

St Chad's Patchway CofE Primary School

Cranham Drive, Patchway, Bristol, BS34 6AQ

Inspection dates

24–25 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
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 are not making consistently good progress in English and mathematics as they move through the school.
- The quality of teaching is uneven across the school. There is not enough good or better teaching to ensure that pupils' learning is always good and to compensate for any past underperformance.
- Although improving, the attendance of pupils is still below the national average.
- Leaders have improved the quality of teaching in the school but their analysis of pupil progress data and school development planning are not sharp enough to support further rapid improvement.
- Governors are not yet knowledgeable or experienced enough to hold the school to account for pupils' learning and progress.
- Senior and middle leaders' performance targets and responsibilities are not defined well enough for them to be held to account.

The school has the following strengths

- The headteacher has worked tirelessly to build firm foundations for improvement. The quality of teaching and pupils' progress are improving.
- Staff are very caring. Pupils are happy. They feel safe and behave very well.
- English and mathematics subject leaders have a growing understanding of their roles across the school. They lead successful activities to monitor and improve teaching.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons. They observed all teachers, some on more than one occasion. Two of the observations were carried out jointly with the headteacher.
- Meetings were held with three groups of pupils, with members of the governing body, with the school's middle and senior leaders and with a representative of the local authority.
- Inspectors took account of the 71 responses to the online questionnaire (Parent View) and two letters from parents. They talked to parents and carers as they dropped off their children at the school.
- Inspectors observed the school's work and looked at a range of school documentation that included records of the monitoring of teaching, the school improvement plan, records relating to behaviour, attendance and safeguarding, and extracts from the school's tracking of pupils' progress. Inspectors listened to pupils read.

Inspection team

Stephen McShane, Lead inspector

Her Majesty's Inspector

Simon Rowe

Her Majesty's Inspector

Jeanie Jovanova

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school. The number of pupils at the school has increased since the last inspection. It now has two classes in each of the two youngest age groups.
- Most pupils are from White British heritage. About 10% of pupils are from a range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils who are known to be eligible for pupil premium funding is lower than the average nationally. Pupil premium is additional funding the school receives for pupils who are known to be eligible for free school meals, those who are in local authority care, and those from service families.
- The proportion of pupils whose learning needs are supported through school action, school action plus or with a statement of special educational needs is below the national average.
- The headteacher joined the school in September 2011. Since the last inspection, there have been three Chairs of the Governing Body.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it enables pupils to make at least consistently good progress, ensuring that:
 - the intended learning outcomes of all lessons are clear and precise
 - lessons are planned based on prior assessments of pupils so that they are challenging for all pupils, including the more able
 - teachers' questions are effective in probing pupils' understanding
 - teachers take opportunities to build on pupils' replies to questions, clarify misconceptions and deepen knowledge further
 - support from additional adults is always effective in improving learning
 - teachers' marking makes it clear what pupils need to do to make their work better.
- Continue to improve attendance to at least the national average.
- Strengthen leadership and management by:
 - reviewing and clarifying roles, including establishing clear accountabilities for pupils' progress, for the quality of teaching and improvements in pupils' learning
 - sharpening school development plans so that they include measurable outcomes and clear targets so they can be monitored more closely
 - extending the governing body's understanding of national assessment data so that governors can challenge the school more robustly.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- In mathematics in 2012, not enough pupils in Year 6 made the progress expected nationally given their starting points. Pupils made expected progress in English. Attainment was similar to the national average.
- In the last academic year, pupils' progress was very variable across the school. The school's assessment information shows that in two classes in mathematics, all pupils met their targets. However, in other classes, progress was much slower. In two of the other classes, for example, less than half of the pupils made enough progress to meet their targets. There was a similar unevenness in pupils' progress in English.
- Recent data show an improving picture. Closer tracking of progress and regular meetings identify pupils at risk and individual help and small-group sessions that are put in place are now effective in tackling any underachievement.
- As the quality of teaching is improving, this means that the majority of pupils are now on track to make expected progress in reading, writing and mathematics. A minority of pupils are making better than expected progress. Children in the Early Years Foundation Stage make expected progress given their starting points, which are average and slightly below average when they join the school
- The attainment and progress of the small number of pupils eligible for pupil premium show that these pupils are making similar progress towards challenging targets as their peers in English and mathematics and funding is appropriately targeted to provide additional resources or support.
- Disabled pupils and those with special educational needs are now making better progress towards challenging targets. Provision has been improved and individual help is much more focused. Learning in lessons is sometimes slower if the activity or support are not well matched to pupils' needs.
- Learning in lessons is uneven. It is closely related to the quality of teaching. In the best lessons, pupils are engaged and show a passion for learning. They show resilience, take responsibility and think deeply and talk excitedly, for example about favourite authors or projects in design and technology, art and information and communication technology. In less successful lessons, they are passive and complete activities that do not lead to good learning.
- Work in pupils' books shows a similar uneven picture. In the best, it is well presented with clear evidence of increasing challenge and progress. In others, work is untidy, some of it is incomplete and activities do not build on each other.
- The youngest children are developing a good knowledge of sounds and letters through a consistent approach to teaching these, including the involvement of parents and carers. Older pupils are given a wide variety of opportunities to practise their reading and are developing a good range of strategies to tackle unfamiliar words and to understand and enjoy a wide variety of books.

