

Chillerton and Rookley Primary School

Inspection report

Unique Reference Number	118155
Local Authority	Isle of Wight
Inspection number	339153
Inspection dates	6–7 July 2010
Reporting inspector	Brian Evans

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Doreen Ferris
Headteacher	Teresa Tillbrook
Date of previous school inspection	10 July 2008
School address	Main Road Newport PO30 3EP
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Age group	4–9
Inspection dates	6–7 July 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 12 lessons and observed all teachers during the 12 lessons and parts of lessons seen. Meetings took place with the Chair of the Governing Body and a number of governors, staff, parents and carers and groups of pupils. The inspection team observed the school's work and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curricular planning and samples of pupils' work. Inspectors analysed the results of 43 questionnaires completed by parents and carers in the main school and Pre-School and took account of the views expressed in pupils' questionnaires.

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

- the impact of literacy and mathematics initiatives
- the impact of the curriculum in promoting good behaviour
- the quality of transition arrangements between the Pre-School and Early Years Reception class.

Information about the school

This primary school is much smaller than average and 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 special educational needs and/or disabilities is above average. A number have severe or moderate behavioural difficulties and some struggle with basic literacy or numeracy skills. The school had been designated for closure under the Isle of Wight's re-organisation of its education system. However, from September 2010 it will be part of a federation with two other primary schools overseen by one governing body. Under the terms of re-organisation the current Years 3 and 4 will remain at the school until the end of their Year 6. The school is working towards achieving the Healthy Schools Award and has the Activemark Award.

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

Chillerton and Rookley Primary is a good school. The care given to pupils is outstanding. Attainment is average and pupils make good progress from their often lower-than-average starting points. Good action plans are in place to improve further levels of literacy and numeracy including higher level language skills, spelling and sentence structure. Investment in laptops has led to a sharp rise in pupils' skills and confidence in information and communication technology (ICT).

Good tracking and assessment systems are used well to plan individual learning needs. Teachers and support staff effectively work together to provide good support for pupils with behavioural, emotional and additional learning needs. A parent wrote, 'It is a small and very friendly school and an ideal size for all children to be known individually, valued, welcomed and supported.'

Safeguarding procedures are good and all adults focus on the needs of each child. Governors give good support to the headteacher. Her firm leadership style has been very effective in guiding the school through a difficult period when re-organisation and staff turnover have been important issues. Staffing is now stabilised. The school has an excellent reputation in the community. The issue raised in the last inspection on measuring achievement has been tackled effectively. All the above factors indicate that the school has a good capacity for sustained improvement.

Teaching is good. Leaders are focused on planning a new curriculum for the Year 5 class next year and for Year 6 in the following year. They are keen to ensure that the new curriculum meets pupils' wide-ranging needs and is inspiring.

Parents confirm and pupils say that they feel very safe and enjoy school. Attendance is above average. Transition between the Pre-School and Reception is good. Pupils receive exceptional care, guidance and support. They are well aware of the importance of a healthy lifestyle and staying safe. Pupils make good gains in their personal growth because of the provision for their spiritual, moral and social development. The midday meal in the hall is a very happy family occasion for the whole school with younger pupils sitting alongside and talking sensibly with older pupils and adults. However, pupils do not have enough opportunity to engage effectively with those from different ethnic, religious and socio-economic backgrounds and understand that they share common values.

What does the school need to do to improve further?

- Ensure that the curriculum for all groups of pupils, including the future Years 5 and

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6, meets their needs and enables them to continue to learn well and make good progress.

- Implement fully the community cohesion action plan by developing stronger links with communities in other regions of the United Kingdom and by making appropriate international links.

Outcomes for individuals and groups of pupils

2

In most lessons, pupils of all capabilities acquire new knowledge and skills at a good rate. Pupils with special educational needs and/or disabilities make good progress because their needs are met well by a good range of adult support in the classroom. The focus in literacy and numeracy this year has been successful in raising attainment which is amply demonstrated by writing and work in pupils' folders. Good learning took place in a literacy lesson in the mixed Years 1 and 2 class. Pupils made good progress in response to a task on writing a report following simple instructions because it took account of their prior learning. Challenging behaviour was managed effectively by learning support assistants without disturbing the work of other pupils. Behaviour has been an issue in the past. There are now successful and consistent strategies to cope with pupils who have severe emotional difficulties. Each child has a positive relationship with at least one teacher or adult in the classroom. All adults used praise effectively to support learning. There is a good deal of respect shown by all adults and pupils. This gives pupils the confidence to talk freely with adults in the school and to work for others.

