

Chew Magna Primary School

Inspection report

Unique Reference Number	109062
Local Authority	Bath and North East Somerset
Inspection number	377866
Inspection dates	8–9 November 2011
Reporting inspector	Ann Henderson HMI

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair	Ken Biggs
Headteacher	Su Berkley
Date of previous school inspection	10 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed teaching and learning in nine lessons or part lessons, taught by five teachers and held meetings with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, documentation related to safeguarding information, curriculum documentation, minutes of the governing body meetings, staff and pupil questionnaires and 67 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers use assessment information to improve learning, particularly to challenge more-able pupils.
- Whether the level of expectation and challenge in lessons is sufficient to enable all pupils to make rapid progress.
- The effectiveness of leaders and managers at all levels in driving improvement and demonstrating the capacity to sustain improvements.
- Whether partnerships, including those with parents and carers, consistently contribute to pupils' good and outstanding achievement.

Information about the school

Chew Magna Primary School is smaller than average. It has Early Years Foundation Stage provision in one Reception/Year 1 class. The proportion of pupils known to be eligible for free school meals is well below average. All pupils are of White British heritage. There are no pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below the national average. The majority of these pupils have moderate learning difficulties.

The headteacher is on maternity leave at present. From April 2011, the assistant headteacher became the acting headteacher.

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?

3

The school's capacity for sustained improvement

3

Main findings

Chew Magna Primary School provides a satisfactory education for its pupils. It has some outstanding features, notably the exceptional engagement with parents and carers and the local community and in the quality of care and support provided for pupils. This results in pupils' good personal development with some outstanding outcomes. Parents and carers are extremely supportive of the school. 'We feel strongly part of the community of the school', was a comment that reflected the views of many parents and carers. Pupils are eager to learn and behave well. Their above-average attendance is testament to their enjoyment of the curriculum, which includes a number of activities that enrich their personal development. These make a particularly strong contribution to pupils' outstanding health awareness. They feel exceptionally safe in school and are confident that adults are always available to help if they have a problem.

From starting points that are broadly in line with expectations, children get off to a satisfactory start in the Early Years Foundation Stage. However, here as in the rest of the school, planned activities and lessons do not provide enough challenge, particularly for the more-able pupils. Activities planned for Reception children do not have sufficient regard for the early learning goals. In addition, there is an imbalance of child-initiated and adult-led activities.

Teaching is not consistent enough to promote good progress for all pupils, including those with special educational needs and/or disabilities. In the most successful lessons, pupils are challenged well and lessons are maintained at a good pace. In some classes, assessment information is not used well enough to plan lessons that match tasks to pupils' different needs. In addition, the use of targets, marking and feedback to promote learning is inconsistent and does not always provide pupils with sufficient information on their next steps.

Staff are overwhelmingly supportive of the school. Governance is good. Through a range of monitoring activities, members of the governing body gain valuable information and challenge and support the school well. However, the school's self-evaluation is overgenerous and insufficient attention is given in the school development plan towards the most important areas for improvement. The impact of leadership and management is satisfactory with a sound capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may

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receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the effectiveness of leaders and managers by sharpening the accuracy of self-evaluation and focusing on the most important areas for improvement in development planning.
- Improve the quality of teaching and learning so that it is consistently good or better across the school by:
 - using the existing good teaching as a model so as to disseminate what makes highly effective teaching
 - ensuring teachers use assessments of what pupils know and understand to plan work that accurately matches the differing needs and abilities of pupils
 - making certain there is sufficient challenge for all groups of pupils, but particularly the more-able, in planned activities
 - providing sharply focused individual targets for pupils to promote learning and help them to monitor their own progress
 - making sure that through marking and feedback, pupils have a clear idea of what they have learnt and what they need to do to improve further.
- In the Early Years Foundation Stage, provide varied, challenging and imaginative experiences across all areas of learning with a good balance of child-initiated and adult-led activities.

Outcomes for individuals and groups of pupils

3

Most pupils, including those with special educational needs and/or disabilities, enjoy learning and their achievement is satisfactory. Good relationships between adults and pupils promote a positive learning environment. Where teaching is good, pupils apply themselves well to the tasks in hand and have good attitudes to learning. Lessons observed during the inspection showed that when pupils are challenged and understand what they are learning, enjoyment is evident and good progress is made. This was seen in a mathematics lesson about time, where work was well matched to different abilities and all pupils were challenged to apply their mathematical skills. Questioning took careful account of pupils' different abilities, and homework was carefully planned to provide additional challenge. In other lessons, planned activities were similar for all pupils, and opportunities for pupils to talk about their work and to develop their own ideas were limited. As a result, learning and progress were satisfactory rather than good.

This is a harmonious school community. This was reflected in one parental comment: 'Something that strikes me as being quite special about the school is the level of friendliness and respect between different year groups.' Pupils are polite, friendly and

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confident. They demonstrate respect for themselves and others, clearly knowing right from wrong. This was evident during a moment of quiet reflection in an assembly on the work of The Royal British Legion. Pupils responded well and shared insightful thoughts in preparation for Remembrance Day. They make a good contribution to the school and take their responsibilities seriously. For example, older pupils support younger pupils during the daily planned activities at the start of the school day. The school council members decide and agree ways to fund raise in order to support a range of charities. Their understanding of cultures other than their own is less well developed. Pupils' sound literacy, numeracy and information and communication technology skills help prepare them satisfactorily for their future lives.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers know pupils well. In the best lessons, assessment information on what pupils know and understand is used well to plan activities that challenge pupils, but this practice is inconsistent. Many teachers are good at asking questions that extend pupils' understanding. One teacher used an effective system to ensure a range of pupils are questioned. Small sticks, each with a child's name on it, are used to select a child to answer a suitable question. This simple system engages all pupils and enables the teacher to adjust the question to match pupils' understanding. Nevertheless, in too many lessons teachers do not assess pupils' understanding and do not always extend the challenge enough. This slows the pace of learning. Marking does not always make it clear what pupils need to do to improve. The use of targets

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

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to focus all pupils on how to improve their learning is underdeveloped.

