

Chawton Church of England Primary School

Inspection report

Unique Reference Number	116281
Local Authority	Hampshire
Inspection number	354515
Inspection dates	12–13 July 2010
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Mrs S Pakenham-Walsh
Headteacher	Lynne Burge
Date of previous school inspection	25 July 2007
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Introduction

This inspection was carried out by two additional inspectors. They saw eight lessons and six teachers and held meetings with parents, pupils, governors and staff. They observed the school's work, and looked at the school's policies and other documents, its assessments and 46 parental questionnaires.

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

- whether recent national assessments indicate an improving pattern of attainment
- if the curriculum in the Early Years Foundation Stage meets requirements
- whether teaching has the effectiveness and consistency to improve pupils' progress.

Information about the school

Chawton Church of England Primary School is smaller- than- average. Very few pupils are known to be eligible for free school meals. Most pupils are White British and almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average, the largest group of which has moderate learning difficulties. Children enter the Early Years Foundation Stage in the Reception class. Among other awards, the school holds the Artsmark Gold.

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

Chawton Church of England Primary School is a good and very happy school. It has a number of outstanding features. The headteacher has established a positive ethos and tackled pockets of weakness, particularly in teaching. This year the impact of her reforms is becoming clearly evident with quickly rising attainment, consistently effective teaching and good progress by all groups of pupils.

Children start school with skills similar to those expected for their age. When they leave in Year 6, their attainment is above average. There is very little variation between the progress made by different groups of pupils, promoted by the school's strongly inclusive ethos. This means that the achievement of all groups of pupils, including those with moderate learning difficulties, is good.

Parents are very content with the school. Many compliment its deeply caring ethos. One parent, typical of many, praised the teaching, commenting, 'The school enables children to learn in a fun, inspirational way, keeping them interested and motivated.' Excellent care for pupils, based on a full understanding of each individual, is a great strength and hugely appreciated by pupils. Outstanding safeguarding procedures complement this. Pupils' behaviour is exemplary and makes a significant contribution to their learning and personal development.

Pupils show excellent understanding of what it takes to grow up healthily. They check one another's lunch boxes for fatty or salty foods and sugary drinks. Most adopt healthy eating enthusiastically and pupils proudly produced their own radishes and carrots from the school's allotment during the inspection. The large, splendid field is often filled with pupils taking part in the plentiful opportunities for exercise on offer, both during and after the school day.

Teaching has great consistency. Teachers have high expectations and manage pupils with consideration and tact to get the best out of all of them. Thoroughly planned lessons provide equal opportunities for all to shine. Learning is invariably fun and work is well marked to keep all pupils aware of how to improve. The curriculum is also good. It is rarely dull, mixing subjects together in engaging ways and offering great opportunities for independence. Enrichment through trips, visitors to the school and special events adds additional interest. However, it does not contribute sufficiently to community cohesion beyond the immediate locality of the school.

Good leadership by the headteacher has led to concerted actions to overcome weaknesses. She and other leaders, well supported by governors, articulate their vision for the school confidently and plan effectively for the future. Senior leaders display an accurate understanding of the school's characteristics and use this to identify concerns

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and drive improvements. In consequence, outcomes for pupils are good and improving and the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- By January 2011, Develop pupils' better understanding of other cultures by:
 - building on the school's understanding of its local context
 - reaching out to other communities in contrasting parts of the UK

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

Pupils' attainment this year is above average and the trend is upwards. Despite occasional dips, the big picture is of above average levels of attainment. The imbalance in previous attainment between boys and girls has been fully addressed by more effective teaching for both genders. Recent initiatives to ensure teaching challenges all pupils equally mean increasing numbers reach higher levels of attainment, addressing previous concerns.

Pupils' behaviour is excellent and they are keen to learn, so there are no disruptions to lessons to interfere with their progress. The strength of teaching is its focus on learning. An excellent English lesson promoted interesting and stimulating writing and outstanding learning. The teacher's targeted and challenging questioning encouraged pupils to contribute a lively and thought-provoking vocabulary as the whole class developed a fine description of the enigmatic photograph used as a stimulus.

The needs of the few pupils with moderate learning and other difficulties are well known to teachers and teaching assistants. Precise individual plans pinpoint what needs to be emphasised by adults and, in consequence, the progress and achievement of these pupils are good, as are those of their peers.