The school council plays an active part in the school. The school is involved in local community events. The village May Fair was very successful and pupils participated eagerly. The very active Parents' Association planned a successful camping weekend on the school grounds to raise money for UNICEF as well as enhancing the overall 'family' ethos within the school.

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	3
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

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' 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 Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers and support staff work well together in each classroom. In a good lesson in Years 1 and 2, the teacher, pupils and support assistants clearly enjoyed a numeracy topic. Pupils, nominated by the teacher, were given a pack of numbers and worked enthusiastically to work out a range of increasingly complex number calculations using these cards. In a good Year 3 and Year 4 lesson on the language of persuasion, pupils used their writing targets at the front of their exercise books well. Most recognised the techniques of exaggeration, rhetoric, slogan and playing on tourists' feeling and emotions in their writing to try and persuade them to visit Robin Hill Playground in the Isle of Wight. Group tasks involved a good mix of learning through supportive discussion which encouraged active learning and decision-making. Good progress in understanding and in following instructions was made by all. Assessment data are used well to ensure tasks are matched to individual needs. Teachers are flexible in reacting to pupils' needs. A key element in teaching is the carefully matched individual learning programmes and a sensitive, consistent approach from all adults to pupils.

The curriculum will change as pupils stay on at the school into Years 5 and 6 and this presents an important planning event this term. Pupils take advantage of the good range of after-school clubs, and all enjoy numerous visits and visitors that make learning meaningful. These include a residential experience for older pupils on a farm on the island. The afternoon topic-based curriculum gives time for the basic skills learned in the morning to be used and applied in different contexts. Joseph and the Technicolour Dream Coat provides a good example of this follow-up involving a range of literacy and numeracy skills as well as artistic and musical opportunities.

Teachers and support staff provide excellent care, guidance and support and work regularly alongside parents to improve their children's attendance and emotional health. Pupils happily turn to a member of staff when they have a problem. Staff on reception greet parents with sensitivity and understanding and are a very important link between them and the teaching and support staff.

These are the grades for the quality of provision

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<p>The quality of teaching</p> <p>Taking into account:</p> <p style="padding-left: 20px;">The use of assessment to support learning</p>	2
	2
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	3
<p>The effectiveness of care, guidance and support</p>	1

How effective are leadership and management?

The headteacher, who has a substantial teaching timetable, is a good manager and leader. The impact of her leadership can be seen in the good progress made by pupils and the creation of an ethos that is friendly, welcoming and mutually supportive. This has been especially important at a time of reorganisation. Attainment and the quality of learning have improved because of her management and leadership in monitoring and supporting new teachers. The quality of pupils' learning has further been enhanced by the introduction of consistent and effective behaviour management in the classroom.

Statutory duties are reviewed regularly and meet requirements, including the good procedures relating to safeguarding. Well-organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Professional support and inservice training days are effective occasions and regularly used to raise awareness of child protection and teaching and curriculum issues. Partnerships with external agencies are an important part of the support for pupils with special educational needs and/or disabilities.

The governing body is changing because of federation but currently governors have supported the school well through some difficult times. Governors hold the school accountable for its performance. Good promotion of equal opportunities leads to harmony across all groups of pupils and has improved the performance of a larger-than-average number of pupils who need additional support as well as those who are gifted and talented. Leaders do not tolerate any form of discrimination. Relationships between all adults throughout the school are very good. The school has a good partnership with parents and carers. This is based on free access to teachers and headteacher in the morning and after school. A number of initiatives such as the school's contribution to the local village scarecrow festival have happened because of parents' suggestions. Other aspects of community cohesion are not as well developed. There are few links with other regions of the United Kingdom and beyond. The school has only just begun to explore international contacts.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p> <p>Taking into account:</p> <p style="padding-left: 20px;">The leadership and management of teaching and learning</p>	2
	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	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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Pre-School is good and it complies with the requirements for childcare registration. Staff have addressed well the issues in the last report. Safeguarding and security are good. Children feel very safe and settle quickly into the pre-school and make good progress. Children move confidently between indoors and outdoors and are encouraged by adults to develop independence. Welfare is good. Good assessment notes are kept on children and are linked to Early Years Foundation Stage records. The setting recognises that a priority is to develop further the outdoor learning opportunities. Leadership and management are good and the well-qualified adults work well together and with parents as a good complementary team.

