

# Chacombe CEVA Primary Academy

37 Thorpe Road, Chacombe, Banbury, OX17 2JA

**Inspection dates** 25–26 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher leads the school well and ensures good teaching and achievement. She is vigorously supported by an effective leadership team and a strong governing body.
- Staff work well as a team in ensuring pupils' personal development and academic achievement.
- Governors monitor all aspects of the school's work and are rigorous in holding it to account. They support leaders in making sure teaching is consistently effective and pupils are achieving well.
- The Multi-Academy Trust provides helpful support for the leadership team to improve the quality of teaching and raise pupils' achievement.
- Good teaching across the school enables pupils to make good progress, often from starting points that are below those typical for their age.
- Pupils who have additional needs are provided with helpful, individual support and make the same good progress as others in the school.
- The quality of education in the early years is good. Good teaching and effective help for each child enable all to make at least good progress from their different starting points.
- Pupils behave well. They show pride in their school and enjoy learning. Their good punctuality and above-average attendance reflect their eagerness to learn.
- Pupils are kept safe and say they feel safe and well looked after in school. Virtually all parents share this view and are right to do so.
- Stimulating learning opportunities strongly promote pupils' spiritual, moral, social and cultural development.
- Pupils have a good understanding of British values. They are well prepared for life in modern Britain.

### It is not yet an outstanding school because

- Teachers do not always give pupils time to respond to guidance from marking and learn from their mistakes.
- Teachers do not give pupils enough opportunities to practise writing skills in subjects other than English.

## Information about this inspection

- The inspector observed learning in lessons and made a scrutiny of pupils' work and the impact of teaching over time.
- The inspector listened to some pupils read, frequently spoke to them during the inspection and met with groups of them to discuss their views of school.
- The inspector discussed the school's work with members of staff, the educational psychologist linked to the school, two representatives from the Multi-Academy Trust and members of the governing body.
- The inspector observed the school's work and examined a wide range of documentation including: national assessment of pupils' attainment and progress and the school's own assessments; external reports and the school's own view of its work; minutes of meetings of the governing body; curriculum planning; and safeguarding documents.
- Thirty-six parental responses to the online questionnaire (Parent View) were taken into account. The inspector talked to parents informally at the start of the school day and during sports day and received two letters from parents.
- The inspector reviewed the 13 responses to the inspection questionnaire for staff.

## Inspection team

Susan Thomas-Pounce, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Chacombe CEVA Primary Academy converted to become an academy school on 1 September 2013. When its predecessor school, Chacombe Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The academy is part of the South Northamptonshire Church of England Multi-Academy Trust. This is, itself, part of the South Northants Local Collaborative Trust.
- Children in the Reception class attend full time.
- All pupils in Key Stages 1 and 2 are taught in mixed-age classes.
- Although most pupils are of White British heritage and speak English as their first language, the numbers from minority ethnic groups and at the early stages of learning English are rising.
- An increasing proportion of pupils join the school other than at the usual times.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is much lower than that found nationally. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is similar to the national average. Numbers of these pupils vary considerably from class to class, as does the complexity of their needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Chacombe Pre-School Group shares the same site, but was not inspected during this inspection.
- The headteacher supports other schools in the Multi-Academy Trust.

### What does the school need to do to improve further?

- Improve the quality of teaching and increase pupils' rate of progress by ensuring that:
  - pupils always have enough time to respond to teachers' written comments from the marking of their work in order to complete corrections and learn from their mistakes
  - teachers give pupils more opportunities to apply their writing skills in subjects other than English.