It is no exaggeration to say that pupils love their school. Some Year 6 pupils are already nostalgic for what they will miss when they leave, especially the feelings they have of security and nurture. One boy's view, supported by many of his friends, was, 'The teachers stick up for you, are really kind and support you well.' Plentiful information from a range of experts means that pupils develop an excellent comprehension of safe and unsafe situations, whether on the roads or in cyberspace. Attendance has improved and is high.

Older pupils have numerous duties and take their 'buddying' responsibilities for the youngest ones very seriously. Their clearly expressed views find a good forum in the school council. It is more than a talking shop. Councillors' idea for a 'golden table' at lunch to pamper those pupils selected for awards is very popular. The council raises funds for good school and global causes. Opportunities to develop an understanding of basic finances and good progress in important skills like numeracy and computing prepare pupils well for the future.

The very good behaviour, excellent relationships and positive ethos of the school are a fine testament to pupils' strong moral and social development. Pupils have good

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opportunities to experience their own culture but fewer to develop a strong understanding of the multicultural elements in British society.

These are the grades for pupils' outcomes

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is a good match to pupils' interests, needs and enthusiasms. Subjects are combined interestingly so that, for example, Shakespeare's writings provided the inspiration for pupils' paintings of atmospheric woodlands in Years 3 and 4. Information and communication technology (ICT) is used well, for example, in enhancing opportunities for pupils to undertake research, with the result that, from as early as Year 1, they show strong independence. The Artsmark Gold award is testament to the school's high quality arts provision, such as instrumental lessons for all. Potential limitations imposed by the school's size are overcome by extensive enrichment opportunities with themed weeks, like science week, and numerous visits and visitors. The wide range of clubs, mainly sporting but also including chess and Spanish, attracts high levels of participation by pupils.

Effective monitoring and a widely shared understanding by all staff on what constitutes

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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an effective lesson mean teaching is consistently good and lessons are purposeful. Pupils enjoy their work, relishing the responsibility for learning given to them. An excellent Year 1 science lesson built on pupils' experiences of trying to keep lollies from melting as they delivered them to a class on an outing on a hot day. The teacher's instructions were engagingly open-ended. Inspired by excellent resources, including photographs of each group's investigations on the previous day, pupils produced coherent explanations and summaries of their activities, drawing interesting conclusions. At the end of the session, the teacher identified further stimulating follow-up activities to evaluate the outcomes in greater depth.

Teaching assistants work effectively and unobtrusively, ensuring that the learning of those pupils experiencing difficulties does not slow unduly. Good assessment and tracking of progress over time helps the school to identify potential anomalies in progress. It acts decisively on any such issues. For example, the relatively lower achievement of girls in previous years has been eliminated in 2010. Similarly, the lower than expected proportion of pupils gaining higher levels in national assessments in previous years is absent in the provisional results for this year because teaching now provides more effective challenges for all learners. Pupils' books are thoroughly marked. They appreciate the friendly, constructive comments they receive and invariably act on the advice they are given. Targets for improvement occur through marking but are not formally recorded.

Pupils and parents appreciate the safe and welcoming environment in the school. Very well-targeted support for all means no-one is left behind. Adults understand pupils and their needs very well. The work of the special educational needs and/or disabilities co-ordinator to include families fully in all aspects of support does much to promote these pupils' well-being. Close links with receiving secondary schools, including curriculum initiatives that bridge Years 6 and 7, ensure that pupils' transition to the next level is as smooth as could be.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's ambitions for the school are clearly expressed in the school's vision documents and fully shared by all staff. Effective monitoring, supported by simple but well-focused plans for the future, is used effectively to eradicate weaknesses and promote good practice. For example, pockets of less effective teaching no longer exist

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because of the headteacher's and leaders' insistence that lessons focus on promoting good learning for all groups of pupils. Plentiful assessment information is used carefully to track progress, hold staff to account and raise expectations. In consequence, outcomes for pupils are good and improving.

Equality of opportunity is central to the school's work and any unevenness that develops between the performance of different groups is quickly addressed. Sophisticated monitoring maintains the school's effectiveness and consistency. High quality care ensures that there is no discrimination.

The governing body is an influential force. Governors' analysis of data, regular checks on the school and good links with parents ensure that they are well informed. They have constructive relationships with staff and determinedly challenge the school to improve. Governors systematically check on safeguarding to promote best practice. Outstanding arrangements for safeguarding are underpinned by rigorous checks to keep policies up to date and to maintain an environment that is free from harm. All staff are appropriately trained and rigorous risk assessments support the day-to-day safety of pupils and adults. Keeping safe permeates all aspects of the school and this is recognised locally, where the headteacher has led supportive work in other schools.

