

Chollerton Church of England Aided First School

Station Road, Barrasford, Hexham, Northumberland NE48 4AA

Inspection dates

20–21 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Teachers are knowledgeable. They plan and deliver work which matches most pupils' needs effectively. Occasionally, the most able pupils are not fully challenged.
- Pupils make good progress across the curriculum. By the end of Year 2 and Year 4, almost all pupils have reached the expected standard in reading, writing and mathematics. However, not enough of the most able pupils achieve the higher standards in reading and mathematics.
- Well-structured and effective teaching of phonics in Reception and Year 1 ensures that pupils have strong phonics knowledge. The proportion of Year 1 pupils achieving the expected standard has been above the national average for the last four years.
- Leaders and staff have ensured the delivery of a well-thought-through curriculum which ensures continuity and progression of pupils' knowledge and skills. Visits and visitors enrich the curriculum. This helps to strengthen pupils' spiritual, moral, cultural and social development.
- In mathematics, while the teaching of number work is strong, sometimes, opportunities to apply this knowledge in reasoning and problem solving are not as evident.
- Well-focused leadership, good teaching and an interesting curriculum in Reception ensure that, generally, children make good progress. By the end of early years, the proportion of children achieving a good level of development compares well to national averages. However, not enough most-able children go on to exceed the expected standards.
- The headteacher and staff work with a real team spirit. They know the children and families well. There is a clear drive to keep developing the school. Sometimes, leaders' evaluations have been too positive.
- Governors are supportive of the school's ambitions for improvement. They visit the school regularly and this helps to provide them with first-hand knowledge of the school's strengths. At times, governors have not challenged leaders' evaluations sharply enough.
- Personal development, behaviour and welfare is a strength. The curriculum, and opportunities for responsibility, develop pupils' citizenship qualities. Pupils' behaviour is good. They are polite and courteous. Younger and older pupils are kind and helpful to one another.
- Parents highly value the academic and personal development their children receive at this inclusive, caring and nurturing school.

Full report

What does the school need to do to improve further?

- Improve the number of pupils who attain greater depth particularly in reading and mathematics by:
 - increasing the opportunities for the most able pupils to perform more challenging work to deepen their knowledge and understanding
 - providing pupils with more opportunities to develop and demonstrate their reasoning and problem-solving skills
 - embedding the recently introduced pupil progress records so that leaders and staff are recording in a consistent approach.
- Improve children's progress in early years so that the most able children go on to exceed the early learning goals particularly in writing and mathematics.
- Ensure that leaders, including governors, use the information available to them to arrive at accurate overall judgements in their self-evaluation.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, well supported by staff, has a determined approach to ensure that pupils make good progress in a caring, nurturing environment. This team approach ensures that pupils' personal development and academic needs are well met.
- Leaders and governors have used a range of approaches to accurately identify the school's priorities. Their plans for improvement are well focused. However, at times, their self-evaluation judgements have not fully taken account of pupils' progress and the attainment of the most able pupils. Consequently, their judgements have been overgenerous.
- The carefully planned curriculum develops pupils' knowledge and skills well. Interesting visits and visitors enliven pupils' learning and motivate them to develop into independent learners. Opportunities to learn in the outdoors make good use of the school's extensive grounds. A range of after-school clubs encourage pupils to engage in sports and healthy living activities.
- Staff attend relevant training, for example on safeguarding, assessment and subject leadership. Engagement with networks of schools, such as the Hexham schools partnership, enables staff to share their expertise while considering effective practice which may be adopted in school.
- Pupils' spiritual, moral, social and cultural development is strong. For example, pupils have practical opportunities to learn about different world faiths; contribute to charities; develop an understanding of people from a range of different backgrounds; and engage in musical activities such as steel pan drumming and opera. Such experiences help pupils develop their citizenship skills and be well prepared for life in modern Britain.
- Leaders make good use of pupil premium funding. This is checked carefully to ensure that there is a positive impact from the planned actions in the school's strategy.
- Additional funding for physical education (PE) and sport for primary schools is used to good effect. Pupils have the opportunity to engage in a range of competitive sports and an increased range of activities, which support healthy lifestyles. Staff, pupils and governors are very proud of the school's sporting achievements and the high levels of pupil engagement. Governors keep a close eye on the effect of this spending.
- The leader of provision for pupils with special educational needs and/or disabilities (SEND) has a good understanding of the needs of these pupils and ensures that they receive relevant support. Effective partnerships with parents and carers enable them to contribute to plans for pupils with SEND. Consequently, additional funding for pupils with SEND is spent effectively.
- Engagement with the community and parents is a strength of the school. Parents particularly value the 'family ethos' of the school and appreciate that staff know each pupil as an individual. The parents who responded to the online questionnaire, Parent View, and who talked to the inspector, were overwhelmingly positive about the school.

