

Inspection of Chalfont St Giles Junior School

Parsonage Road, Chalfont St Giles, Buckinghamshire HP8 4JW

Inspection dates: 22–23 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

This is a school which places no limits on what pupils can achieve, both academically and personally. Parents and carers hugely appreciate how staff go out of their way to develop and nurture pupils' skills, talents and interests. As a result, pupils thrive across all subjects.

Pupils feel extremely safe. They understand that there are different types of bullying. They say that bullying is very rare but, if it does happen, adults are quick to put a stop to it. Pupils are exceptionally polite and respectful towards their peers, staff and visitors.

Pupils love coming to school and are engrossed in their learning. They talk proudly and confidently about what they have learned in different subjects. As one pupil explained, 'Our teachers always want us to do our best.' They also relish the variety of opportunities which help to enrich their schooling experience. They explained how residential trips help them to overcome their fears and challenge themselves in new situations.

Pupils feel valued. They told us that leaders listen to anyone who has a suggestion about how to improve school life. For example, during the inspection, pupils were meeting with the school chef to share their views on lunch meals.

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

Passionate leaders and staff are united in their determination that all pupils achieve their potential. By the time pupils leave Year 6, they reach very high standards across the curriculum.

Leaders and teachers know exactly what they want pupils to know, understand and be able to do. The very well-designed curriculum builds on and deepens pupils' knowledge and skills. Skilled teachers plan activities that stretch pupils' minds. The impact of this is evident in pupils' well-rounded knowledge across a range of subjects.

Teachers know a considerable amount about the subjects they teach. This is because staff are continually looking at ways to develop their knowledge about how to best teach different subjects. In lessons, we saw teachers explaining ideas to pupils extremely clearly. Teachers' precise use of subject-specific language helps develop pupils' vocabulary.

Pupils develop a real passion for reading. They talk confidently about the different authors and books they have read. Expert teaching, combined with carefully planned interventions, helps all pupils become confident readers. Pupils explained to us how they love reading to the therapy dog. Older pupils have also received training and act as 'reading buddies' with younger pupils.

Teachers know their pupils extremely well. They have the same high ambitions for all pupils. Teachers support pupils with special educational needs and/or disabilities (SEND) very effectively. They make sure that any extra support provided is sharply focused to meet individuals' needs. This helps make sure that no pupil is left behind in their learning.

Pupils' behaviour throughout the school is impeccable. In lessons, pupils are captivated by their learning. They show very high levels of concentration and engagement. Adults inspire pupils' curiosity. They also help pupils develop a range of strategies to be successful learners. For example, pupils explained how they routinely use their 'learning gem' strategies to solve problems, work as part of a team and be resilient.

The breadth of opportunities to promote pupils' personal development is very impressive. The extensive range of clubs on offer, whether it be cookery, drama or mindfulness, ensures that there is something for everyone. Pupils really look forward to entrepreneurial challenges, such as the 'mini-enterprise' project. Pupils also value the variety of opportunities to develop their leadership skills. They take these positions of responsibility seriously. As one member of the school council explained, 'It's our responsibility to make the school the best it can possibly be.'

Leaders have created a very positive team spirit in school. Staff told us that they love working at this school. They feel valued and listened to. Even though the school is doing very well, leaders are not complacent. Governors act as very good critical friends to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are exceptionally strong. Leaders prioritise pupils' welfare and safety. They know their pupils and families extremely well.

Knowledgeable, well-trained and vigilant staff understand exactly what to do if they have any concerns about a pupil. All staff act as the 'eyes and ears'. Leaders respond quickly to concerns raised. They work effectively with external agencies to protect pupils who may be at risk from harm.

Staff teach pupils about potential dangers they may encounter. Pupils understand about e-safety and the importance of looking after their physical and emotional health.

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 Ofsted Parent View information 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	110287
Local authority	Buckinghamshire
Inspection number	10122211
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair of governing body	Donna Westall
Headteacher	Elen Peal
Website	www.csgvillageschool.org
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school is federated with a local infant school. Both the infant and junior schools have the same headteacher and governing body.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in the following subjects: reading, mathematics, computing, and history. In each subject, we met with subject leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.
- We met with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator (SENDCo), subject leaders, the teacher with responsibility for pupil premium, a group of non-teaching staff and members of the governing body, including the chair of governors. We made a telephone call to a representative from the local authority.
- We reviewed safeguarding records, including the central record of recruitment checks on staff.

- We spoke to parents during the inspection and considered the views of 58 parents who responded to Ofsted’s parental questionnaire, Parent View.
- We considered the views of staff from conversations and took account of the 38 responses to Ofsted’s staff survey.
- We also spoke with pupils formally and informally about their day-to-day experiences at the school. We also considered the 57 responses from Year 6 pupils who completed Ofsted’s pupil survey.

Inspection team

Michael Green, lead inspector

Her Majesty’s Inspector

Sarah Hubbard

Her Majesty’s Inspector

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