The quality of teaching

requires improvement

- Teaching across the school is not consistently good. Inspectors observed lessons where there was good and better learning. They also observed lessons where pupils' progress was too slow. These observations confirm the school's own knowledge of the current quality of teaching.
- The match of work to pupils' different ability levels is not always precise enough. Teachers do not consistently use the results of assessments of pupils' progress to plan lessons and tasks. Lessons do not always meet the learning needs of all pupils, especially the more able, who are not challenged enough. Too often, there are missed opportunities for pupils to work independently and demonstrate their learning and understanding. In weaker lessons, the emphasis is on pupils completing activities rather than the intended learning.

- Teachers' marking of pupils' work across the school is frequent, although its quality and impact are variable. The best practice gives clear pointers about what improvements could be made. Weaker practice is evident where the teacher has merely 'ticked' work. In some examples, obvious misconceptions are not picked up.
- Teaching assistants work well leading small groups to support learning in English and mathematics. Their work is less effective in whole-class settings, when frequently they are not well deployed to support effective learning.
- In the best lessons, questioning is carefully targeted by the teachers based on their knowledge of individual pupils. Further exploration of their answers means that the whole class learns more. In these lessons, pupils are also confident to assess their own learning or the work of their friends. This means that they are developing important skills of effective learners.
- In a few lessons, however, teachers' questioning does not always assess, probe or deepen learning well. An over-reliance on asking pupils to put their hands up, taking an answer from one and then moving on misses opportunities to check understanding or correct misconceptions.
- There are very positive relationships between staff and pupils and among pupils themselves. This means that classrooms are calm and cooperative environments.

The behaviour and safety of pupils are good

- The school is rightly proud of its friendly and caring community. Pupils are welcoming and polite. They are very responsive to adults' instructions. They move around the school calmly. They play and work well together. They say they feel safe.
- The very large majority of parents and carers who responded to Parent View felt that the school makes sure its pupils are well behaved. The school's 'Behaviour Code' is clear and pupils feel it works well and is fair. Pupils say that behaviour is good, although they recognise that a few pupils need help to manage their behaviour. They say bullying is very rare and the school's records confirm this. Pupils have a good knowledge of different types of bullying, including cyber bullying, and what to do about it. They are very confident that staff will sort out any issues if pupils are concerned.
- The few pupils who need additional support to manage their behaviour receive very effective help. The warm and caring ethos of the school underpins the approach to these individuals. A range of interventions are in place, including well-planned work with other agencies. These lead to good improvements in behaviour and in learning.
- The school has taken effective steps to tackle pupils' absence, including a review of the attendance policy and a tightening of expectations, regular reminders to parents and carers and work with other agencies. Although still below the national average, it is clear that attendance is better as a result of these actions and is showing steady improvement.
- Pupils regularly raise money for charity. The school council takes their responsibilities seriously. Pupils are aware of those around them and in the community who need help.

