



Chorleywood Primary School

Inspection Report

Unique Reference Number 117093
LEA HERTFORDSHIRE LEA
Inspection number 279984
Inspection dates 22 June 2006 to 23 June 2006
Reporting inspector Mrs. Jane Morris AI

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

Type of school	Primary	School address	Stag Lane
School category	Community		WD3 5HR
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01923 282095
Number on roll	230	Fax number	01923 282095
Appropriate authority	The governing body	Chair of governors	Mr. Brian Dorling
Date of previous inspection	31 January 2000	Headteacher	Mr. Paul Fincken

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Chorleywood is an average sized primary school with a nursery class. Pupils come from a range of backgrounds, with many from relatively advantaged homes. Pupils enter the school with above average standards. The number of pupils from minority ethnic groups is average. Almost all pupils speak English as their first language. The proportion of pupils eligible for free school meals is low. The percentage of pupils having learning difficulties or disabilities is also low. The school has achieved 'Healthy Schools' status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Chorleywood is a good school. This view is shared by both inspectors and the school. The school has a thorough knowledge of its areas of strength and those that could be improved. Pupils make good progress in a stable, happy learning environment where all are truly valued and included. Teaching is good, ensuring that pupils learn well and achieve high standards. Since the last inspection, Year 6 test results have risen in English, mathematics and science. The number of pupils exceeding the expected standard has also increased and is consistently well above average because they make good progress. Pupils with learning difficulties and disabilities also do well. Teaching assistants play an important role in supporting pupils' learning because they are deployed effectively. Consequently, all pupils are given focused and productive attention, including the very small number of pupils learning English as an additional language. The quality of provision and progress in the Foundation Stage is satisfactory overall. Standards are above average as children start Year 1. The Nursery offers a wealth of learning opportunities to the youngest children. They flourish in lessons that demonstrate good teaching and learning, leading to good progress. However, in the Reception class teaching is inadequate. This means that children do not always learn as well as they might and therefore they do not make the progress of which they are capable. The school is aware of, and is providing focused support to rectify this situation. Parents express a high level of satisfaction with the school. They and outside agencies play an important part in supporting pupils' good learning and personal development. Pupils thrive in the caring atmosphere where they are supported and guided so they achieve both academically and personally. They are polite, courteous and keen to talk about their school. They participate in large numbers in excellent additional learning activities provided by the school. They are prepared well for their transition to secondary school. Pupils enjoy their schooling, as shown by very high levels of attendance. A key reason for the school's success is strong teamwork. Leadership at all levels is focused and effective. Governors, led by an extremely knowledgeable chair, are committed to the school and make certain self-evaluation procedures are secure. 'We are never complacent' was the chair's firm message to inspectors. Given the good improvement since the last inspection and the effectiveness of leadership, the school is securely placed to improve further. It provides good value for money.

What the school should do to improve further

- Strengthen the quality of teaching in the Reception class to ensure the learning needs of these children are always met.

Achievement and standards

Grade: 2

In the Foundation Stage, standards are above average and achievement is satisfactory. Children join the Nursery with well developed skills. They make good progress as they

become familiar with routines and develop positive attitudes to learning. In the Reception class children's progress is not so assured due to weaknesses in teaching. In the infant classes, pupils are taught effectively and learn well, so by the end of Year 2 their standards are significantly above average. A considerable number of pupils work well beyond the expected levels. In the junior classes all pupils build on their previous achievements and make good progress so that by the end of Year 6 standards are well above average. Indeed, the proportion of pupils achieving the higher level is more than double the national figure in English, mathematics and science. To achieve these high standards, the school makes certain that successful intervention strategies boost the learning of pupils experiencing any difficulties. Pupils who are more able are encouraged effectively because their progress is tracked carefully. A few parents would like to see even more challenge for their children but inspectors judge that the school does its utmost to meet each pupil's needs. It sets itself demanding targets which teachers strive to fulfil and often exceed

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school and they are enthusiastic learners as demonstrated by their overwhelmingly positive comments to inspectors. Their attendance is excellent. Pupils learn effectively to recognise and deal with risks and how to behave safely in and out of school. They understand the value of rules, and behaviour in both lessons and in the playground is good. However, because teaching does not always keep Reception children stimulated and focused on their work, behaviour is only satisfactory with room for improvement. Pupils' spiritual, moral, social and cultural developments are good. Pupils learn to cooperate and work as a team through various activities, clubs and community events. As a result they leave the school as mature and sensible pupils, well adjusted for their next stage of learning. Pupils demonstrate responsibility through an effective school council, which is well regarded by other pupils and represents their views. Pupils understand how to maintain a healthy lifestyle exceptionally well and can explain the benefits of exercise and good diet due to the school's outstanding work in this area. Their lunchtime food choices show considerable awareness of following a healthy diet. Pupils' high standards in basic skills equip them well for the future. Opportunities for fund raising at summer fairs and charity events contribute further to pupils' personal qualities that help them gain knowledge about working roles and making contributions to the community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. However, in the Reception class children's learning is affected adversely by weaknesses in teaching. This is because there is a lack of well-organised activities that match children's learning needs. As a result, children are not always motivated to learn and do not stay on task, leading to