The well-organised and imaginative curriculum meets the needs of the many different groups of pupils well. Visitors to the school and visits to places of interest enrich the curriculum and stimulate learning. Activities such as residential visits to London, the many well-supported opportunities for after-school clubs, including for sport, and effective partnerships with other local schools contribute well to pupils' personal development.

Pastoral care is a strength of the school. Good links with outside specialists, the exceptional engagement with parents and carers and very well-organised and managed support within the school ensure that the specific needs of pupils, including those whose circumstances make them vulnerable, are exceptionally well met. Attendance is carefully monitored. Transition arrangements, including for pupils with special educational needs and/or disabilities, are good, ensuring they quickly settle into their new school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff clearly indicate they are proud to work at this school. Senior leaders, staff and members of the governing body work well together as a team with a shared purpose of bringing about school improvement. However, self-evaluation is overgenerous and planned improvements do not have a sharp enough focus on attainment and progress. The governing body ensures that all statutory requirements are met. Safeguarding procedures are rigorous and careful checks are made on all staff, ensuring they are suitably trained to identify possible child protection issues. All safeguarding training is up to date. Inconsistencies in the attainment and progress of different groups of pupils mean that the school's promotion of equal opportunities is satisfactory rather than good.

There is a strong commitment to the promotion of community cohesion and an action plan is in place. The school is a welcoming community with effective links within the local community; links are being developed internationally to increase pupils' awareness of global issues. Efforts to establish connections with other schools in the region with a more diverse population are planned. The school has a good

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range of partnerships which particularly support pupils' personal and social development. The School Action Group provides parents and carers with an excellent forum to share their views and take an active part in decision-making, enabling them to play the fullest part in their children's learning and personal development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly into school as a result of the effective induction procedures, which include home–school visits. Parents and carers commented positively about the opportunities provided for their child to join in story times in the summer term and in the 'Rising 5's' group in preparation for the start of the school year. Children are cared for well and encouraged to cooperate together. Relationships are good. Staff ensure that the requirements securing children's safety are rigorously met.

The planned range of activities is satisfactory, but at present curriculum planning for all areas of learning is unclear. Some activities that children choose for themselves are not always challenging enough, particularly for the more-able. There are limited opportunities for children to initiate their own learning either indoors or outside. As a result pupils only make satisfactory progress. Leadership and management in the Early Years Foundation Stage are satisfactory. Observations of children's learning are made regularly to build a picture of what they know and can do. Staff promote close relationships with parents and carers by encouraging them to be active partners in their child's learning through the contribution of 'Wow' stickers which document children's achievements at home.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A higher than average number of parents and carers responded to the inspection questionnaire. Parents and carers are extremely happy with the school. The overwhelming majority of their views are positive. They confirmed their support for the school and were particularly pleased with regard to the care and support provided for pupils. Almost none expressed concerns. Very few raised concerns with regard to the progress their child is making, the way the school helps them to support their child's learning and whether the school meets their child's particular needs. Inspectors found that the school provides very good support to parents and carers to enable them to support their child's learning, and meets their needs. However, inspectors found progress to be satisfactory overall. Areas for improvement have been identified with regard to improving the progress pupils make in lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chew Magna 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	75	17	25	0	0	0	0
The school keeps my child safe	53	79	14	21	0	0	0	0
The school informs me about my child's progress	37	55	27	40	0	0	0	0
My child is making enough progress at this school	33	49	32	48	2	3	0	0
The teaching is good at this school	38	57	25	37	0	0	0	0
The school helps me to support my child's learning	34	51	31	46	2	3	0	0
The school helps my child to have a healthy lifestyle	49	73	16	24	1	1	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)	37	55	26	39	0	0	0	0
The school meets my child's particular needs	32	48	29	43	2	3	0	0
The school deals effectively with unacceptable behaviour	42	63	22	33	1	1	0	0
The school takes account of my suggestions and concerns	33	49	33	49	0	0	0	0
The school is led and managed effectively	41	61	25	37	0	0	0	0
Overall, I am happy with my child's experience at this school	43	64	23	34	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 November 2011

Dear Pupils

Inspection of Chew Magna Primary School, Chew Magna BS40 8RQ

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk to and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning. Yours is a satisfactory school.

These are some of the things the school does really well.

- All the adults in your school take exceptionally good care of you.
- Your parents and carers have an extremely positive relationship with the school staff and are provided with opportunities to make decisions.
- You feel very safe in school and know there is always someone to talk to if you have a problem.
- You make a good contribution to your school and the wider community.
- You have an excellent understanding of how to live a healthy lifestyle.

We have asked the school to work on three things to make your school even better.

- Make sure your school's big plan focuses on the important areas for improvement.
- Help you to know how you can improve your work and make sure activities are always interesting and at the right level for you.
- Provide interesting and challenging experiences for children in the Reception class which help them to choose for themselves.

It was a real privilege to visit your school. Continue to work hard and, most of all, enjoy your learning! Thank you again for your help.

Yours sincerely

Ann Henderson
Her Majesty's Inspector

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