

# St Nicholas Chantry Church of England Voluntary Controlled Primary School

Inspection report

---

<b>Unique Reference Number</b>	109231
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	356505
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Michael Merchant

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	276
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Garland
<b>Headteacher</b>	Peter Treasure-Smith
<b>Date of previous school inspection</b>	11 March 2008
<b>School address</b>	Highdale Avenue Clevedon BS21 7LT
<b>Telephone number</b>	01275 873132
<b>Fax number</b>	01275 873132
<b>Email address</b>	stnicholaschantry.pri@n-somerset.gov.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	21–22 June 2011
<b>Inspection number</b>	356505

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or part lessons were observed, taught by 12 different teachers. Meetings were held with pupils, members of the governing body, staff and the headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation and the school development plan. In addition, questionnaires from 90 parents and carers, 91 pupils and 17 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of strategies to improve pupils' attainment, particularly in mathematics at Key Stage 2
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning
- The impact of actions taken by school leaders and managers to improve the quality of teaching and learning.

## Information about the school

This school is larger in size than most other primary schools. The vast majority of pupils are of White British heritage. While most pupils live locally, a small minority travel some distance from the surrounding area. The proportion of pupils who are known to be eligible for free school meals is below average. A below average proportion of pupils have special educational needs and/or disabilities, including those with a statement of special educational needs. Their needs relate mainly to speech, language and communication difficulties. Children enter the Early Years Foundation Stage in the Reception class. The school has gained a number of awards, including the Healthy Schools award, Investors in People, Leading Aspect award and the Eco Schools award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Nicholas Chantry Church of England Primary School provides a good education for its pupils. Pupils are right to be proud of St Nicholas and relish all it has to offer. By the time pupils leave in Year 6, they are well-rounded young people, ready to play their full part in the world beyond school. Parents and carers are delighted with the support provided for their children and their comments are reflected in the views of one who said, 'St Nicholas Chantry is a brilliant school, it provides a safe, stimulating learning environment for my child.'

Children get a good start in Reception. By the end of Year 6, pupils' attainment is broadly average. Through their rigorous monitoring and assessment procedures, senior leaders identified that attainment in mathematics and writing across the school were weaker areas. Senior leaders have taken swift action to address these weaknesses. Effective strategies to encourage pupils to solve higher-level number problems, expressed in words, have led attainment in mathematics to rise significantly and most pupils are now making particularly good progress in mathematics. Pupils' writing skills have improved as a result of the school's use of sounds and letters (phonics) in lessons and more opportunities to practise longer pieces of writing across a wide range of topics. Currently, all pupils make good progress in relation to their starting points when they joined the school and all groups achieve well. Relatively fewer pupils reach the higher levels of national tests in English and mathematics, however, because in some lessons staff have not fine-tuned the use of assessment information sufficiently. As a result, tasks do not always provide maximum challenge for the more-able pupils. Pupils with special educational needs and/or disabilities receive very good support both in class and in small group or individual tuition sessions which enables them to make good progress in their learning. Pupils' very strong enjoyment of school, however, is not reflected in the overall attendance rate, which, although rising as a result of actions by the school, is still only average.

The leadership and management of teaching and learning are strong. As a result, teaching is good and is constantly improving. Pupils behave well and say that lessons are interesting and exciting. Teachers mark books carefully and regularly, and the advice teachers give to pupils on how to improve their work is effective. Consequently, most pupils are clear about the next steps in their learning.

The governing body supports the school well and plays a key role in promoting safeguarding and developing good links with parents and carers. They are increasingly becoming more influential in evaluating the work of the school and playing an active part in setting school priorities. There is a strong sense of teamwork and pride in what has already been achieved, coupled with a total absence of complacency. School self-evaluation is accurate and most importantly, the school knows exactly what to do further to sustain its journey towards excellence. School leaders have consolidated the good

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

provision seen at the last inspection. The successful actions taken to improve mathematics and writing, for example, are further proof of the school's good capacity to secure further improvements. The school's promotion of community cohesion has focused on the pupils' own, local communities and increasingly, overseas. Links with people in other parts of the country that are different from their own community are not as strong as they could be.

