

# Chacombe Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	122018
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340072
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	David Edwards

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Jeffs
<b>Headteacher</b>	Clive Evans
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	37 Thorpe Road Chacombe Oxfordshire
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<b>Email address</b>	head@chacombe-ce.northants-ecl.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors. Six lessons and four teachers were observed. Time was spent scrutinising school policies, analysing pupils' work, checking numerical information on their current progress and talking to them about it. The team observed the school's work, analysed the school improvement plan, governors' minutes and met parents and carers, staff and governors. They considered 43 parents' and carers' questionnaire returns and questionnaires from staff and pupils.

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

- how effectively the curriculum meets the needs of all pupils, particularly higher ability pupils and girls
- the effectiveness of the school's efforts to improve writing standards in all year groups so that pupils have opportunities to use their writing skills across the curriculum
- pupils' understanding of cultures other than their own
- the effectiveness of the governing body in formally monitoring the activities of the school.

## Information about the school

Chacombe C of E (VA) Primary is a significantly smaller than average primary school. Around 50% of pupils attend it from outside the school's defined catchment area. Most pupils are of White British origin and there is only a small percentage of pupils from other ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above the national average, while the proportion of pupils who have a statement of special educational needs is below that seen nationally. There is a lower percentage of girls than in other schools nationally. The proportion known to be eligible for free school meals is significantly below the national average. Early Years Foundation Stage provision is made for children in the Reception class. There is a pre-school facility on site, but it is not managed by the governors and is inspected separately. The school has achieved the following awards: National Healthy School status; The Basic Skills Quality Mark; the Activemark and Artsmark.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

### Main findings

This is a good and improving school. The leadership team has been very effective in driving up the quality of teaching and learning, so much so, that last year's Year 6 leavers attained some of the school's highest ever levels in reading, mathematics and science. In each subject, attainment was above the national average. Teacher assessment at the end of Key Stage 1 shows that attainment is broadly in line with national expectations, though progress for all groups of learners at both Key Stages is good and accelerating. The collection and use of a range of assessment data to evaluate the school's performance has proven to be a key driver in bringing about improvement. The quality of teaching and learning is good and is much stronger than during the last inspection. Teachers have a range of questioning skills which they use to check and challenge pupils' thinking. Tasks in lessons build carefully on prior attainment to ensure the correct level of challenge for all pupils. There are some good examples of the way teachers use marking to inform pupils how well they are doing and to set next steps in learning, but this is not consistent across the school. Targets set for individual pupils are informed by rigorous and regular assessment. The good, more creative curriculum is enhancing pupils' enjoyment of learning. This is achieved by establishing meaningful links between subjects and giving pupils the opportunity to use their skills in different situations. However, there are limited opportunities for pupils across the school to enhance their business and enterprise skills to prepare them for their future roles in adult life.

All pupils receive outstanding care, guidance and support. Good links with outside agencies ensure that the needs of vulnerable pupils are well met. The school also makes good use of local partnerships such as those with the secondary schools and sports organisations. Pupils have an excellent understanding of how to keep themselves safe and parents and carers endorse the view that the school is a safe place for their children. The 'family ethos' is appreciated by parents and pupils because everyone is respected as an equal. As one parent commented, 'My child loves school. He is very happy, feels that he is listened to, is well taken care of and is very safe'. The very effective relationships between staff and pupils, and the school's strong focus on morality, help pupils to learn what is right and wrong. In lessons, their good attitudes are clearly shown by their good behaviour, the efforts they make to do their best, and the enjoyment they show when they celebrate their successes and those of their friends. The school's self-evaluation is robust and accurate. A clear focus on priorities that matter and the determined and inclusive leadership provided by the headteacher has created a secure capacity for sustained improvement.

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

- Improve the quality and consistency of marking across the school by:
  - ensuring that marking always informs pupils how well they are doing and sets the next steps in learning
  - involve pupils in assessing the quality of their own work and that of others, so that they become more involved in the learning process.
- Plan curriculum activities to include opportunities to develop pupils' business enterprise skills by:
  - ensuring that all pupils across the school have a clear understanding of money matters in real life and how this will affect their future economic well-being.