Parents and carers are exceptionally well informed about school life. Newsletters, information sheets, text messages and the school's website add to the warm welcome afforded to parents at the start and end of each day. They are involved in decision-making and many reciprocate by participating enthusiastically in fund-raising activities that have had a very positive impact. For example, parents contributed most of the funding for the delightful new outdoor area in the Early Years Foundation Stage. They also regularly fund the library and many activities that enrich the curriculum. The impact on the school from these and other partnerships makes an excellent contribution to pupils' outcomes. Strong links with local groups of schools provide very good opportunities for staff training as well as additional expertise for the school. The school often shares transport with other schools and a strong association with a local sports college has transformed sporting opportunities for many pupils. Partnerships provide excellent value for money, affording benefits for pupils that the school could not otherwise provide.

A recent audit by the school identifies strong provision for community cohesion related to the local area. Links with the village, the church and local farms improve pupils' understanding of their immediate environment. However, there are very few associations with schools or other organisations in contrasting environments within the United Kingdom. Associations with schools internationally are underdeveloped so are unable to contribute to pupils' broader understanding of their place in the wider world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The partner teachers who run the Early Years Foundation Stage work together very effectively to provide children with a fine start to their school lives. The impact of their work together since they took up their responsibilities in September 2009 is starting to be felt in improved outcomes for the children. Very close links with pre-school settings and parents and carers smooth children's transfer into the Reception class so they quickly settle down. Effective organisation means the Early Years Foundation Stage runs smoothly and adults share a common sense of purpose. The area is safe and children are well cared for.

Children's skills and aptitudes as they start in school are similar to those expected for their age. Well-planned and thoroughly organised sessions provide very good opportunities for learning, whether by children listening to adults or finding out for themselves by doing. The splendidly refurbished outside areas are a delight for children and they get plenty of opportunities to learn outdoors and inside. The environment as a whole is stimulating and much improved since the last inspection. The curriculum meets all requirements.

All adults know children well and act quickly to address any concerns. However, a small number of children are not always encouraged to sit still and quiet in more formal situations. Nevertheless, progress for all children is good and they leave the Reception class with quickly rising attainment and well prepared for their education in Year 1 and upwards. With better progress and improving attainment, achievement for all is good.

The progress of children is clear to all adults, but the school is aware that the information it holds is not recorded in a readily accessible fashion. It has plans to rectify this and allow parents to add their own evidence of their child's growing development to children's records.

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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

Parents and carers expressed strong support for the school. All parents and carers who replied to the inspection questionnaire were happy with their children's experience. Very few concerns were raised. A very small minority were unhappy with their children's progress. The inspection found that current progress is good, with few variations between groups of pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chawton Church of England 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	59	17	37	2	4	0	0
The school keeps my child safe	35	76	10	22	0	0	0	0
The school informs me about my child's progress	20	43	26	57	0	0	0	0
My child is making enough progress at this school	20	43	21	46	5	11	0	0
The teaching is good at this school	24	52	20	43	2	4	0	0
The school helps me to support my child's learning	18	39	27	59	1	2	0	0
The school helps my child to have a healthy lifestyle	22	48	24	52	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)	27	59	19	41	0	0	0	0
The school meets my child's particular needs	19	41	20	43	3	7	2	4
The school deals effectively with unacceptable behaviour	15	33	23	50	4	9	0	0
The school takes account of my suggestions and concerns	24	52	16	35	4	9	0	0
The school is led and managed effectively	25	54	16	35	1	2	0	0
Overall, I am happy with my child's experience at this school	25	54	18	39	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 July 2010

Dear Pupils

Inspection of Chawton Church of England Primary School, Chawton, GU34 1SG

Many thanks for the warm welcome that you gave to the inspectors when we visited your school recently. Chawton is a good, improving school that helps you to make good progress. It was pleasing to find out how happy you are and the school has excellent ways to keep you safe. Teaching is good and, coupled with your excellent behaviour, this helps you to learn well. We hope you will keep up this high standard of behaviour. By the time you leave school your attainment is above average and you achieve well.

The headteacher and staff strive to give you good opportunities to learn and develop and are very successful in making sure everyone achieves as well as they can.

Outstanding links with parents and partners in other schools help ensure that the curriculum (that is the mix of subjects you study) is good.

There is one area I have asked the school to improve:

- Develop links with schools in very different parts of the United Kingdom and the world to help broaden your understanding of the wider world.

Once again, thank you for all your help. It was good meeting you.

Yours sincerely

John Carnaghan

Lead inspector

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