

Chillerton and Rookley Primary School

Inspection report

Unique Reference Number	118155
Local Authority	Isle of Wight
Inspection number	312823
Inspection date	10 July 2008
Reporting inspector	Michael Pye

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

Type of school	Primary
School category	Community
Age range of pupils	4-9
Gender of pupils	Mixed
Number on roll	
School	44
Appropriate authority	The governing body
Chair	Mr Shawn Gavin
Headteacher	Mrs Teresa Tillbrook
Date of previous school inspection	10 May 2004
School address	Main Road Chillerton Newport PO30 3EP
Telephone number	01983 721207
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Age group	4-9
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This much smaller than average primary school draws pupils mainly from the local village and a nearby larger village, but increasingly from further afield. The proportion of pupils entitled to free school meals is well below average. Pupils are predominantly of White British origin. The number of pupils with learning difficulties or disabilities is below average. Most of these pupils have moderate learning difficulties and struggle with basic literacy or numeracy. The school is working towards achieving National Healthy School and has the Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education. Pupils' personal development and their care, support and guidance are outstanding, and contribute significantly to their good academic progress. The headteacher provides an excellent vision for the school's development. Parents agree that their children are well known as individuals, and that their specific needs are met. One wrote, 'We feel that our child has received an all-round education, is constantly stimulated and encouraged to succeed.'

Standards on entry to Year 1 are generally average. Pupils, including those with moderate learning difficulties, achieve well. Their standards at the end of Year 2 in 2007 were well above average. Pupils continue to make good progress in Years 3 and 4, and many who left in 2007, at the end of Year 4, attained levels above those expected for their age. The picture is similar in the current Years 2 and 4.

Pupils' good progress results from a number of factors. A delightful, caring and welcoming environment exists, so pupils settle quickly and thrive. Behaviour is excellent. Pupils show a genuine interest in, and care for, their peers and others. They say that any minor incidents are dealt with promptly. However, as one pupil said, 'Sometimes the adults are not needed, we talk and everything's fine.' They have an excellent knowledge of how to stay safe and keep healthy. Pupils respond very well to 'Try day, Friday', where they are invited to eat something new - cranberry on inspection day! Pupils make an excellent contribution to the community. Members of the Healthy School Club, and school councillors, take justifiable pride in their work. They have led the way in suggesting playground equipment, school dance, charity fund-raising, and publishing guidance on healthy lunchboxes.

Pupils achieve well because of consistently good teaching. Some aspects of lessons are outstanding. In particular, teachers plan approaches to learning that meet the pupils' different learning styles. In a mathematics lesson about capacity, pupils' concentration was maintained through using the interactive whiteboard, paired and group work, and demanding written and practical challenges. Pupils, including high attainers, achieve well because teachers use assessment information to plan work that challenges them. On occasions, there are missed opportunities for teachers to remind pupils of what is their expected level of work as individuals, and thereby challenge them to do their very best.

The school is developing themes that knit more subjects together and make learning more real for pupils. The ambitious project involving researching, costing and preparing a picnic for 100 people developed many skills. For example, pupils used their knowledge of mathematics, English, and information and communication technology, together with personal and teamwork skills, to research the project. Whilst their multi-cultural education is good, their knowledge of the wider world is not maximised because there are insufficient links with mainland and global communities.

Care, guidance and support for pupils are outstanding. Parents and pupils tell of their appreciation of how well the school looks after them. Consequently, pupils are able to settle well to their work. They also have very good academic guidance. They know their targets and use them, along with teachers' comments in marking, to help guide them in improving their work.

Leadership and management are good. Monitoring and self-evaluation are embedded in the life of this small school and involve all staff. However, in some areas, the school cannot fully

identify the impact of its work on pupils' achievement, because some development plans do not have measurable criteria against which success can be judged. Challenging targets are set. For example, when attendance dipped last year, a new target was identified that, along with careful monitoring, contributed to excellent attendance this year. The capacity to improve further is good.

Effectiveness of the Foundation Stage

Grade: 2

The children are happy. They settle quickly because of the close links with the on-site pre-school provision. Children currently in Reception entered with skills and knowledge that were broadly expected for their age. They have made good progress and most have met the nationally expected goals. Teaching is good. When children need further challenge, there are arrangements for them to join the Year 1 class. Under the skilful guidance of the teacher and teaching assistant, the children's confidence and personal development are extremely well developed. They get along well together, share resources and take turns. They care for each other. One parent wrote, 'The children consider themselves part of a family and play with each other like brother and sister'. One girl, without prompting, went to help a boy who was having difficulty putting on an apron. During that cooking lesson, all the children displayed a very good knowledge of how to stay healthy and safe. They were aware of the dangers regarding the oven and referred often to the need to wash hands. There is a good balance in the curriculum between child initiated and adult led activities. However, planning does not always identify clearly enough what teachers expect each child to learn. Consequently, opportunities are missed to further challenge children and progress slows.

What the school should do to improve further

- Develop more links with mainland and global communities.
- Ensure that the school can fully judge the impact of its work on pupils' achievement through the consistent use of measurable success criteria.

