

Cherhill CofE School

Inspection report

Unique Reference Number	126313
Local Authority	Wiltshire
Inspection number	340956
Inspection dates	24–25 February 2010
Reporting inspector	David Curtis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Alan Carter
Headteacher	Terry Hall
Date of previous school inspection	25 February 2010
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Introduction

This inspection was carried out by three additional inspectors. Seventy per cent of the inspection looked at learning, including the 15 lessons observed. All teachers were seen teaching their own classes. Meetings were held with staff, governors and the school council. Inspectors observed the school's work and looked at the school improvement plan, minutes of governing body meetings, notes of visits made by local authority staff, including the school improvement partner, and documentation linked to the safeguarding of pupils. They looked at the 72 questionnaires returned by parents, together with those returned by pupils in Years 3 to 6 and staff.

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

- how successful the school is in raising attainment in reading and writing in Years 1 and 2
- how successful the school is in raising attainment in mathematics in Years 3 to 6
- the quality of monitoring of teaching and learning by leaders at all levels.

Information about the school

The school is slightly smaller than the average primary school. Provision for children in the Early Years Foundation Stage is in a Reception class. In the rest of the school, there are two mixed age classes in Years 1 and 2, Years 3 and 4 and in Years 5 and 6. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is just below the national average. Most of these pupils have speech, language and communication difficulties, and behavioural, social and emotional difficulties. There is a privately managed pre-school on the school site which was inspected separately. The majority of the class teachers have been appointed to the school since September 2008.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has made significant progress since its last inspection, when it was receiving intensive support from the local authority and its overall effectiveness was satisfactory. The key to school improvement is the successful way in which the headteacher has created a team of staff and governors who are committed to, and successful in, raising pupils' attainment. Achievement is good and pupils make good progress in their learning so that attainment by the end of Year 6 is above average in English, mathematics and science. The significant drop in attainment in mathematics in the National Curriculum tests in 2009 has been reversed. Rigorous analysis of the reasons for the decline identified weaknesses in pupils' ability to solve problems. As a result, improving those skills is a major priority for the current Year 6. Inspection evidence supported by the school's own data indicates that pupils in Year 6 are on track to achieve above-average standards in mathematics. In Years 1 and 2, very effective teaching of letters and sounds contributes significantly to improving attainment in reading and writing, following a period of marginal decline. Children get off to a good start in the Early Years Foundation Stage and their achievement is good. However, their opportunities for outdoor learning are restricted because detailed plans to improve outdoor provision have not been implemented. In Years 1 to 6, the use of individual pupil targets in literacy and numeracy has a positive impact on pupils' understanding of their next steps in learning. These targets focus on areas identified as key improvement points, for example the use of punctuation in writing. However, these targets are not linked closely to National Curriculum levels and, for some pupils, the length of time given to achieve targets is too long. All subject leaders are closely and effectively engaged in monitoring teaching and learning. As a result, the senior leadership team has a detailed picture of pupils' progress and the ability to introduce support programmes for those pupils in danger of falling behind. The quality of termly reviews carried out by each teacher on the progress of their class is detailed and thorough. Governors are very supportive of the school and provide real challenge in holding the school to account for the drop in standards in mathematics in 2009. The school's promotion of community cohesion is strong locally and internationally but insufficient attention is given to promoting the national dimension and ensuring that pupils understand cultural diversity in the UK. The school's track record of improvement, together with the successful way staff and governors address areas which decline, such as performance in Year 6 tests in mathematics in 2009, shows that the school has the good capacity for future improvement.

What does the school need to do to improve further?

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

- Implement the existing plans to improve the quality of outdoor provision for children in Reception.
- Develop the national dimension of community cohesion to broaden pupils' understanding of the diversity of life in the United Kingdom.
- Refine the use of individual pupil targets in literacy and numeracy so that they are more closely linked to National Curriculum levels and monitor more rigorously pupils' progress towards reaching their targets.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and show great enthusiasm in supporting special events. On the second day of the inspection, between 8.10 and 8.30, the whole school arrived to take part in a 'Wake and shake' session, linked to national 'Sing Up Day'. The quality of singing was outstanding, as was their enthusiasm and engagement in the 'Wake and shake' exercises. In lessons, pupils work hard, with significant strengths in the quality of paired work. In Years 3 and 4, pupils showed enthusiasm, skill and respect when they edited each other's play scripts in work linked to the study of 'Oliver'. In Years 1 and 2, pupils were 'bursting' to take part in reading words 'against the clock' in their letters and sounds lessons. In Years 5 and 6, pupils showed sustained concentration in looking for mathematical patterns. On occasions, older pupils in particular do not participate fully in whole-class question-and-answer sessions. Evidence from the inspection, together with the school's tracking data, shows that there is no significant variation in the progress made by different groups in the school. Pupils with special educational needs and/or disabilities make good progress.

Pupils are polite, welcoming and very friendly. There are significant strengths in their spiritual, moral and social development. Whilst pupils have a good understanding of their local community and the wider world, their understanding of the diversity of life in the United Kingdom is less well developed. Their good behaviour and positive attitudes to school reflect the school's strong Christian ethos. Pupils in Year 6 take their roles and responsibilities seriously, for example in preparing the hall for acts of worship or in helping Reception children settle back into class at the end of lunch, including reading a story to them. Pupils enjoy taking part in events that support and help their local community, with particular strengths in the contribution made by their excellent singing.

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.

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

How effective is the provision?

