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11 February 2011

Paul Jeffery  
Headteacher  
Cheddar Grove Primary School  
Cheddar Grove  
Bristol  
BS13 7EN

Dear Mr Jeffery

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Cheddar Grove Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 10 February 2011, for the time you gave to our preparation meeting and for the information which you provided before and during the inspection. Please pass on my thanks to everyone who spoke to me and to the teachers whose lessons we observed.

Since the previous inspection the school has experienced a number of changes in teaching staff and learning support assistants. These changes, which include some staff leaving, the arrival of new staff and deployment of other staff to work in different year groups, have affected most classes.

As a result of the inspection on 16–17 November 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Attainment levels are rising and the great majority of pupils are making satisfactory or better progress. Many pupils make good progress and achieve well. In each year group an increasing number of pupils are attaining the level expected for their age. The gap between the levels pupils should be reaching for their age and what is expected nationally is narrowing at an increasingly speedy rate.

Significant improvements have been made to both provision and outcomes in the Early Years Foundation Stage Nursery and Reception classes. There has been a thorough and detailed review of teaching and learning which has led to a positive



change in how lessons are organised. There is a good balance between teacher-led activities and opportunities for children to develop independent learning skills. This includes the carefully thought through integration of outdoor learning activities to support and extend children's achievements.

There are good systems for assessing children's progress, which are used effectively to inform future planning and making sure that what children learn in the Nursery is successfully built on in the Reception classes. The school's assessment information clearly shows that children make good progress in the Early Years Foundation Stage and by the time they leave many have achieved the skills, knowledge and understanding expected for their age.

The quality of teaching has continued to improve and the school's records show that teaching is consistently good. During this inspection there were examples of good teaching in all of the lessons observed, although the quality ranged from good to just satisfactory. Relationships between pupils and adults are excellent and pupils' behaviour is very good. Teachers' planning shows that careful consideration is given to using the outcomes of assessments to direct and influence the shape and content of future lessons, and to show pupils what they need to do next to improve their work. The school is rightly focused on improving planning further to ensure that teachers consistently pitch the pupils' work accurately to their different learning needs.

There is no doubt that the school's capacity to improve has been strengthened. Senior teachers show an impressive commitment and drive to improve the quality of education further. The senior leadership team effectively monitors and evaluates the school's work, and has developed good systems for checking pupils' progress and the quality of teaching and learning. There is a strong sense of team work, which includes both challenge and support.

As headteacher you are a very good role model for all staff, inspiring and supporting members of the senior leadership team as well as all teachers to do their best to ensure that standards continue to rise and all pupils make good progress. The senior leadership team is very clear about how to improve further, for example, when giving feedback to teachers the intention is to set review dates for following up areas for development. Similarly, the senior leadership team recognises the need to summarise more succinctly overall outcomes for pupils. Governors are very active and provide good quality support and challenge.

The school's improvement partner, one of the local authority's school improvement officers and other local authority consultants have given sound support to the school, with particularly good support to improve the quality of provision in the Early Years Foundation Stage.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.



Yours sincerely

Andrew Watters  
**Her Majesty's Inspector**



## **Annex**

### **The areas for improvement identified during the inspection which took place in November 2009**

- Improve provision in the Early Years Foundation Stage by:
  - ensuring that the outdoor learning environment reflects indoor activities so that children can learn equally well there
  - improving teachers' skills in evaluating progress to inform future planning and ensuring that what children learn in the Nursery is built upon in Reception.
- Improve the quality of teaching so that it is consistently good by ensuring that information from assessment is used to plan the next steps required in learning.