

# Cadbury Heath Primary School

Lintern Crescent, Warmley, Bristol BS30 8GB

**Inspection dates** 6–7 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress is not yet good and is not rising quickly enough. Pupils enter Year 1 with attainment close to expected levels for their age. They leave Year 6 with attainment that is similar to the national average; their achievement requires improvement.
- Achievement in writing and mathematics is not high enough because pupils do not have adequate opportunities to practise these skills consistently across all subjects.
- Teaching requires improvement because many lessons fail to promote learning well enough. Teachers do not challenge all groups sufficiently.
- Teachers' marking does not always provide advice for pupils about how to improve their work and help them understand how well they are doing.
- The way leaders and managers check up on pupils' progress and the quality of teaching provides an over-optimistic view of how well the school is doing.
- Governors do not use the information they have about the school to consistently challenge it to do better.

### The school has the following strengths

- A strong emphasis on developing reading skills promotes good progress and higher attainment in this area.
- Pupils invariably behave well and are happy and safe at school. Attendance is above average.
- Children make a good start to their education in the Early Years Foundation Stage.
- Disabled pupils and those with special educational needs and those eligible for additional funding (pupil premium) enjoy strong support. Their progress is better than their peers.

## Information about this inspection

- The inspectors observed lessons in all classes; they visited 13 lessons taught by nine teachers.
- The inspectors held discussions with pupils, teachers, the headteacher, a representative of the governing body and local authority officers.
- The inspectors examined school documents including assessment information, planning documents and records of checks on teaching, and the school's documentation on safeguarding arrangements.
- The views of 71 parents were analysed through the Parent View website.

## Inspection team

Carolyn Carnaghan, Lead inspector

Additional Inspector

Steven Cartlidge

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average sized primary school.
- Almost all pupils are White British and speak English as their first language.
- The proportion of disabled pupils and those with special educational needs is below average overall, and average for those pupils supported by school action. The school has a below average proportion of pupils supported on school action plus and with a statement of special educational needs.
- The proportion of pupils eligible for additional funding (the pupil premium) is below average. The proportion of pupils known to be eligible for free school meals is also below average.
- The school does not use any alternative provision for its pupils (lessons that take place regularly away from school).
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching in Years 1 to 6 and accelerate pupils' progress by:
  - ensuring that all lessons are planned to provide the correct level of challenge and support for all groups of pupils
  - setting high expectations, particularly by telling pupils what they should learn in each lesson
  - developing teachers' questioning skills to provide them with clearer information on pupils' rate of progress
  - building on best practice so that the marking of pupils' work always communicates how well pupils are doing and what they need to do to improve
  - developing teachers' skills in teaching writing and mathematics to close the gap in achievement with that of reading.
- Make sure that members of the governing body use the information they gather about the school to fully challenge it and hold it to account.
- Develop a more accurate evaluation of how well the school is doing in all aspects of its work, including the progress and achievement of its pupils.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Progress requires improvement in Years 1 to 6; they only reach average levels of attainment because teaching does not consistently provide the appropriate challenge for all groups of pupils. Pupils do not always develop a wide range of mathematical and writing skills.
- Pupils' attainment at the end of Years 2 and 6 is broadly average; this is because teaching does not consistently promote progress in writing and mathematics across all subjects. Fewer than expected pupils reach above expected levels in national assessments. Given their starting points, pupils' attainment is not high enough.
- Additional government funds, the pupil premium, are being used well to help specific groups of pupils so that their progress is better than their peers. Spending has been targeted on areas of need, such as providing more time for the special educational needs coordinator. Attainment levels for the pupil premium group including those eligible for free school meals, reflected in average point scores in national assessment data, are similar to those of other pupils in the school.
- The needs of disabled pupils and those who have special educational needs are well known to adults and they receive well-planned support. This enables them to generally make better progress than their classmates.
- Well-considered assistance for pupils whose progress is faltering helps individuals overcome barriers they may be facing. This ensures equality of opportunity for all and that there is no discrimination.
- Children enter Reception with skills and aptitudes lower than those expected for their age. They are well cared for in a happy environment and settle well into school routines. They make good progress and move into Year 1 with attainment broadly similar to the national average.
- The way pupils are taught to link sounds with letters (phonics) is generally good; as a result attainment in reading is consistently higher than in writing and mathematics. The school's strong focus on reading, for example by opening a new well-stocked library, helps pupils develop fluency and confidence in handling books from a young age.