Teachers have good subject knowledge and are effective in the teaching of key skills. They make particularly good use of interactive whiteboards to teach new knowledge, skills and understanding. Planning is good, with significant strengths in the quality of shared planning in the parallel classes. Work is closely matched to the differing learning needs of groups and pupils know what they need to do in order to be successful. On occasions, teachers do not plan sufficient extension work for those who finish the main task, which reduces the level of challenge. Marking is good and pupils are confident in their next steps in learning because of the quality of feedback they receive. In lessons, teachers check regularly whether pupils understand and are confident. For example in Year 5 and 6, pupils said that they needed more support in converting metric measurements and the teacher's planning was amended to address the issue. Teaching assistants provide good support for pupils, especially those with special educational needs and/or disabilities. Teachers plan an interesting and relevant curriculum which motivates and engages pupils. Pupils enjoy the many extra-curricular activities on offer and the take-up is high. Parents feel that their children are safe and secure in school. There is very effective support for pupils with special educational needs and/or disabilities. The school works closely with a range of external agencies to support pupils who are vulnerable. Transition arrangements are mainly good, although the school recognises it needs to improve its links with pre-school providers.

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	
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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
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?

In a relatively short time, the headteacher has created a very effective senior leadership team who have the full support of all staff and governors in driving school improvement. There is enthusiasm and determination to raise attainment and improve pupils' progress. The regular and detailed analysis of pupils' progress means that potential underachievement is identified quickly and intervention programmes put in place to address areas of potential weakness. The school improvement plan has challenging but measurable targets to improve pupils' performance further. The school works successfully to engage parents and other partners to support pupils' learning. The school promotes equality of opportunity effectively and there is no discrimination in the school. All groups of pupils play a full part in the day-to-day life of the school. Safeguarding and child protection are very effective and ensure that pupils are safe and secure in school. The governors are very effective and supportive of the school, including rigorous attention to safeguarding and health and safety. Governors recognise that they have not done enough to promote the national dimension of community cohesion.

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	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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
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	2

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

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Early Years Foundation Stage

Attainment on entry to Reception varies year on year but the trend shows that it is just below expectations. Children make good progress and by the time they start Year 1, the majority reach the goals they are expected to achieve in all areas of learning. Children enjoy being at school and show improved confidence in choosing activities for themselves. They show good levels of concentration, for example in building 'castles' and in taking a variety of roles in their 'café'. They make good progress in learning their letters and sounds and take great delight in using the interactive whiteboard to point out 'ow' words, such as 'owl' and 'towel'. There are strengths in the teaching of key skills in communication, language and literacy and in problem solving, reasoning and numeracy. Teaching assistants provide effective support and contribute significantly to the day-to-day assessment of children's learning. Currently, children do not have regular free-flow access to outdoor learning because the area is not sufficiently resourced or developed. However, staff compensate for this to some extent by having a separate morning break so that they can use the playground. Partnerships with parents are good, particularly in encouraging parents to stay with their children, if they so choose, at the start of the morning. Parents value the children's 'Learning Journeys' and respond positively to sharing with staff those 'wow' moments that their children experience at home. Assessment is regular and thorough and shows that children make good progress in their learning.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The majority of parents are very supportive of the school. Of those who wrote positive comments, there were references to the staff being friendly and approachable, good teaching, their children being looked after well and to the after-school clubs to which they are invited. Inspectors found no evidence to support any concerns raised by parents. Whilst inspectors understand parental concerns over the high turnover of teachers in recent years, there is no evidence to indicate that this has had a detrimental effect on pupils' achievement. The inspectors found no evidence to substantiate any individual concerns, although these were summarised and reported to the school without identifying any individual.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherhill CE VA 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	56	32	44	0	0	0	0
The school keeps my child safe	31	43	40	56	1	1	0	0
The school informs me about my child's progress	26	36	40	56	6	8	0	0
My child is making enough progress at this school	21	29	43	60	6	8	0	0
The teaching is good at this school	30	42	40	56	2	3	0	0
The school helps me to support my child's learning	35	49	33	46	3	4	0	0
The school helps my child to have a healthy lifestyle	31	43	36	50	2	3	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)	21	29	40	56	4	6	0	0
The school meets my child's particular needs	24	33	46	64	2	3	0	0
The school deals effectively with unacceptable behaviour	21	29	43	60	6	8	0	0
The school takes account of my suggestions and concerns	24	33	38	53	7	10	1	1
The school is led and managed effectively	32	44	31	43	7	10	1	1
Overall, I am happy with my child's experience at this school	29	40	42	58	1	1	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">■ 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.



26 February 2010

Dear Pupils

Inspection of Cherhill CE VA Primary School, Calne SN11 8XX

Thank you very much for the very warm and friendly welcome you gave to my colleagues and me when we inspected your school. In particular, I would like to thank the school council for giving up part of lunchtime to meet my colleague and to those of you in Years 3 to 6 who filled in the questionnaires. I am delighted to tell you that you go to a good school. These are some of the things that are especially good:

- You make good progress in your learning and do better than many 11 year olds in English, mathematics and science.
- You enjoy being in school and taking part in lessons and the after-school clubs; your singing is exceptionally good.
- Teachers make lessons interesting and they are particularly good at teaching you key skills in literacy and numeracy.
- Staff care for you particularly well so that you feel safe and secure in school.
- Those who lead and manage your school work together very well as a team and they are determined that you all achieve as well as you possibly can during your time at school.

Even though you go to a good school, I have asked your teachers and governors to do three things in order to make it even better. These are to:

- make sure that the exciting plans to give those of you in Reception more time to learn outdoors are put in place as soon as possible
- make sure that your governors do everything they can to help you understand even more what it is like to live in different parts of the United Kingdom
- ensure that your targets help you to understand in more detail your next steps in learning and that you do not spend too long reaching them.

I know that you will continue to work hard and enjoy all that your school gives you.

Yours sincerely

David Curtis

Lead Inspector

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