Governance of the school

- Governors have a good understanding of the community the school serves and a clear overview of the school's priorities. They are keen that pupils receive a good education in a caring, supportive environment. Visits into school help governors' understanding of how their strategic decisions have an effect in school. Governors are keen to improve the effectiveness of their work and have audited their skills. They also attend relevant training to develop their effectiveness. However, governors do not challenge senior leaders sufficiently in relation to all groups of pupils' outcomes and leaders' self-evaluation judgements.

Safeguarding

- The arrangements for safeguarding are effective. Leaders, staff and governors give a high priority to keeping pupils safe and there is a positive culture of safeguarding across the school. Leaders complete careful safeguarding checks for all staff and governors. Staff receive regular and appropriate training, so they know the school's procedures and how to keep pupils safe. Where necessary, leaders engage promptly and effectively with other agencies. All parents who responded to the online questionnaire, Parent View, believe that their children are happy and feel safe in school.

Quality of teaching, learning and assessment

Good

- Throughout the school, teaching is typically good. Teachers plan effectively for mixed-aged classes and mostly match work to pupils' needs well.
- Teachers use their good subject knowledge to probe what pupils know and understand. Generally, they make effective use of pupils' responses to tailor learning so that pupils make strong progress.
- Teaching assistants are generally well deployed to assist with pupils' learning or to support pupils' social and emotional needs and behaviour. Teachers work closely with teaching assistants to ensure that they understand the planned pupil learning. This works more effectively when the teaching arrangements are in the same classroom.
- In early years and key stage 1, phonics is taught well. Teaching is structured and systematic. This enables the vast majority of pupils to develop good phonics knowledge which they use well in both their reading and writing.
- Pupils read widely and develop their interest in reading. Reading is taught regularly, and pupils generally develop strong comprehension skills. Sometimes, the most able pupils do not fully develop their comprehension skills to a greater depth.
- A strong focus on number knowledge and skills ensures that pupils demonstrate good progress in mathematics. The use of this knowledge in reasoning and problem-solving activities is less evident in pupils' work in books.
- Leaders have recently introduced a different record for pupil progress information. This refined approach is reducing workload and providing the information in a more easily accessible format. However, the consistent use of terminology to describe pupils'

progress is not yet embedded. Consequently, teachers are using different words to describe pupils' progress over time.

- Pupils receive a range of homework to develop their knowledge of reading, spelling and multiplication tables. They are motivated by topic-based research activities which older pupils then present to the younger pupils in school. This helps develop their skills as independent learners and engages pupils and their families in learning together.
- Relationships in lessons are strong. Pupils listen to the views of others in a considerate fashion. Teachers effectively use feedback and praise to motivate pupils and to encourage them to share their ideas with confidence.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils can explain their learning confidently. The provision of opportunities for pupils to take responsibility, such as through the student council, ensures that pupils develop their understanding of democracy and listening carefully to the views of others. Older pupils often have roles in supporting the younger pupils in school and this results in them developing a caring nature and understanding of the needs of others.
- Pupils have a secure understanding of the different forms that bullying can take, including online bullying. Pupils believe that bullying does not take place in their school, but are confident that staff will support them with any concerns that they may have. The school's records show that on the infrequent occasion that pupils' behaviour does not meet the school's high expectations, staff respond promptly to resolve this with pupils and involve their parents appropriately.
- The school's curriculum and range of clubs caters well for pupils' physical and emotional well-being. For example, pupils are encouraged to run a 'golden mile' daily and teaching of specific strategies help to support pupils' mental well-being. Where pupils require support to meet their needs, the school responds promptly to seek additional advice and provision.

Behaviour

- The behaviour of pupils is good.
- Pupils generally behave well in lessons. They have a determined approach when working either individually or in small groups.
- Pupils' conduct, at other times of the day, is good. They move around the school sensibly. At playtimes and lunchtimes, older and younger pupils socialise well together. They engage in active games or enjoy quieter group activities with their friends.
- Levels of attendance are high and persistent absence is low. Pupils enjoy being in school and value their education.