## Outcomes for individuals and groups of pupils

<b>2</b>
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From their various starting points pupils achieve well and make good progress. By the time they leave the school at Year 6, standards are above average. This is clearly exemplified by the work in pupils' books and especially by the recent improvements in their writing across Key Stage 2. The school's assessment data strongly demonstrates the good progress that all pupils are making across Key Stage 2 and particularly in Years 5 and 6. Pupils in the current Year 6 are firmly on track to achieve challenging targets. This is also confirmed by the work inspectors observed in pupils' books. Progress is good for all groups of pupils, including the minority who are girls, those with special educational needs and/or disabilities, and higher attaining pupils.

Pupils enjoy lessons and work at a good pace. They show they can reflect on their work and how they are doing, in response to the learning objectives they are given. They apply themselves well and are often very interested in what they are doing. For example, Year 6 pupils used their targets effectively to complete challenging tasks on using scales in a mathematics lesson. They self-evaluated their own work against the learning objective. Pupils behave well in lessons and around the school. Adults provide good guidance in helping pupils to learn about tolerance and acceptance of diversity as important elements of living and learning together. The thoughtful and caring way they support each other in lessons and throughout the day, and the infrequent occurrence of any insensitive behaviour, reflect the genuine respect and friendship they have for each other. They have a very clear understanding of how to look after themselves. They understand well why they should eat healthily, and appreciate the need to participate in regular exercise. They readily accept their share of responsibility in daily routines such as filling the recycling bins or when they are appointed as safety officers or playground leaders. They gain considerably in their learning and personal and social development from the satisfactory links the school has established with the local community, but as yet their direct contribution to the outside world is less well developed.

*These are the grades for pupils' outcomes*

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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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	2
<b>The extent to which pupils feel safe</b>	<b>1</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>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils' good progress is in part the result of teachers and teaching assistants successfully meeting the wide range of needs in the mixed-year classes. It is also attributable to the careful tracking of their progress and the way teachers use that information to set up intervention strategies to ensure that any potential underachievement is eradicated. This means that in most lessons new learning is solidly based on prior knowledge and skills. Lessons begin with the presentation of clear learning objectives and the criteria against which pupils can judge whether they have achieved the objectives or not. Pupils like this because they know what they have to do in lessons. They also have their own personalised learning targets and these provide good guidance about what is required to get to the next level of learning. Throughout the school, activities are planned for the lower attaining pupils and those with special educational needs that are consistently well-matched to their abilities. Skilled teachers and teaching assistants provide exemplary support to meet their needs.

Day-to-day assessments of pupil's progress and attainment are accurate. Older pupils, particularly, are very knowledgeable about their targets and often have a clear view of how to make their work even better. That said, opportunities are missed in some other year groups to involve pupils in evaluating their own successes, and that of their class mates, and identifying what to do next.

The rich and creative curriculum, the way it is so well adapted to pupils' needs, and the

<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.

good range of additional out of school hours clubs, visits, visitors and themed events make a strong contribution to pupils' learning. The school has recognised the challenge to have closer engagement with the local community and is implementing plans to extend its involvement through the curriculum. There are some examples of the way that the school has encouraged pupils' business enterprise skills, like the healthy eating tuck shop and charity fund raising, but the school acknowledges that the curriculum should be a driving force in developing these important skills for adult life.

Pupils say they feel extremely safe in school and are confident that, should they seek help if they have problems, they can turn to an adult for guidance and support. This is clearly evident in respect of any potentially vulnerable children and for those with special educational needs and/or disabilities, who are enabled to make the very best of what the school provides.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher, ably supported by his middle managers and governors, has been extremely successful in building on the school's strengths and securing the support of all other staff in their drive for further improvement. School self-evaluation is rigorous and honest and has identified the main priorities for action and improvement. As a result of regular monitoring of teaching and learning, the quality of this aspect of the school's work has improved significantly. This has contributed to the good progress of all groups of pupils, particularly for higher attainers. The robust collection and rigorous analysis of assessment data is used effectively in focusing resources for individual pupils, particularly those needing additional support. Setting of targets for individual pupils is assisting most to aim at, and achieve, higher standards. The school's commitment to equal opportunities for all and the respect for diversity is strong.