Achievement and standards

Grade: 2

For the past two years, standards at the end of Year 2 were well above average. For the 2007 pupils, this constituted very good progress. Their skills and knowledge on entry into Reception were slightly below those expected. Reading standards are consistently strong, reflecting the school's emphasis on daily reading sessions. During Years 3 and 4, pupils achieve well and attain levels in science, mathematics and English that are above those expected for their age. Some good, well targeted support for pupils with moderate learning difficulties helps ensure that they make good progress towards their personal targets.

Personal development and well-being

Grade: 1

The outstanding personal development of pupils contributes significantly to their good academic progress. They know the high expectations of them, and behaviour is excellent. The pupils are adamant that there is no bullying. They are polite, friendly, and show an obvious and strong enjoyment of school. One parent echoed many when writing, 'The children all get along very well together and mix extremely well.' They all care for and respect each other. Their spiritual, moral, social and cultural development is excellent. Assemblies successfully foster a deep sense

of community, and pupils respond positively to the opportunities to celebrate their own and others' success. The evacuee theme promoted extremely well the pupils' knowledge of how it must have felt to be an evacuee during the last war. The level of pupils' basic skills coupled with their outstanding personal development helps ensure that pupils are prepared extremely well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In all lessons, pupils respond well to the very positive relationships in class, and are unafraid to give their views, knowing that adults respect them. They enjoy their lessons. 'We learn' and 'Lessons are fun', said two pupils, quoting as positive examples drawing in the style of Van Gogh and developing electrical circuits in science. Lessons are usually well-paced, and questioning of pupils is good. This reflects the secure subject knowledge of the teachers. End of lesson sessions allow pupils to review their work and there are good opportunities for pupils to self assess. On occasions, the teachers miss opportunities to raise the challenge by ensuring that individual pupils are reminded of what they were supposed to have learned.

Curriculum and other activities

Grade: 2

The good curriculum meets well the literacy and numeracy needs of pupils. The new, cross-curricular themes promote pupils' research skills very well, and encourage their inquisitive nature. A parent wrote, 'Projects, such as the Big Picture, Fantastic Fields, Vera and Fred and the camping at school weekend really do boost their confidence and enable them to work out and solve problems by themselves and in groups.' Pupils also told of enjoying the wide range of activities they have. They also benefit from some good local trips and visitors into school that help broaden their horizons. However, opportunities to forge links with places abroad as well as the mainland, even at an email level, are not maximised.

Care, guidance and support

Grade: 1

Pupils' pastoral care is outstanding and stems from the deep knowledge the adults have of them and their families. The pupils say they feel safe and secure, and this is reflected in how they settle to their work and make good progress. Health and safety routines are well established and known by all staff. Risk assessments are thorough, as are the arrangements for safeguarding pupils. Pupils who struggle with their work have good individual education plans with targets that, generally, are specific. They give clear guidance to the pupils, and their parents or carers, about how to improve. Academic guidance is very secure, with regular assessments that allow pupils' progress to be accurately tracked and remedial action taken, if required.

Leadership and management

Grade: 2

In recent years, under the very good leadership of the headteacher, the school has come a long way. She leads a close-knit team where all stakeholders feel they can contribute. Governors are currently benefiting from a good programme of training that is helping to ensure that they are increasingly confident in carrying out their monitoring and 'critical friend' roles. To add further to their knowledge, they are about to introduce a more formal cycle of visits to the school. The thorough monitoring and evaluation of school activities result in relevant development priorities being identified and ensure improvements, for example, in the quality of teaching. Leaders are not complacent, however. For example, the literacy coordinator has researched and established a successful whole-school focus on developing speaking and listening skills. This is also having a positive effect on pupils' writing skills. There are inconsistencies in how well the school evaluates its work, because not all development plans have criteria against which progress can be measured.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

23 July 2008

Dear Pupils

Inspection of Chillerton and Rookley Primary School, Newport, PO30 3EP

Thank you for your welcome and for talking to me during my recent visit. I agree with you that your school is good. I also think that it does some things extremely well. The way you develop as young people is excellent. Your smiles and laughter, your enjoyment of school, your politeness, and the way you respect and look after each other are all things that I will remember. I agree with a parent who was very impressed by the way you welcome and include new pupils. You told me how safe you feel and that the adults care for you very well. I saw this for myself.

The school does many other things well. Teaching is good - I particularly liked the way the lessons are planned to meet the different ways you learn. For example, many of you prefer to learn through reading, while others learn more quickly through practical activities. You also told me that lessons are fun. You behave very well in lessons, working on your own or with others. As a result, you make good progress in your work and your standards are above those in many other schools. You also know how to use your learning targets to improve your work. Well done!

The different things you have to do are good and keep you interested in learning. I liked the work you produced for the Second World War evacuee project, and the Fantastic Field theme. You told me you enjoy the clubs on offer, and the Healthy School club members are certainly doing very good work encouraging others to eat healthily. Keep taking part in 'Try Day Friday'!

The school is good because the adults want you to have the best. Your headteacher has very good ideas about how the school should get even better. I have asked the school to look at two things. Firstly, that it develops more links with mainland and abroad. This will help you to develop a deeper understanding of people's lives elsewhere. Secondly, I have asked the adults to make sure they can more easily identify the effect on your standards and progress, of any changes they introduce. This will make it easier to judge how successful their changes have been.

Thank you again for your welcome and to those pupils who spoke to me in our meetings and at lunchtime. I wish you all well for the future.

Yours sincerely

Michael Pye

Lead Inspector