

Inspection of a good school: Chaddleworth St Andrew's C.E. Primary School

Blakeney Fields, Wantage Road, Great Shefford, Berkshire RG17 7DB

Inspection dates:

23 June 2022

Outcome

Chaddleworth St Andrew's Church of England Primary School continues to be a good school.

What is it like to attend this school?

The school is a happy place where pupils flourish and feel safe. The school is at the centre of the community. Parents, carers and pupils are proud to be members of this inclusive school. As one pupil summed it up, 'Everyone here is kind and friendly.'

Leaders have high aspirations for all pupils. Pupils act out the school's values and use them routinely to ensure they rise to the school's expectations. This helps pupils to achieve well and develop into responsible young people. Pupils relish the opportunity to be a school councillor. This enables them to develop their leadership skills and support other pupils, for example those who may be upset.

Pupils show much maturity when reflecting on their actions and choices. Pupils expect this of each other. As a result, there are few times when pupils do not behave well or are unkind. This also reduces instances of bullying, which if they occur are dealt with well by staff. This means that the school has a purposeful atmosphere where pupils focus on their work well and lessons flow smoothly. Pupils feel safe at school because there are positive relationships with the staff, and they are confident that the adults look after them.

What does the school do well and what does it need to do better?

Leaders have thought carefully in developing an ambitious curriculum for all pupils. The school has made effective use of published materials and tailored these resources to the needs and interests of the pupils. In some subjects, leaders have built the curriculum themselves, making the most of the expertise in the school. They have involved many staff and reflected thoughtfully about the knowledge that they want pupils to know. Leaders have sequenced the curriculum in a logical order to help pupils to realise these expectations.

Leaders have ensured that staff have the skills to teach the curriculum effectively. Staff understand what pupils already know and the additional knowledge that they need to build into pupils' memory. This helps staff to develop pupils' understanding in manageable steps. In most subjects, staff are provided with specific direction about how to teach. This means that the intended curriculum is learned well. For example, in reading there are bespoke tasks for children in the early years and key stage 1 to complete to learn certain sounds that letters make. In a small minority of subjects where teachers are given less guidance, there are times when they do not select the best methods for a particular concept. Consequently, pupils find it harder to learn and remember the most important information.

The school, as a community, values reading. Children and parents, even before children start school, are helped to understand the importance of reading. Parents are supported actively to help their child at home with their reading. Staff are well trained in how to teach phonics. This means that pupils remember the sounds that letters make and use this knowledge to read unfamiliar words. Pupils read a range of books. Some books help pupils to practise the sounds that they have just learned. This helps them to become confident and fluent readers. Teachers check pupils' learning regularly in reading, helping them to catch up if necessary. The school promotes a love of reading by making sure pupils of all ages have access to interesting and high-quality texts and stories.

Leaders adeptly identify pupils' needs. Any additional help that pupils may need is planned and monitored carefully. This helps pupils with special educational needs and/or disabilities to be successful across the curriculum. This approach also aids pupils to make the most of the wider opportunities the school provides.

Pupils enjoy the wide range of clubs, for example computing club. They learn new skills and develop those they already have. Pupils are helped to manage their emotions and make the right choices. As pupils move through the school, they become increasingly able to deal with different situations, including sorting out any falling out between friends. Pupils benefit from trips to places near to the school and some further afield. For example, the trip to Donnington Castle consolidated the knowledge that pupils had learned in a series of history lessons.

Governors check the work of school leaders to ensure that pupils receive a good quality of education. Plans for further improvement are clear. Staff feel well supported by leaders and appreciate help to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority for every member of staff. They ensure that staff are well trained to identify pupils at risk of harm. The procedures in place for reporting concerns are understood by all staff. Leaders are quick to support any pupils where concerns have been raised. They make sure that external agencies are involved when necessary.

Leaders make all the required checks on adults to ensure that they are safe to work with pupils in the school.

Pupils know how to manage risk, including how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not specified how content should be taught. When this is the case, staff make their own decisions which vary in quality and effectiveness. Leaders should ensure that the pedagogical approaches they intend teachers to use are clearly outlined and understood by staff.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109957
Local authority	West Berkshire
Inspection number	10227891
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	29
Appropriate authority	The governing body
Chair of governing body	Jim Hazlewood
Headteacher	Alison Stephenson
Website	www.csfschools.org
Date of previous inspection	26 and 27 April 2017, under section 5 of the Education Act 2005

Information about this school

- The Shefford C.E. Primary School site is used as the main place of education for pupils on roll at the school as well as pupils on roll at Chaddleworth St Andrew's C.E. Primary School. The pupils from both schools learn side by side in school, wear the same uniforms and receive an identical standard of education. Both schools are overseen by a single, federated governing body.
- The school does not currently use any alternative provision.
- This is a Church of England primary school. The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in the next two years. The last inspection of this type took place in March 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Shefford C.E. Primary School and Chaddleworth St Andrew's C.E. Primary School were inspected at the same time. Although the two inspections were distinct and led by different inspectors, some elements of the inspection were combined.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, spoke to staff and pupils, looked at pupils' work and listened to pupils reading to a member of staff.
- Inspectors met with the headteacher, the assistant headteacher and the special educational needs coordinator. An inspector had a meeting with governors, including the chair of governors.
- One inspector met with a representative from the local authority and the diocese.
- The inspectors evaluated a range of documentation relating to safeguarding. They spoke with pupils, school leaders and the wider staff team.
- Inspectors spoke with staff to discuss their workload, well-being and knowledge of safeguarding.
- Inspectors spoke with children about their school experience, including learning and behaviour.
- Inspectors took account of parents' views in their conversations with parents at the end of the school day. They also evaluated the responses to Ofsted's Parent View, including the accompanying free-text responses.

Inspection team

Richard Blackmore, lead inspector

Ofsted Inspector

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