unsatisfactory behaviour. In other classes, teachers' planning is clear and based on thorough assessments. Work is therefore pitched at the right level. Teachers make certain pupils know the focus for learning in each lesson and use this to assess whether they have gained new knowledge. Pupils are encouraged to assess their own understanding and where they need to aim next. Teachers' marking is generally diagnostic and helpful in enabling pupils to know how to improve. Relationships are strong and pupils work productively as a result. In lessons expectations are high, the pace is brisk and pupils know what they are expected to learn. Well structured activities ensure this happens. For example, in Year 1, the challenge and 'hands-on experience' of using both analogue and digital clocks motivated pupils. By adopting a wide range of methods and using interactive whiteboards effectively, teachers enable pupils to apply different styles of learning. Teaching assistants play a significant role in developing all pupils' learning because they are well deployed.

Curriculum and other activities

Grade: 2

The curriculum is good and usually planned well to meet pupils' needs although in Reception more structure is required. Pupils' skills in literacy, numeracy and information and communication technology (ICT) prepare them well for secondary school. The personal, social and health education programme pays good attention to the development of safe and healthy living. For example, specific risks associated with drug taking are addressed in Year 6 and programmes such as 'Young Enterprise' and 'Life Skills' are used well. Extra-curricular provision is outstanding and an ever increasing number of pupils take advantage of the before and after school clubs, for example, Kwik Cricket, debating and Spanish. Pupils are very keen to talk about their high level of achievement in music and they describe Chorleywood as being 'a musical school'.

Care, guidance and support

Grade: 2

Pupils' care, guidance and support are good overall. Child protection arrangements are thorough and widely understood. Risk assessments are effective and observed conscientiously. The school takes good care of all its pupils through clear health, safety and welfare procedures. Monitoring of the level of supervision at lunchtimes, however, could be strengthened further. Pupils with learning difficulties or disabilities, including the few learning English as an additional language, are guided well. Assessment of pupils' performance is very good, and all information is regularly updated to plan an appropriate level of support for all pupils. There is a clear culture of mutual respect and pupils receive good personal support and guidance. Pupils express confidence in their teachers and teaching assistants, knowing that any problem will be dealt with fairly.

Leadership and management

Grade: 2

The headteacher provides good, caring leadership and is supported well by the deputy head and infant coordinator. Together they lead an effective staff team, committed to meeting the diverse needs of pupils and focused on raising standards. The school has made effective improvements since the last inspection and so has a good capacity to improve in the future. Since the previous inspection, monitoring procedures have developed significantly, although some lunchtime supervision requires closer attention. Productive evaluations of pupils' work and discussions with pupils about their learning targets have led to improvements. Lessons are observed regularly and constructive feedback is given. Weaknesses in teaching are identified and support targeted correctly. Teachers act upon comments made to improve their expertise, although there is still more to be done to eliminate inadequate teaching in the Reception class. Governors play a valuable role and are extremely well led. They have the expertise and understanding to ask searching questions of the headteacher. They are fully involved in planning for the future. Good self-evaluation has enabled the school's leadership to create priorities for development which are clear and based on careful evaluations. Parental views are sought and incorporated into planning, where possible, as are pupils' views. The equal opportunities of pupils are promoted exceptionally well so that most achieve as well as they can. Finances are well managed. Planning makes certain there are funds to improve facilities such as new computers for the ICT suite. The impact of spending is evaluated to ensure that the school provides good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to thank you very much for the warm welcome you gave to the inspectors when we visited your school. You were very keen to talk to us and to tell us the reasons why you enjoy coming to Chorleywood School. We know you find your lessons interesting. You and your parents are right in thinking that you go to a good school. What we liked about your school: - you learn new things in your lessons and by the time you leave the school you have reached high standards - you behave well around the school and speak very politely to your teachers and visitors - you help one another and it is obvious that older children are very happy to help with organising games and playing with younger children - your teachers and teaching assistants work very hard to make sure that you all get the right sort of help you need to help you learn - you really enjoy taking part in the many and varied clubs and additional activities that the school provides and the Year 6 experiences on the Isle of Wight sounded particularly exciting - you are well cared for and looked after in school, and teachers make sure you are ready to move on to secondary school - your headteacher, staff and governors run the school well. We are very pleased to see how all of your teachers and governors are trying hard to make the school even better. We are suggesting to them that they make sure there are improvements to lessons for children in the Reception class. We wish you well for the future.