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8 June 2011

Mr John Ridley
Headteacher
Cadbury Heath Primary School
Lintern Crescent
Bristol
BS30 8GB

Dear Mr Ridley

Ofsted monitoring of Grade 3 schools: monitoring inspection of Cadbury Heath Primary School

Thank you for the help which you and your staff gave when I inspected your school on 7 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my particular thanks to pupils, staff and the Chair of the governing body.

As a result of the inspection on 17 March 2010, 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:

satisfactory progress in making improvements.

and

satisfactory progress in demonstrating a better capacity for sustained improvement.

Good progress has been made in improving leadership, management and governance, but this is yet to have a significant impact on the rate at which pupils make progress in mathematics and in securing consistently good teaching in all year groups. The enthusiasm, energy and ambition to improve learning are evident across the school. Responsibilities for monitoring and evaluating the impact of action being taken to improve learning and achievement are distributed well amongst phase and subject leaders. There is regular monitoring of teaching which, combined with good use of the professional development programme, helps teachers extend their repertoire of skills to inspire and motivate young mathematicians.



Leaders and teachers are gathering accurate information on pupils' progress in English and mathematics and using this effectively to provide catch-up programmes to those pupils struggling to keep up with their peer group. The tracking system to monitor pupils' progress towards their targets has developed well since the last inspection. The use of this system, linked to regular pupil progress meetings and work scrutiny, has been effectively improved so that underachieving pupils in English and mathematics are now quickly identified and provided with effective support. The targets in individual education plans are consistent with those set by assessment leaders for these pupils and enables a coherent approach to their provision. The impact of these interventions is now being monitored and governors are routinely kept in the picture as to the impact these are having on pupils' achievement.

The governing body has grown in effectiveness and has put into place appropriate systems for keeping the school under review. The governing body is asking the right questions and, through its involvement in the strategic development plan, has a good understanding of the school's effectiveness. It responded quickly and effectively to improve the partnership with parents and this is reflected in feedback from a recent questionnaire.

The quality of teaching has some effective features but lacks consistency from one class to the next. This is a similar picture to the situation at the last inspection. The regular moderation of pupils' work deepens teachers' understanding of assessing pupils' numeracy skills but there is not yet enough precision in the way this information is fed back into daily lesson plans to ensure good learning for all. For example, lesson plans are unclear about expectations for different ability groups and, in particular, do not differentiate sufficiently for those of average ability in the mixed age and ability classes. The expectations for those pupils identified as underachieving in Years 3 to 6 are not explicit and evaluation of their learning is not always undertaken. Whilst teachers' discussions with pupils at various points in the mathematics lessons reflect the positive relationships, the questioning and other forms of checking by teachers do not spur on learning for all pupils. Mathematics lessons are pacy, but not all provide good opportunities for pupils to reflect on what they have learnt or gain feedback on their learning. The marking of pupils' work in mathematics has improved. Pupils reported that marking helped them understand where they are getting better and what they needed to improve to meet their targets.

The mathematics moderated teacher assessments of Year 6 pupils in 2010 showed an improvement on those of the national test results of 2009. In the main, this was due to additional support and teaching provided for groups of lower attaining pupils. The school's assessment data and the progress seen in lessons during this inspection still show inconsistencies in pupils' progress in mathematics across Years 3 to 6. More attention is now given to calculation, problem solving and mental arithmetic in mathematics lessons and visible emphasis on these aspects of mathematics in classroom displays are helping to improve progress and the quality of teaching. The

school has plans to incorporate greater opportunity for pupils to use and apply their mathematics skills in other subjects.

The school is now receiving enhanced local authority support. They provide consultants to support and strengthen strategic planning and their effectiveness in evaluating its impact. The local authority's support has been particularly effective in this area and is helping improve the capacity of senior and middle leaders. The local authority brokers a programme of staff training in teaching mathematics that is helping secure teachers' expertise. It also provides good support to the governing body in its role in holding senior leaders to account for raising standards, particularly in mathematics.

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

Jonathan Palk
Her Majesty's Inspector

Once the school has had 24 hours to report any factual inaccuracies, the post-inspection letter is copied as appropriate to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – except for academies
- Contractor providing support services on behalf of the local authority - where appropriate
- Diocese – for voluntary aided and voluntary controlled schools
- The person or body responsible for appointing foundation governors if the school has a foundation.

The letters should also be copied electronically to:

each member of the inspection team,

A copy with editing marked up should be forwarded to the:

Lead inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010

Raise attainment and achievement in mathematics across the school by:

- ensuring all pupils make good progress in systematically acquiring their number skills
- developing more focused opportunities for pupils to use and apply their skills in other subjects
- regularly showing pupils how they can improve.

Ensure all teaching is good or better throughout the school by:

- using assessment data to challenge all pupils
- employing a wider variety of strategies to support lower-attaining pupils.

Increase the effectiveness of leadership and management by:

- developing further the monitoring role of all leaders
- refining tracking systems so that they are effective and accessible
- enabling governors to hold the school to account more robustly.