## What does the school need to do to improve further?

- Ensure that more pupils reach the higher levels in national tests at the end of Year 6 by ensuring that all teachers specifically use assessment data to plan for and extend the learning of the highest attainers at a consistently challenging pace throughout lessons.
- Work more closely with the few parents and carers whose children do not attend regularly enough to ensure that pupils' overall rate of attendance is 96% or better.
- Extend the school's work on promoting community cohesion in the wider community, beyond the school and immediate locality, by increasing the opportunities for pupils to gain first-hand experience of communities different from their own.
- A realistic time to achieve the points above would be July 2012

## Outcomes for individuals and groups of pupils

**2**

Children join the Reception classes with skills and abilities that are broadly expected of their age. However, older children in the school joined with below average attainment. Their work seen by inspectors confirms that pupils are working at broadly the levels expected of them in English and mathematics. This represents good progress relative to their starting points in school and all achieve well. Key to this success is the introduction of rigorous procedures for monitoring and evaluating the progress of each pupil towards challenging targets coupled with consistently good teaching. Pupils are keen to do their best, work purposefully in lessons and greatly enjoy what they are doing. This enjoyment stems from the good rapport they have with each other and their teachers. For instance, in a fast-paced Year 5 literacy lesson, pupils were learning at a blistering pace because of the teacher's exceptionally high expectations of what she wanted them to learn and the fun-filled, challenging tasks she set for them. However, attainment in English is sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels. Pupils' number problem-solving skills are very secure because the school has worked very well to provide additional support for older pupils in mathematics. In a very fast-paced Year 3 numeracy lesson, all groups of pupils made secure progress in developing their number skills and really enjoyed working in pairs to complete the challenging task. However, this is not always the case as there are occasions when higher attainers are not consistently challenged.

Pupils with special educational needs and/or disabilities, particularly those with speech, language and communication difficulties, make similar progress to that of their classmates because of detailed support plans and timely interventions.

Pupils have a good understanding of how to be safe in the community and enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise. Pupils have a well-developed understanding of right and wrong, reflecting the

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

school's Christian ethos, and have a deep appreciation and enjoyment of the wonders of life around them. This was well displayed in the care and pride pupils were seen to take in their school vegetable garden. Pupils behave well, are lively, questioning and were keen to engage inspectors in conversation about their school. They eagerly take advantage of the very many opportunities to participate in the community. They develop good social and interpersonal skills and relish working collaboratively. This, together with secure and improving attainment in the key skills of literacy and numeracy, means that they are well prepared for the next stages of their lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching, and the engagement of staff with all pupils and their learning, is good. Teaching is lively, tasks and concepts are clearly explained and activities are carefully designed to challenge the pupils to learn at a swift pace. Pupils' levels of enjoyment and motivation are high because there is mutual respect between them and their teachers. High-quality teaching, such as that seen in a Year 2 science lesson where pupils were finding out what makes seeds germinate, captivates and enthuses pupils and keeps them on their toes with provocative questioning and challenging tasks. Pupils have a good understanding of the quality of their work and what they need to do next in order to move forward. Learning is sometimes held back because all pupils in a class often work

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

at the same pace, as directed by the teacher, and this leads to insufficient challenge for the most-able pupils.

The school has recently revised its curriculum to make it more exciting and creative. The themed approach means that effective links are made across a range of subjects. This has a particularly good impact on progress because it helps pupils make sense of their learning and provides many opportunities for pupils to practise their research, investigation, and information and communication technology skills. However, the school has not fully evaluated the impact of this approach on the pupils' learning. An excellent range of out-of-school activities, including residential visits and camps, provides pupils with many additional opportunities to enhance their learning and makes a valuable contribution to pupils' high levels of enjoyment.

The atmosphere in the school is warm and welcoming and this encourages vulnerable pupils to feel secure. Individuals speak with great feeling about how the school has helped them overcome barriers and improve. A central feature of the ethos and culture of the school is that pupils' needs are often individually known and catered for so that all pupils, including those with special educational needs and/or disabilities, make good progress. Transition arrangements into and out of the school are very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Clear-sighted leadership and management are at the heart of the school's success. The headteacher works tenaciously to improve pupils' educational opportunities. With strong support from his deputy headteacher, he has set a precise path for improvement based on accurate self-evaluation and embedding initiatives which have made a positive difference to pupils' achievements. Leaders communicate high expectations persuasively to staff so that all have a shared sense of direction and feel part of a successful team. Expectations of what pupils can achieve are high, but the team acknowledges that there are still a few pupils who could achieve even more, especially in the more advanced aspects of writing.

The senior team use their good coaching and mentoring skills to offer constructive advice and training, ensuring the quality of teaching and learning is steadily improving. Subject leaders fulfil their responsibilities well. They are developing their roles well and are actively involved in checking pupils' attainment and progress in their respective areas. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through sophisticated monitoring and exemplary support. Progress for all groups of pupils, given their different starting points, is good, indicating

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

that the school's commitment to equal opportunities is translated effectively into its practice.