Governors know the school well. They satisfactorily fulfil their statutory obligations and are supportive, but hold the school to account when required to do so. They have an action plan to formalise their monitoring of the school's activities. Requirements to ensure that all adults are suitable to work with children, child protection arrangements and risk assessments are all in place and work effectively. The school is a very cohesive and inclusive community and is developing links with a school in Korea. The school's detailed action plan also incorporates the establishment of links with a school where the pupils' culture is very different from the predominantly White British pupil population of

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

the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children make good progress from their varying starting points on entry as a result of effective teaching. Most of them enter Reception with skills that are generally below those expected for their age, particularly in early literacy and number. By the time they enter Year 1, children's attainment remains below average, but is getting closer to expectations in a number of areas of learning. Staff plan a good range of activities to develop children's language and communication skills as well as number and calculation skills across all areas of learning. Children's vocabulary is appropriately developed through adults' questions and comment, though attention given to this is not fully consistent. The close observation of children's development and the accuracy of assessment are real strengths. As a result, adults are able to provide timely intervention to support individual children who need it. The school has recognised the need to refine teacher-initiated activities to match the needs, abilities and aptitudes of the children more generally, including those who are doing well.

The children are offered a safe and welcoming environment for learning. Clear routines help them to settle quickly. They respond to adults' high expectations and behave well. They enjoy the opportunities given to them to make choices, both indoors and outdoors. Links with parents are valued and used well to exchange information and involve them in their children's learning. Leaders and managers foster effective team work and remain focused on raising children's attainment.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Almost all parents and carers are extremely positive about the school. They feel that their children enjoy school and are kept safe. There were very isolated concerns in a couple of areas, which did not form a pattern and which were heavily outweighed by the very positive responses. Overwhelmingly parents and carers say that the school helps their children to understand the need to stay healthy and that teaching in the school is good. A number commented on the good provision and outcomes for their children who had special educational needs and/or disabilities. Parents and carers' views closely match the findings of the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Chacombe Church of England Voluntary Aided 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 inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	70	13	30	0	0	0	0
The school keeps my child safe	26	60	17	40	0	0	0	0
The school informs me about my child's progress	17	40	26	60	0	0	0	0
My child is making enough progress at this school	20	47	21	49	1	2	0	0
The teaching is good at this school	26	60	17	40	0	0	0	0
The school helps me to support my child's learning	19	44	22	51	2	5	0	0
The school helps my child to have a healthy lifestyle	23	53	20	47	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)	22	51	18	42	1	2	0	0
The school meets my child's particular needs	22	51	18	42	1	2	0	0
The school deals effectively with unacceptable behaviour	16	37	27	63	0	0	0	0
The school takes account of my suggestions and concerns	23	53	20	47	0	0	0	0
The school is led and managed effectively	24	56	19	44	0	0	0	0
Overall, I am happy with my child's experience at this school	28	65	15	35	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](http://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.

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## 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 pupils' 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.**



20 May 2010

Dear Pupils

Inspection of Chacombe Church of England Voluntary Aided Primary School,  
Oxfordshire, OX17 2JA

Thank you all for making us so very welcome and for answering all our questions when we visited your school recently. We think that yours is a good school, and all the help you receive from the teachers and teaching assistants enables you to do well. We particularly liked the support provided for those of you who sometimes find learning hard. You really impressed us with your knowledge of how to keep yourself safe at all times, and we were pleased to hear that you feel safe in school.

Your parents and carers are very happy with the quality of education you receive, and you told us you enjoy all the additional activities and educational visits the school provides. We are also impressed with the way you get involved in your school community and by the way that you are linking with pupils who come from Korea, whose heritage and culture is different to your own. Equally impressive is your progress which is better than in the majority of other schools.

We know the headteacher and governors are always striving to make your school even better. With this mind we are asking them to do two things. We want them to make sure the quality of marking of your work is consistently good across the school, so you always know exactly what you are doing well and how you can improve your work further, and to give you a chance to assess your own work. We also want them to improve your understanding of business and money to help to prepare for your next stage of education and ultimately for your adult life.

All of you can help with these improvements by continuing to work hard and do your best. We would like to wish you all the very best for the future. We are sure you will do well.

Yours sincerely

David Edwards

Lead inspector

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