Outcomes for pupils

Good

- Pupils make good progress and, as a result, the proportions who achieve the expected standards in reading, writing, mathematics and science are high.
- By the end of Year 2, the proportion of pupils achieving the expected standards in reading, writing and mathematics has been consistently better than the national averages. However, given their starting points, not enough pupils then go on to achieve greater depth, particularly in reading and mathematics.
- When considering patterns in current pupils' progress and attainment, the small numbers of pupils in each year group and the range of individual pupils' abilities require care when drawing any generalisations. However, overall it is possible to see that pupils typically make good progress and the vast majority are working at the standards expected for their age. In some year groups, the numbers of pupils working beyond the expected standard are not as high. In these instances, the most able pupils are not reaching the more challenging greater depth or higher standards.
- The school's results in phonics are strong. By the end of Year 1, the proportion of pupils achieving the expected standard on the phonics screening check has been consistently above the national average for the last four years.
- By the end of Year 4, pupils' attainment in reading, writing and mathematics is good. In 2018, all Year 4 pupils achieved the expected standard in reading, writing and mathematics. Some pupils went on to achieve the higher standards in these subjects, particularly in writing. Consequently, pupils are well prepared for starting their education in middle school.

Early years provision

Good

- The headteacher, who is also the leader and teacher in Reception, has ensured improved provision in early years. For example, developments to the outdoor learning environment have provided a range of resources which are well matched to children's learning needs.
- Generally, children start in early years with skills which are typical for their age, although, in this small school, cohort sizes and the range of abilities can vary year on year. They make good progress and, by the end of Reception, almost all children have achieved a good level of development. As a result, they are well prepared for starting Year 1. However, not enough children go on to exceed the expected standard in writing and mathematics when taking into account their starting points.
- The quality of teaching in early years is good. Staff provide an effective balance of adult-led teaching combined with provision where children choose activities to support their learning. The learning often follows children's interests, for example when children searched for sticks in the outdoors and used them to create useful objects. Sometimes, opportunities to challenge most-able children are missed, for example when they are writing or developing their phonics knowledge.
- Effective links with the pre-school provision, situated in the same building, ensure that children have a smooth transition into the Reception Year. From starting their time in

the mixed Reception and Year 1 class, children are provided with clear guidance and support from staff to help them develop, socially and emotionally. They work happily alongside the older Year 1 pupils and, where appropriate, join these pupils for learning activities. As a result, children settle quickly into the Reception Year and develop their independence and personal social skills quickly.

- Partnerships with parents are strong. Staff engage, and communicate effectively, with parents. They encourage parents to have an active role in assessments of their children. This is clearly demonstrated in the home school diary where staff and parents share children's learning in school and at home.
- Leaders make relevant links with other agencies where any children in early years require additional support.
- Children feel safe and secure. Safeguarding is effective, and all welfare requirements are met.

School details

Unique reference number	122272
Local authority	Northumberland
Inspection number	10042184

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	First
School category	Voluntary aided
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	James Ellison
Headteacher	Hazel Davey
Telephone number	01434 681 572
Website	www.chollerton.northumberland.sch.uk/
Email address	admin@chollerton.northumberland.sch.uk
Date of previous inspection	3 July 2009

Information about this school

- The school is much smaller than the average-sized primary school.
- The vast majority of the pupils are White British.
- The proportion of pupils eligible for the pupil premium funding is well below that found nationally.
- The proportion of pupils with SEND support is well below that found nationally.
- The proportion of pupils with an education, health and care plan is well below that found nationally.
- The headteacher took on her role in January 2014.
- This voluntary aided Church of England primary school's last section 48 inspection was carried out in March 2014.

Information about this inspection

- The inspector observed learning in nine lessons and part-lessons. The headteacher joined the inspector for one of the observations in lessons.
- Meetings were held with the headteacher and the teacher with responsibility for pupils with SEND. During these meetings, areas such as assessment, pupils' progress, mathematics, English and early years were discussed.
- The inspector met with four governors, including the chair of the governing body, and reviewed documents relating to the work of the governing body.
- The inspector met with a diocesan representative and spoke to representatives from the local authority.
- The inspector observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspector observed pupils in the playground and around school.
- Six pupils from Year 2 and Year 4 read their reading books to the inspector and discussed how the school supported their reading development.
- A representative group of pupils from Year 2 to Year 4 discussed their opinions about the school and their learning with the inspector.
- The inspector took account of 26 responses to Ofsted's online parent survey, Parent View. He also met with eight parents at the beginning of the school day.
- The inspector observed the school's work and looked at a number of documents, including information about pupils' achievement, the school's evaluation of its own performance and its development plans. He reviewed records of behaviour and attendance, and information relating to safeguarding.
- Alongside the headteacher and a teacher, the inspector scrutinised samples of pupils' work in their books. He was also joined by the headteacher when he reviewed pupils' work in other curriculum areas by considering the work on display around the school.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

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