Provision in the Reception class is good. The Early Years Foundation Stage leader and team work effectively together, tracking individual children's progress, identifying learning needs and ensuring that their interventions support good progress. Children display good behaviour and positive attitudes to learning. Relationships are respectful and this contributes significantly to the children's personal, social and emotional development. As a result, children feel safe and secure and are able to ask for help when they need it. Adults are sensitive to their needs and children's activities are a good balance of those led by adults and those initiated by the children. They make good progress in their physical and creative development and in their knowledge and understanding of the world around them. Outdoor play provides further opportunities to develop their skills across all areas of learning. Children move freely between indoor and outdoor activities.

There are thorough approaches to assessment, with all adults contributing information to children's individual learning profiles. Several children with specific learning difficulties and with more complex needs make good progress from their starting points. Children make good progress in their learning and development because the staff work closely with parents to provide high levels of care.

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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

In their responses to the questionnaire, most parents and carers were positive about the school and its impact on their children's well-being. All 43 families who returned questionnaires are happy with their children's experience at school and agree that they are safe at school, that teaching is good, and that their children are encouraged to have a healthy lifestyle. The inspection found that there was much corroborative evidence to confirm this close partnership between the school and its parents and carers. A few parents noted that the school does not always listen to their suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chillerton and Rookley 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 48 pupils on the main school roll and 25 on roll at the Pre-School managed by the governing body.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	61	16	37	1	2	0	0
The school keeps my child safe	30	70	13	30	0	0	0	0
The school informs me about my child's progress	29	67	13	30	1	2	0	0
My child is making enough progress at this school	30	70	12	28	1	2	0	0
The teaching is good at this school	28	65	15	35	0	0	0	0
The school helps me to support my child's learning	22	51	20	47	1	2	0	0
The school helps my child to have a healthy lifestyle	28	65	15	35	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	16	37	0	0	0	0
The school meets my child's particular needs	25	58	17	40	1	3	0	0
The school deals effectively with unacceptable behaviour	18	42	22	51	0	0	0	0
The school takes account of my suggestions and concerns	22	51	14	33	5	12	2	5
The school is led and managed effectively	25	58	14	33	1	2	3	7
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). 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.



8 July 2010

Dear Pupils

Inspection of Chillerton and Rookley School, Isle of Wight PO30 3EP

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judged Chillerton and Rookley Primary to be a good school. We were impressed with so much of what we saw over the two days.

These are the main findings of our inspection.

- The excellent levels of care, guidance and support provided by the school allow you to flourish as learners.
- You have made good progress in mathematics and in writing.
- The partnerships between the school, your parents and carers and yourselves are good.
- You enjoy school and feel very safe. We could see this in your enthusiastic approach to learning in and out of the classroom.
- We were impressed by the school council and by the way you contributed to events outside school in the local community. For example, we heard good reports on your contributions to the May Fair and on the camping weekend in the school grounds.
- Teaching and learning are good.
- We were impressed by the family atmosphere at lunchtime in the hall.
- We agree with the leaders of the school that the following areas need developing.
- Over the next two years the school will grow in size and teachers will be planning a different but exciting curriculum not only for the older pupils but for all of you.
- Teachers will also be making sure that you have a wider knowledge and understanding of other communities and cultures in parts of the United Kingdom outside your local area.

We know that you will continue to work with your teachers and all adults to maintain your enthusiastic approach to learning. Once again, thank you for your welcome.

Yours sincerely

Brian Evans

Lead inspector

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