## Inspection judgements

### The leadership and management are good

- The headteacher's determined leadership has established a culture and drive for further improvement to the already good quality of teaching, behaviour and achievement. She has high expectations of staff and pupils, knows every pupil very well and is highly ambitious for each one of them.
- Leaders have well established and robust systems to improve teaching and manage teachers' performance. Teachers' targets to improve their practice are closely linked to whole-school priorities and strengthen teamwork across the school. The effectiveness of leaders' work to improve teaching is shown in mathematics, for example, where a concerted drive for improvement has resulted in a rise in achievement in that subject across the school.
- The headteacher is very ably supported by senior leaders and the small but committed staff. Leaders are effectively using assessment of pupils' rate of progress to set challenging targets for individual pupils to achieve. When additional support for individual pupils is provided, it is always closely monitored for its impact on progress and attainment. The school's evaluation of its performance is accurate. The thorough approach taken by leaders to managing the school ensures close teamwork, effective teaching and better achievement.
- All teaching staff hold middle leadership and management responsibilities and are effective. They plan the sequence of pupils' work together and have successfully adapted the new primary curriculum to the needs of pupils in the school. As a result, pupils enjoy their learning and have many opportunities to develop their skills and knowledge.
- The curriculum strongly promotes pupils' spiritual, moral, social and cultural development and prepares them thoroughly for life in modern British society. The school promotes 'life values', such as 'community', 'friendship', 'respect for others', 'determination' and 'humility' extremely well. As a result, pupils are very tolerant and respectful towards others from different communities, and relationships are very positive across the school. For several years, pupils have supported a school in Kenya and recently sent a shipment of tables and chairs to a school they have linked with in Sierra Leone. They recognise how they can learn from others and appreciate the contribution that other cultures make to their own way of life.
- All forms of discrimination are challenged. A climate of equal opportunity is foremost in all the school does and is reflected in the good achievement of all pupils.
- A rich variety of clubs and out-of-school activities, such as, gardening club, street dance and scooter club, help pupils to foster their personal skills and interests. All pupils have opportunities to learn to play the piano, a string, brass or woodwind instrument. They spoke enthusiastically about their opportunity to perform in end-of-year productions.
- The physical education curriculum and pupils' health and well-being are enhanced by leaders' effective use of the primary school sports funding. Consequently, pupils have more opportunities to participate in a greater variety of sports, including competitive tournaments against other schools, and most do so.
- Leaders check that the small amount of pupil premium funding is used effectively. Additional teaching time is provided for those pupils who are eligible for support. This extra help ensures that they achieve as well as others in the school.
- The school works very closely with the South Northamptonshire Church of England Multi-Academy Trust and the South Northants Local Collaborative Trust. Both provide very effective support for the school through regular challenging reports and specific training. Consequently, teaching and achievement have improved. The Multi-Academy Trust is using the expertise of the school's leaders to support other schools, particularly in the development of the new National Curriculum and revised forms of assessment.
- Safeguarding arrangements are secure and meet statutory requirements. Safety checks are up to date and reviewed regularly by governors. All staff and pupils know and exercise their responsibilities regarding

safety and the well-being of all at the school.

#### ■ The governance of the school:

- Governors are highly committed to the school and give it strong support. They bring with them a wide range of skills from within and beyond education. They have a very accurate view of the school's strengths and areas for improvement and a good understanding of information showing pupils' achievement and how this compares with that of other schools. Consequently, they are effective in challenging and supporting the work of the school.
- Governors seek appropriate training to support them in fulfilling their roles effectively.
- The governors have an accurate overview of the quality of teaching and how it is directly linked to the salary structure of staff. Governors know how teachers' performance is managed and make sure the school rewards good teaching and tackles any underperformance.
- Financial management is good, including the use of allocated funds for sports and for disadvantaged pupils.
- Governors carry out their statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils meet national requirements.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is consistently at least good. They are eager to learn and are proud of their school. Pupils are polite, friendly and helpful and their positive attitudes to learning contribute well to their improving progress. Pupils are punctual and their attendance is above average and, currently, improving further.
- Pupils get on well together. They enthusiastically told the inspector how much they enjoy school. They behave well in lessons and very little time is wasted. Inappropriate behaviour is rare. The school works effectively with individual pupils who sometimes struggle to control their behaviour so learning in lessons is not disrupted.
- Pupils' positive relationships with staff help to boost their confidence, self-esteem and determination to do their best. For example, they enjoy the wide range of responsibilities provided, such as being a house captain or 'buddy' to a younger pupil. Music monitors prepare assemblies, and the school council considers how to improve aspects of the school's work further.
- Pupils show respect for their teachers and classmates. They listen well and learn from each other through successful collaboration with partners. Pupils were confident and able to explain their work when in conversation with the inspector.
- Pupils eagerly told the inspector about the many school clubs they attend. They said they particularly enjoy learning French and having instrumental tuition. Pupils said they welcome opportunities to celebrate cultural differences and people's rights to hold beliefs different from their own – when those beliefs reflected the school's 'life values'.

#### Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe and know how to keep themselves and others safe. The school teaches pupils how to avoid risks extremely well. An example of this is the clear guidance they receive on how to stay safe when using computers and other technology.
- Pupils demonstrate a good understanding of the different forms that bullying can take, such as cyber-bullying and bullying as a result of prejudice. They know the right way to respond to it. They were confident that bullying is rare at their school and say that if it did take place it would be dealt with quickly. The school's behavioural records endorse the pupils' views on bullying.
- Staff and the governing body are well trained and vigilant in ensuring that pupils learn in a safe and secure environment. Adults who work with pupils are rigorously vetted as suitable to work with children

and young people.

- There are good links with external agencies to provide support for families and for pupils whose circumstances make them vulnerable. Pupils receive helpful support from all staff.

### **The quality of teaching** is good

- Effective teaching across subjects enables pupils to make good progress. The good quality of teaching is confirmed by, for example, the work in pupils' books and the school's records of pupils' progress.
- Teachers and teaching assistants know pupils well and value them as individuals. Positive relationships are established with pupils and teachers generally have high expectations of what pupils can achieve. Displays of pupils' work in classrooms, corridors and communal areas of the school reflect the aspirations teachers have for what pupils can achieve. Pupils' work illustrates the breadth of the curriculum, celebrates their achievements and helps to create a positive climate for learning in which all are eager to learn and work hard.
- Teachers have good subject knowledge and make effective use of accurate assessments of pupils' progress to set clear targets for them to achieve in each subject. Teachers are skilled in using new procedures to assess how well the higher expectations of the new National Curriculum are being met. Consequently, the work set for pupils is generally challenging and appropriate to their different learning needs. Staff encourage pupils to talk about, assess and share their learning with others in class. This good practice encourages pupils to cooperate and identify what can be improved in their own work.
- In English, there are good opportunities for pupils to discuss their ideas and clarify their thoughts before writing. For example, in Key Stage 2, pupils reviewed their writing with partners and discussed what they imagined they would see, hear and feel about a given situation. The discussion helped them to draw upon a wide range of vocabulary when writing. Pupils were highly motivated and clearly enjoyed their writing, with many keen to read their stories to the class. However, observations of lessons and the work in pupils' books reveal that opportunities for pupils to apply and develop their skills in writing across subjects other than English are too limited.
- The teaching of reading is good. It is successful in helping pupils to develop the skills and understanding they need to be confident readers. Pupils receive a firm foundation in using phonics (the sounds that letters make) to aid their reading. Skilled teaching assistants provide regular additional support to help pupils who need to develop their reading skills further.
- Mathematics is taught effectively. Pupils use their good mathematical knowledge to solve complex problems and are given opportunities to discuss their work so they learn from one another. Staff consolidate and strengthen pupils' mathematical abilities through regular revision of basic skills.
- Teachers generally give pupils clear and constructive advice about how to improve their work. However, the time given to pupils to respond to marking and correct their work is too variable. Consequently, some pupils do not learn from their mistakes and repeat them in successive pieces of work.
- Effective teamwork by teachers and teaching assistants ensures all pupils learn successfully. Staff constantly give effective support to ensure pupils' personal, social and emotional development as well as their good academic achievement.

### **The achievement of pupils** good

- Assessment and test results at the end of Key Stage 2 vary because of the small numbers of pupils in each year group. These small year groups often include pupils who join the school other than at the usual times. Some of these pupils are at the early stages of learning English as an additional language and others have specific needs – including those who find learning difficult.