### The quality of teaching

### requires improvement

- Teaching requires improvement because too many lessons do not promote good learning.
- Where teaching is less effective expectations are too low and pupils lose interest because the activities fail to challenge them. Lessons frequently lack pace and teachers talk too much so pupils go off task.
- Teachers' questioning does not consistently probe pupils' understanding and stretch them. This also means that teachers do not always develop a clear idea of how well pupils are learning. For example, in one lesson the teacher worked for too long with a small group of pupils and did not check on how well the rest of the class was progressing. There were a large number of unrelated tasks going on and many pupils were unsure of what they were supposed to be learning. The teacher checked up on learning in books after the lesson was over, so missing the chance to add challenge and support pupils.
- Pupils do not have sufficient opportunities to develop their writing across subjects so their skills lag behind those of reading. Opportunities to produce high quality writing were missed during a mathematics lesson, where pupils were asked to record how they had handled data. This was not seen as an important chance to bring in another essential skill.
- Better teaching is characterised by well-paced lessons where activities are planned to provide challenge and excite interest. Questioning is used well to find out what pupils know and understand. For example, in Reception, children were reminded of what the objectives of the session were, then they were given clear choices of activities and the teacher checked up regularly how well they were getting on. This meant that children could work and play happily

together across a wide range of interesting challenges.

- Pupils clearly appreciate the chance to work independently, working on tasks that interest them, such as mathematical investigations. Where they understand their learning targets they get on and make better progress. Where marking and teachers' comments have not made it clear where to go next, pupils' interest wanes. Marking is inconsistent in the way it communicates the levels of pupils' work.
- Reading is well taught with plenty of opportunities for pupils to read widely. Pupils are encouraged to help out in the new library and reading together supports their progress. Teaching assistants and parents also support this strong feature of pupils' achievement.

### **The behaviour and safety of pupils** are good

- Pupils take pride in the school's friendliness. Their good behaviour supports their learning in lessons. Where behaviour slips, pupils become talkative and their levels of concentration dip. This is because teachers have not planned appropriate activities and pace slows.
- The school fosters good relationships. Pupils respect one another, often helping others in reading sessions or with mathematical problems. They volunteer readily for jobs around school or for school council. Pupils take responsibility seriously and they know their voices will be heard by teachers. This means they contribute to the development of the school as a whole.
- Playtimes are well ordered and fun. There are plenty of opportunities to play on large equipment outside and these sessions reflect the generally harmonious atmosphere in the school. The school provides a safe environment and pupils say they feel secure. Pupils understand the behaviour policy and the consequences of misbehaving.
- Attitudes to others are good; pupils help raise money for charity and show interest in other communities around the world. They are keen to reflect on the value of their education, are polite and courteous. They express few concerns about bullying and pupils know about the dangers of the internet. They are confident that teachers can sort out any problems they may have in this area.
- Pupils have a good awareness of how to be safe in their everyday lives. The school keeps them well informed about potential hazards, such as on the roads.
- The school has rigorous systems to reduce absence and attendance is above average.

### **The leadership and management** require improvement

- Leadership and management require improvement because neither achievement nor teaching is consistently good.
- The information the school gains from its checks on teaching and progress provide an over-generous picture of its strengths. Because of this, the school has not tackled areas of concern quickly enough, such as pupils' underperformance and weaknesses in teaching.
- Lesson observations sometimes lack rigour and less effective practice is not always followed up. Lower test scores in writing and mathematics have not triggered a concerted response from leaders and managers. The school has not made enough improvement since the previous inspection.
- The local authority has provided support for the school but its assessment of current performance is too generous. Where the school has failed to meet its targets there has been insufficient effective follow-up.
- Subjects and activities planned by the school provide engaging opportunities for pupils to learn. Special events, such as Second World War day, are popular and informative. One pupil reported 'It makes you really understand what it was like.' While reading is fully promoted across all subjects, the school does not apply the same commitment to mathematics and writing.
- The school provides opportunities for pupils to reflect on what is right and wrong in school and

outside. Pupils develop respect for diversity in religion and ethnicity and enjoy good opportunities to sample different cultures. For example, Reception class children enjoyed looking at Chinese artefacts and working together as a Chinese dragon. There are opportunities for pupils to consider a range of religions, including Sikhism.

- While there has been some very effective management of individual teachers' performance that has led to some improvements in practice, generally there is insufficient rigour in following up areas of concern.
- **The governance of the school:**
  - The governing body requires improvement because it does not act sufficiently strongly to promote improvements. Governors know about performance data and how it compares to achievement nationally but do not always use this information practically to challenge the school. Governors receive information on standards of teaching and achievement but do not fully hold the school to account to show how it is tackling these. They have used their knowledge of the management of teachers' performance and how it relates to teachers' pay to bring about some improvements in teaching. This is not widespread, however. The governing body is well aware of how additional funding is allocated and members check to assure themselves that this money is well spent. Regular training ensures governors keep abreast of changes in education. They work well to ensure the school is a safe place and the school meets safeguarding requirements.

## 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

<b>Unique reference number</b>	109019
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	401029

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Thomas
<b>Headteacher</b>	John Ridley
<b>Date of previous school inspection</b>	16–17 March 2010
<b>Telephone number</b>	01454 867215
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