

Cheddar Grove Primary School

Cheddar Grove, Bristol, BS13 7EN

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The quality of teaching is consistently good and some is outstanding. . This results in pupils' achieving well from often low starting points.
- The Early Years Foundation Stage is an exciting place for children to learn and they make good progress as a result.
- Throughout the school, teaching assistants are deployed effectively to give support to individuals and groups. Consequently, all groups make good progress.
- Leaders, governors and managers at all levels are committed to providing the best education possible for all pupils and have brought about significant improvement since the previous inspection.
- Pupils enjoy coming to school and speak positively about both their learning and the wide range of other activities that the school provides. Their behaviour is good.
- Most parents have positive views about the school and agree with their children that the school is a safe place in which to learn.
- The school places significant emphasis on pupils' rights and responsibilities, successfully encouraging them to develop as citizens of the modern world.
- Governors are effective in providing strong support and challenge to help the school improve further.

It is not yet an outstanding school because

- Outstanding teaching has yet to be fully established in all year groups.
- Teachers' marking and feedback to pupils is not consistent in helping them to improve or to be more actively involved in assessing how well they are doing.
- Pupils need to be given more opportunities to think for themselves and work independently of an adult.

Information about this inspection

- Inspectors observed 27 lessons or parts of lessons. Of these, several were joint observations with the headteacher or members of the senior leadership team.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school. They took account of the 22 responses from parents to the on-line (Parent View) survey as well as to comments submitted directly to them.
- Meetings were held with the governing body, staff and a representative from the local authority.
- Inspectors looked at a range of documentation, including those relating to child protection and safety, the school's monitoring of teaching, and school improvement.
- Inspectors listened to pupils read and talked to pupils about their work. They also looked at the school's tracking system showing pupils' progress in mathematics and English.

Inspection team

Marion Hobbs, Lead inspector	Additional inspector
Mark Smith	Additional inspector
Linda Rowley	Additional inspector

Full report

Information about this school

- Cheddar Grove is an above average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which, in this school, provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average and the proportion supported at school action plus or with a statement of special educational needs is below average.
- The majority of pupils are of White British heritage.
- The Nursery caters for groups of 30 pupils in morning or afternoon sessions.
- The school meets the government's floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in all year groups by:
 - sharing the outstanding practice that already exists within the school
 - developing consistent practice in marking and feedback to pupils about their work so that they are able to contribute more actively to their learning.
- Further enable all children to have the skills to think for themselves, work independently of an adult and become self-motivated in their learning.

Inspection judgements

The achievement of pupils

is good

- A significant number of pupils join the school with skills below those expected for their age. They make good progress through the Early Years Foundation Stage so that they join Year 1 with skills and understanding which are broadly average.
- This good progress continues in Key Stage 1 with the result that attainment is above average at the end of Year 2. The school average point score for all subjects, English and mathematics is above national expectation. This includes those pupils who are supported by the pupil premium funding.
- In Key Stage 2, pupils' attainment is above average in English but it dipped in mathematics in 2012. The school was well aware of this and had taken robust and effective action through the introduction of ability-grouped classes for the teaching of mathematics. Lesson observations, scrutiny of work and the school's own tracking data show pupils are now making good progress in mathematics and that attainment is rising.
- Girls make better progress than boys across all subjects and especially in higher levels in English, even though the boys are making good progress.
- The school has strong internal tracking data to demonstrate good rates of progress for all groups and across years. This links to the good teaching found throughout the school and means that all pupils are being well prepared for important 'milestones' in their education.
- The good teaching of letters and sounds (phonics) in Key Stage 1 provides a firm foundation for the good progress pupils make in reading in Key Stage 2.
- Teaching assistants work effectively in classrooms alongside teachers and in delivering bespoke interventions that support well those pupils who benefit from such help.
- Disabled pupils and those with special educational needs make good progress because of the well-targeted extra support they receive. The small number of pupils who are eligible for the pupil premium also receive additional support as required. Pupil progress data show that this effective support helps these pupils to do as well as others in the school. Consequently, the gap in attainment, as measured by average points scores, against the national average is narrowing.
- The school promotes equality of opportunity well and ensures that all groups of pupils have opportunities to achieve equally well.

The quality of teaching

is good

- Most teaching is at least good but not enough of it is outstanding to ensure that all pupils make the rapid and sustained progress necessary to raise standards further. The school is actively addressing this key priority.
- Senior leaders monitor the quality of teaching, effectively encouraging teamwork as much as possible along with making good use of external support to help drive improvements. For example, the Malago Learning Partnership provides a network for the school to work with others on key areas such as the teaching of reading.
- Teaching in the Early Years Foundation Stage is a strong feature of the school and provides a base from which all pupils can make good progress in their learning.
- Teachers throughout the school promote the use of high-quality talk for learning. This allows all groups of pupils to rehearse ideas aloud before producing pieces of extended writing across the full range of subjects, thus supporting their good progress and wider communication skills. Numeracy is also threaded through the topic-based curriculum work of the school and this is helping to improve pupils' outcomes in mathematics, particularly at Key Stage 2.
- Teachers' questioning is another strength that supports good rates of progress for all. Probing, open-ended questions enable pupils to refine their ideas and thinking and succeed as writers when asked.

