7	0	0
The school helps me to support my child's learning	25	46	24	44	3	6	0	0
The school helps my child to have a healthy lifestyle	27	49	25	46	1	2	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)	20	36	24	44	1	2	0	0
The school meets my child's particular needs	21	38	24	44	7	13	1	2
The school deals effectively with unacceptable behaviour	16	29	21	38	11	20	2	4
The school takes account of my suggestions and concerns	19	35	25	46	6	11	0	0
The school is led and managed effectively	27	49	24	44	2	4	1	2
Overall, I am happy with my child's experience at this school	29	53	24	44	1	2	1	2

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.**



17 October 2009

Dear Pupils

Inspection of Chesterton Primary School, Cirencester GL7 1SS.

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to hear that you like coming to school. We found that your attendance is similar to the national average. Your behaviour in lessons and around the school was good. You showed us that you are keen to take responsibility and that you all get on together well. You have a good understanding of healthy living and know a lot about keeping safe. We were impressed by your good contribution to the school community. You show respect for each other as you move safely around the school and in the playground. Well done!

Your school provides you with a satisfactory education. We think that you get off to a satisfactory start in the Reception class but it would be quicker if better use was made of the learning areas in the classroom and outside. We have asked for this to be looked at. By the end of Year 6, your attainment in English, mathematics and science is broadly similar to that found in most schools. Your achievement is satisfactory. You tend to make quicker progress in your reading than in your writing. Your teachers are aware of this and have started to make sure you practise your writing skills when you are recording your work in other subjects. We have asked them to continue to do this because it will help you make better progress and attain higher standards, not only in English but in other subjects as well. Your teachers have recently introduced a new system for recording your assessments. They have identified areas in mathematics and science where you could do better and have already started to do something about it. We think that it was a good move to update the assessment system. It will help your teachers to plan work that is right for you and to teach lessons that will enable you make good progress in all classes.

Your headteacher has worked hard to make certain all the staff take good care of you and that you are safe in school. The next step is to ensure that you make better progress in your work. Because this is a big task, we have asked that the middle managers give him some extra help to do this, but remember that you too can play your part by working hard all the time.

Good luck for the future and thanks once again for being so friendly and polite.

With best wishes

David Wynford Jones

Lead inspector

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