- All groups of pupils, including those who join the school later than most, are making good progress. However, those who join late do not always attain average standards because of the time available for them to show the good progress they make in higher standards before national assessments are conducted. Consequently, some published information on attainment does not give an accurate picture of how well pupils are actually progressing and achieving.
- The needs of those pupils who join the school later than most pupils and at different times of the school year are well met. Staff accurately assess these pupils' standards on entry and enable them to make good progress. They settle in the school very well and are integrated into their classes quickly and sensitively.
- In 2014, one in three pupils joined the school during Key Stage 2 and the overall standards reached by the year group in reading and writing were close to national averages. Results in mathematics were lower. Many of the pupils in this year group were disabled or had special educational learning needs and, given the pupils' starting points, progress was good. Overall, pupils made good progress in reading and writing, but less so in mathematics.
- Leaders have ensured rapid progress in mathematics following an external review of the subject and a revised whole-school approach to mathematics teaching. Pupils' current work in mathematics is at a higher level than that shown in the Key Stage 2 national test results in 2014. For example, more pupils are working at Level 5 and above.
- Standards by the end of Year 2 vary year on year because of similarly small year groups to those in Key Stage 2. The school's current assessments of pupils' performance, endorsed by inspection evidence from lessons and the work in pupils' books, show improved attainment from that of 2014 in all subjects. For example, more pupils are currently reaching the higher levels than last year.
- Disabled pupils and those with special educational needs make good progress. The school quickly identifies individual needs and provides helpful, carefully monitored, support. From their starting points, these pupils make similarly good progress to that of their classmates.
- There were too few disadvantaged pupils in Year 6 in 2014 for evaluation of their performance to be reliable and meaningful. However, the school's assessment of the progress of pupils currently eligible for the pupil premium, observations during the inspection and evaluation of these pupils' work confirm that disadvantaged pupils are achieving at least as well as others in school.
- The most-able pupils currently in Year 6 are working at higher standards than pupils of similar ability in 2014. They are working at levels usually seen in secondary school in all subjects. This evaluation of their performance is supported by evidence in pupils' books and the most recent analysis of information showing their progress and attainment collected by the school. In addition to their academic success, many of the most-able pupils learn to play musical instruments very well and excel in competitive sport.
- In 2014, the pupils who struggled to reach average standards in the Year 1 national screening check for phonics subsequently improved their performance when retested. The school made improvement in their reading skills a priority and their reading improved. Currently, effective teaching of phonics is enabling younger pupils to tackle unfamiliar words with greater confidence and, as pupils move through the school, they continue to develop a love of reading.
- Pupils' writing is helped by the emphasis that is given to their reading and speaking to explain their ideas in lessons. Better reading and oral skills are increasingly reflected throughout pupils' writing, enhancing the fluency and meaning of what they write. However, there are not enough opportunities for pupils to engage in written activities in all their work. For example, when writing about particular topics, opportunities are too limited for pupils to practise and develop their written skills and, as a result, they do not make more rapid progress.

**The early years provision is good**

- Children settle quickly into the highly nurturing environment of the early years because links with parents and pre-school settings are strong. Children understand the good behaviour expected of them from the routines that are quickly understood and established. Children are eager to learn and listen to each other respectfully and share responsibilities. They are eager to talk about their learning and respond positively to the encouragement and instructions of adults.
- From varied and, often, low starting points, all groups of children, including the most able and those with special educational needs, make at least good progress. Some do better than this. In 2014, the proportion of children achieving a good level of development by the end of the Reception Year was just above the national average. The large majority of children currently in the Reception class are on track to reach a good level of development in 2015. This proportion is well above the national average for 2014. Children are increasingly well prepared for Year 1.
- The quality of teaching is good. Staff quickly get to know the children as individuals and use what they know about children's interests to help them learn and develop as individuals. The progress of each child is monitored closely so that every opportunity is taken to help children to take their learning forward and make good progress. Staff quickly identify any children needing extra help and provide effective and skilled support.
- The early years provides a wide variety of valuable learning experiences. Adults interact well with children and are constantly looking for ways in which to extend children's skills. For example, the children were enthralled by the teacher retelling the story of Noah's Ark. Her use of a reflective story-telling method encouraged the children to think and express their own views as they reflected on what it must be like to live with floods. One child made an unprompted, personal response to the story saying, 'We must help those who have floods.'
- Children enjoy a good mixture of learning opportunities led by adults or chosen by themselves. They have good opportunities to learn from many visits and visitors. Good use is generally made of the outdoor area, although there is, occasionally, limited focus on reading, writing and mathematics outside.
- Good leadership ensures effective teaching and good achievement for all children. Staff have a high regard for children's safety and ensure they are safe at all times.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	140058
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	450359

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Deane
<b>Headteacher</b>	Cathy Godden
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01295 710835
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