The leadership and management requires improvement

- The headteacher has taken effective steps to raise expectations of pupils' progress while maintaining the strong community ethos of the school. He has put in place the necessary structures and systems that underpin consistency of practice and lead to improvements in learning and the quality of teaching. As yet their impact is not consistent and good practice is not yet embedded throughout the whole school.
- Regular monitoring of the quality of teaching is now in place. The headteacher judges the quality of teaching and learning accurately and quickly identifies strengths and areas for development, which he communicates clearly to staff. School records clearly indicate that support for individuals alongside whole-school training has improved teaching overall and reduced the

amount of inadequate teaching. There is on-going support for the minority of teachers who need it.

- Challenging targets for all pupils, including disabled pupils and those who have special educational needs, are set. Accurate assessments of pupils' performance and tracking of progress are now in place. These identify pupils at risk so that effective additional help can be applied. There is a great deal of data collected and analysed but, as yet, it is not synthesised effectively so that key whole-school key issues can be quickly identified and responded to.
- While school development plans describe the activities to be done, the timescales set and the criteria to judge success lack sharpness. This means improvement cannot be accurately monitored and evaluated.
- Parents and carers are very happy with the school. The overwhelming majority would recommend the school. They feel that the school is well led and managed. It is clear that the headteacher has effectively managed the school through a period of change which has included different expectations as well the increase in pupil numbers so that the confidence that parents and carers hold in him is appropriate.
- Leaders of English and mathematics now carry out examinations of teachers' planning of learning, pupils' books and lessons that are bringing about a greater consistency of better quality through the school. The deputy headteacher has an accurate grasp of assessment. The actions of these leaders are adding to the capacity of the school for further improvement.
- Performance management targets for staff have been agreed and there are higher expectations of those staff who are paid more. However, current targets for staff and leaders are not linked explicitly enough to school priorities to ensure that the accountability for rapid improvement is shared.
- It is clear that the school values individuals whatever their culture or background. Data show that progress of different class groups through the school is uneven and effective steps are being taken to challenge this and ensure equality of opportunity.
- The curriculum gives appropriate emphasis to improving pupils' skills and knowledge in English and mathematics, which are priorities at this time. Pupils' moral, social and cultural development is well provided for.
- Pupils have ample opportunities to develop their spirituality. They have good knowledge of biblical stories and sing hymns with expression and enjoyment, and planned curriculum time is given to reflect on their beliefs and on ideas such as 'the soul' and each other's personal achievements.
- The procedures to ensure pupils are safe meet requirements.
- The school works closely with the local authority representatives, who have an accurate view of its current strengths and areas for development. Additional support has been used effectively to improve teaching and leaders' monitoring.
- **The governance of the school:**
 - The Chair of the Governing Body and those of the committees are new to their roles. Since the headteacher's arrival, the governors have taken more responsibility than previously and attended more training to ensure they are up to date. They have supported the headteacher to take effective action that has resolved historic personnel and budget issues. They have confirmed a number of important policies that were out of date. Although they are broadly aware of the quality of teaching and pupils' progress, they still do not have enough knowledge of data to challenge the school effectively and set priorities. Targets to measure and manage teachers' performance are linked to salary, but as these are not linked closely enough to school improvement, they are of limited value in driving improvements.

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

Unique reference number	109179
Local authority	South Gloucestershire
Inspection number	411840

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Elaine Tayler
Headteacher	Darren Brown
Date of previous school inspection	9 February 2010
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