- The school has a large number of teaching assistants who are well deployed to work with individuals and groups of pupils. These include those pupils who are eligible for support from the pupil premium funding. These monies are skilfully targeted to provide bespoke interventions that make sure no child is left behind.
- Marking and assessment are regular and frequent across the school but stronger in some year groups than others. Senior leaders are focused on spreading the good practice that exists so that pupils in all years can become fully engaged in commenting on, and responding to, the feedback given to them by their teachers.
- All pupils are encouraged to use their literacy, numeracy and communication skills through their work in the wider curriculum. Drama and music are embedded through the school to support these skills and the school fete is a popular event that enables pupils to perform a variety of roles.
- Planning is consistent across the school and effective teaching strategies, including targeted support and intervention, are matched well to pupils' needs, with the result that they learn well in lessons.

The behaviour and safety of pupils are good

- Pupils throughout the school are keen to learn and are positive about their experiences both in lessons and the wider curriculum. They behave well in class and around the school.
- Bright displays in all open spaces which celebrate pupils' achievements and interests help to foster the climate for learning and engagement in a wide variety of activities.
- Pupils are respectful of each other in lessons, listening well to different ideas and attitudes. Opportunities to discuss and debate are well established throughout the school and pupils respond positively.
- Pupils are keen to take responsibility whenever possible and understand what it means to be a Rights Respecting School. Year 6 pupils spoke enthusiastically about the different ways in which they support younger pupils as well as leading on key initiatives such as eco-awareness.
- Pupils consider behaviour to be good and are confident that any rare incidents of bullying are dealt with effectively by adults. They understand what constitutes bullying, including cyber-bullying. The school does not tolerate discrimination of any kind.
- Pupils say they feel safe at school, and parents who completed the on-line Parent View survey agree. Pupils know how to keep themselves safe and appreciate the different ways that the school promotes this, for example through lessons as well as visiting speakers.
- Although some concerns about the school were voiced by parents, the majority, including those who responded to Parent View, were positive about the different ways in which the school supports all aspects of their children's development. One parent went so far as to say, 'I can't thank the school enough for all it's done for me and my family.'
- Pupils are happy, confident and secure in school and this is borne out by the steadily improving levels of attendance over time as well as a declining picture of exclusions and incidents.

The leadership and management are good

- The headteacher and senior leadership team demonstrate, through a clear shared vision, a strong commitment to driving high expectations and raising standards throughout the school.
- A strong understanding of how to use monitoring and evaluation effectively to drive improvement is embedded through the school. This links naturally to the good teaching that can be found in all areas and to teachers' performance management, where targets and pay increases are closely related to pupils' progress.
- Gaps in achievement are picked up early through the school tracking system and appropriate interventions put in place. These are reviewed regularly by school leaders and altered as needed to ensure no child falls behind.

- Strategies to monitor and evaluate the quality of teaching through observations are good. These have improved teaching and achievement since the previous inspection and demonstrate that the school is well placed to do even better. However, the leadership team is aware that more can be done to improve the consistency of high-quality marking throughout the school.
- The curriculum is rich and varied and prepares pupils well for the next stage of their education. Drama and the arts are well provided for through links with external partners and, wherever possible, visits in the local area support learning. For example, Year 5 explored the SS Great Britain and Clifton Suspension Bridge as part of their study of Victorian England.
- Pupils' spiritual, moral, social and cultural development is similarly well developed through a wide range of activities and experiences. Strong partnerships with the local church and other schools broaden pupils' horizons as well as enabling them to participate in fund-raising for local and international charities.
- The school takes full advantage of its place within the Malago Learning Partnership with leaders and managers at all levels, and including governors, to share best practice and develop new initiatives with those in other local schools. This also allows for enrichment of curriculum experience for different groups of pupils, for example Year 6 learning mathematics at a local secondary school. The school shares with its partners the elements of outstanding practice already existing in the school.
- School leaders and governors work closely with, and welcome the support offered to them by, the local authority school improvement adviser.
- Safeguarding arrangements fully meet requirements.
- **The governance of the school:**
 - Governors have a clear strategic vision about how to help the school continue its journey of improvement. They work closely with the headteacher and senior leaders, providing strong support and challenge regarding all aspects of the school's work based on a secure knowledge of the school's performance data in relation to schools nationally. They are robust and effective in holding the school to account and ensure that performance management is linked to teachers' standards and salary progression. They are regularly updated on the training needs of staff and they themselves take advantage of local authority training for their own purposes. The resources committee oversees the school budget and makes sure that pupil premium funding is used well to support the achievement of this group.

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

Unique reference number	131493
Local authority	Bristol
Inspection number	402471

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Karen Dursley
Headteacher	Paul Jeffery
Date of previous school inspection	16–17 November 2009
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