

Combe Down Church of England Primary School

Church Road, Combe Down, Bath, BA2 5JQ

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Reception class and are well prepared for their future learning.
- Pupils continue to make good progress through Years 1 to 6 so that by the time they leave Year 6 they reach above average standards in English and mathematics.
- Pupils are enthusiastic and confident learners. They show respect and cooperate well with each other and staff and this leads to a calm and purposeful environment in lessons and around school.
- Teaching is good and contributing well to the good progress that pupils make.
- Leaders and governors know their school and have made significant improvements to the quality of teaching and pupils' achievement since the previous inspection.

It is not yet an outstanding school because:

- The quality of teaching is good but is not yet leading to rapid progress for all groups of pupils.
- Improvement targets in the school development plan are not sufficiently clear or precise enough to move the quality of teaching and pupils' achievement to outstanding.

Information about this inspection

- The inspectors observed 24 lessons, including part lessons. Two lessons were jointly observed with the headteacher.
- Inspectors observed the behaviour of pupils at break time, lunchtime and around school.
- Inspectors took into account 20 staff questionnaires, information from school surveys carried out with parents, carers and pupils and the 80 responses to the online questionnaire (Parent View).
- Inspectors spoke to parents and carers at the beginning of the day and held discussions with staff, pupils, the Chair of the Governing Body and four other members, and a representative from the local authority.
- A number of documents provided by the school were taken into consideration including the school's evaluation of its own performance, the school improvement plan and minutes from governors' meetings.
- Inspectors listened to pupils read and examined their books.

Inspection team

Shahnaz Maqsood, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Michael Buist

Additional Inspector

Full report

Information about this school

- This is a larger than average size primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The large majority of pupils are of White British heritage and the number of pupils who join school with English as an additional language is low.
- The proportion of disabled pupils and those with special educational needs supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring that all teachers use information about pupils to plan tasks which are closely matched to the needs of the individual pupils
 - making sure that learning moves at a brisk pace, that no time is wasted and that pupils have enough time to get on with independent work.
- Improve leadership and management by ensuring that school improvement targets are clear and precise enough to move the quality of teaching and pupils' achievement to outstanding.

Inspection judgements

The achievement of pupils is good

- Children begin Reception with skills and knowledge at above the levels expected for their age. As a result of effective teaching, they make good progress and their attainment is securely above levels typical for their age at the end of the Early Years Foundation Stage.
- There has been a positive trend of improvement in the school since the previous inspection and good progress is much more consistent across the key stages. Progress in both Key Stages 1 and 2 is good and pupils leave with standards that are well above those of their peers nationally.
- Since joining a cluster of local schools all focusing on improving achievement in mathematics, the school has changed the way this subject is taught and organised additional training for some staff. As a result of this a greater proportion of pupils are making faster progress in mathematics and levels are now above average.
- Pupils make especially good progress in their personal development and are very articulate and confidently express their knowledge and understanding.
- Disabled pupils and those with a statement of special educational needs are identified early and well-planned teaching and support ensure that their individual learning needs are met. As a result of this, their rate of progress is accelerating at a rapid pace.
- Pupils eligible for pupil premium funding make similar and sometimes better progress than their classmates. In 2012, all pupils eligible for pupil premium in Year 6 attained levels in English and mathematics that were in line with their peers and much higher than the national average for these pupils. The school ensures that all pupils are given equal opportunity to succeed.
- Parents and carers generally agree that their children achieve well at the school.

The quality of teaching is good

- Teaching is good and it enables pupils to make good progress in their learning.
- In the Early Years Foundation Stage the supportive relationships developed by all staff help the children to settle in quickly. As a result they rapidly develop into confident learners and work and play amicably together even in the presence of visitors.
- Teachers across the school have established constructive relationships with pupils and this has a positive impact on pupils' motivation and the environment in the classroom.
- Explanations given by the teachers, particularly at the beginning of lessons, are clear and so pupils are able to tackle their tasks confidently knowing what is expected of them. As a result, their learning is of good quality.
- Questions are generally used effectively by teachers and teaching assistants to probe pupils' understanding and to extend their learning.
- Ample opportunity is given to pupils to express their learning and ideas with thoughtful responses from the teachers helping them to develop their speaking and listening skills.
- On occasions, tasks are not accurately matched to the needs of pupils of different abilities and this inhibits progress. In addition, at times the pace of the lesson slows which prevents pupils from getting on with their work and making rapid progress. For example, in a Key Stage Two literacy lesson the class teacher spent too long explaining a task and therefore pupils had less time to complete it and develop their thinking and ideas.

The behaviour and safety of pupils are good

- Attitudes to learning are positive. There is a very positive ethos around the school in lessons,

break and lunchtime. Pupils conduct themselves well and take pride in their school.

- Relationships between pupils and staff are excellent. Pupils are polite and courteous towards each other and adults.
- There are well-established safety procedures in place. Pupils say they feel safe at school and display knowledge on how to keep themselves safe while using the internet. An overwhelming majority of parents and carers agree that their children are safe at school.
- Pupils have good understanding of bullying and racism. Although such incidents are rare, when they do occur staff deal with them efficiently and effectively.
- Behaviour is well managed consistently and parents, carers staff and pupils agree.
- Attendance is in line with other schools and pupils enjoy school and want to attend.

The leadership and management are good

- The headteacher and senior leaders are ambitious and they work well together. The reorganisation of leadership from phase leaders to subject leaders has helped staff to focus more closely on raising achievement in their specialist areas. As a result, the school has improved significantly since the previous inspection.
- The school development targets are not precisely focused on pupils' outcomes and need to be even more challenging to rapidly accelerate the rate of progress.
- The local authority's support and advice has been very beneficial to the school and helped it to make the improvements necessary to raise standards.
- The senior leaders and governors have an accurate knowledge of the quality of teaching across the school and they monitor its impact on pupils' progress closely. Staff pay awards and performance management targets are linked to pupils' progress and achievement.
- Systems for monitoring progress and attainment are frequent and robust. Assessment is now accurate and pupils' work is regularly moderated. This has contributed to the improvement in pupils' achievement.
- The school effectively promotes spiritual, moral, cultural and social education. Parents, carers and pupils value the wide range of theatrical, musical and sporting opportunities offered by the school, for example when they held the Eisteddfod festival at a nearby school. Pupils are aware of right and wrong, respectful of their own and others' beliefs and values.
- Pupils know how to lead a healthy lifestyle and the school plans to use the physical education funding to offer pupils an even wider range of physical activities and expert coaching. For example, pupils use the facilities of a local secondary school for a number of extra-curricular sports and have experienced coaches working regularly with them.
- All safeguarding procedures meet statutory requirements.
- **The governance of the school:**
 - The governors know the school well. They use their wide range of skills to support the school and challenge the leadership to drive up improvement. They have detailed knowledge of the data and performance of the school and use it to ask the headteacher probing questions related to pupils' progress. Finances are well managed and governors are acutely aware of how the pupil premium funding is used and the effectiveness of the support funded by it.

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	109230
Local authority	Bath and North East Somerset
Inspection number	426733

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	378
Appropriate authority	The governing body
Chair	Karen Coates
Headteacher	Richard Bullard
Date of previous school inspection	14–15 September 2011
Telephone number	01225 840324
Fax number	01225 835459
Email address	combedown_pri@bathnes.gov.uk

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