The effectiveness of the governing body is good. It is increasingly able to hold the school to account for its work and has been influential in helping senior managers secure effective school improvement. It fulfils all legal requirements, and all safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough.

The school prides itself on working very well with the local community and forms good relationships with families, including those that may be considered by some to be harder to reach. Leaders ensure that pupils are developing into caring citizens who respect and value the views of others, and that a set of common shared values is embedded in every child. While there are good features in the school's existing work on promoting community cohesion, the school is aware that some elements have yet to be developed more fully. It is planning to forge links with other schools in more ethnically and socially diverse areas in England and enhance other aspects of this work across the curriculum.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The children move into Year 1 working above expected levels and this represents good progress in relation to their starting points. Adults work hard to involve everyone, to effectively develop children's language and ideas, and to provide an interesting and well-equipped environment for learning. The adults are very skilled at promoting positive attitudes to learning and making it seem like an exciting adventure. For instance, the children were observed having a splendid time making outside sculptures using natural materials to create their own face. One child said excitedly, 'I need to find something to



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

make the peachy-coloured skin.' Others worked energetically to make 'shakers' to accompany Indian music being played as part of their learning about Sikhs. The children are settled and secure because of the careful routines and good care and attention. The staff have established a good balance between the time they direct learning and the amount of time children have to select their own activities. Good use is made of the well-equipped outdoor space to develop children's climbing and clambering skills. Teaching and learning are good in the Early Years Foundation Stage and activities are planned and managed well. As a result of good leadership, staff take part in a rigorous quality assurance scheme and are constantly reviewing and developing the provision. They have strong links with the parents and carers, and this supports children's learning and comfort very effectively. Staff have worked hard to make good links with pre-school groups and nursery provision locally, and this has paid dividends to ensure the children get the year off to a positive start.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Just under half of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. This is a broadly average return. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaire. A number of individual comments praised the extremely high quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to the school. The few criticisms were followed up as inspection trails during the visit. For instance, a minority of parents and carers expressed some concerns regarding the extent to which the school informs them of their child's progress. Inspectors found that the school holds regular consultation events for parents and carers and the quality of written reports to parents and carers was seen to be secure. However, the school recognises that it can do even more to keep parents and carers informed. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Nicholas Chantry Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 276 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	61	33	37	2	2	0	0
The school keeps my child safe	45	50	42	47	2	2	0	0
My school informs me about my child's progress	32	36	42	47	10	11	4	4
My child is making enough progress at this school	37	41	42	47	6	7	0	0
The teaching is good at this school	44	49	39	43	2	2	1	1
The school helps me to support my child's learning	37	41	43	48	4	4	4	4
The school helps my child to have a healthy lifestyle	46	51	39	43	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	42	35	39	1	1	1	1
The school meets my child's particular needs	38	42	43	48	4	4	0	0
The school deals effectively with unacceptable behaviour	27	30	50	56	5	6	2	2
The school takes account of my suggestions and concerns	27	30	47	52	5	6	3	3
The school is led and managed effectively	46	51	36	40	3	3	2	2
Overall, I am happy with my child's experience at this school	54	60	31	34	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 June 2011

Dear Pupils

St Nicholas Chantry Church of England Primary School, Clevedon BS21 7LT

Thank you all for the warm welcome you gave us when we visited your school recently. What a lovely two days we had! We enjoyed meeting and talking to you and particularly enjoyed listening to you sing. You go to a good school and you are right to be proud of it. Here are some of the good things we found out about St Nicholas Chantry Church of England Primary School.

- You make good progress as you move through the school and you achieve well. By the time you leave at the end of Year 6, your attainment is similar to that of pupils in most other schools. This is because you work hard and shows the impact of the good teaching that you receive.
- Your teachers and other adults take good care of you. You told us they make sure that everyone feels safe and secure. You have an excellent understanding about how to stay healthy.
- You behave well around the school and in your classes, and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult.
- Your headteacher, the governing body and all the other staff know in detail how to make sure that your school continues to improve.

To help the school improve further, we have asked those who lead and manage the school to do two things:

- ensure that more of you reach the higher levels in the test you take at the end of Year 6 by making sure that the work is always just at the right level of challenge
- make sure that more of you attend school regularly and take fewer days off school
- give you more opportunities to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom.

I am sure that all of you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**