

Chew Stoke Church School

School Lane, Chew Stoke, Bristol, BS40 8UY

Inspection dates

16–17 October 2014

| Overall effectiveness | Previous inspection: | Not previously inspected as an academy |
|--------------------------------|----------------------|--|
| | This inspection: | Good 2 |
| Leadership and management | Good | 2 |
| Behaviour and safety of pupils | Good | 2 |
| Quality of teaching | Good | 2 |
| Achievement of pupils | Good | 2 |
| Early years provision | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Standards in reading, writing and mathematics are above the national average by the end of Year 6. This represents good progress from pupils' starting points.
- Teaching is typically good, with some that is outstanding.
- Pupils enjoy purposeful learning activities that make them think and work hard. Most teaching helps to deepen pupils' understanding and their ability to solve problems.
- Children in the Early Years Foundation Stage make good progress as a result of consistently good teaching; consequently they are well prepared for Year 1.
- Behaviour is good and the academy's work to ensure its pupils and staff are safe is also good. The academy provides a nurturing and caring environment. Pupils are polite, courteous and considerate.
- Pupils say they feel safe and understand how to keep themselves safe.
- Pupils' spiritual, moral and social development is promoted well.
- The effective leadership of the acting headteacher has ensured that the achievement of pupils and the quality of teaching are good.
- The governing body actively supports and challenges the academy to improve further.

It is not yet an outstanding school because:

- Occasionally teachers do not respond swiftly enough during lessons when pupils find planned tasks too easy or too difficult.
- Sometimes pupils are not given enough guidance about what they need to do to improve their work, and staff do not always check that pupils follow this advice when it is given.
- Not all teachers have the same high expectations or pay sufficient attention to the way in which pupils present their work, so the quality varies across the school.
- Not all middle leaders evaluate the impact of their work on pupils' learning effectively.

Information about this inspection

- The inspectors observed 11 lessons and gained other evidence on the quality of teaching by looking at the work in pupils’ books and talking to them about their work. The acting headteacher jointly observed two of these lessons with the inspectors. Inspectors also listened to pupils read.
- Meetings were held with pupils, senior and middle leaders, members of the governing body and representatives from the local authority.
- Inspectors observed the work of the academy, attended assembly and looked at a range of documentation, including: the school’s view of its own performance and development plan; policies and information about pupils’ performance, attendance, behaviour and the quality of teaching; safeguarding information; and the minutes of governing body meetings.
- Inspectors considered the questionnaire returns from 16 members of staff.
- Inspectors took account of 62 responses by parents and carers to the online questionnaire, Parent View, and spoke to parents and carers informally.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Jeanne Simpson

Additional Inspector

Full report

Information about this school

- The academy is smaller than an average-sized primary school.
- Most pupils are of White British origin.
- Very few pupils are eligible for the pupil premium. This is additional funding for pupils in care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Before- and after-school provision is privately managed and did not form part of this inspection.
- Chew Stoke Church School converted to become an academy in September 2012. When its predecessor school, Chew Stoke Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The deputy headteacher is currently the acting headteacher due to the long-term absence and recent resignation of the headteacher.

What does the school need to do to improve further?

- Improve teaching to outstanding to raise the achievement of pupils further by making sure that all teachers:
 - adapt their teaching during lessons to make sure that the activities they set are not too easy or too difficult
 - give pupils clear feedback on how they can improve their work and check that pupils act on their advice
 - encourage pupils to take a greater pride in the presentation of their work.
- Strengthen leadership and management further by:
 - ensuring that all staff with leadership and management responsibilities are given opportunities to develop their skills to be as good as the best in the school.

Inspection judgements

The leadership and management are good

- The acting headteacher provides very purposeful and effective leadership, and is well supported by the senior leadership team, middle leaders and governors. Their actions have generally improved the quality of teaching and raised pupils' academic and personal achievement.
- The academy's systems for checking how well pupils are doing are robust and school leaders make good use of information about pupils' achievement and progress. They have a clear and accurate view of how well the academy is performing and where it needs to do better. School improvement planning is firmly focused on further improving teaching and raising pupils' achievement.
- Senior leaders closely monitor the quality of teaching and learning and most middle leaders effectively check and evaluate pupils' performance in their areas. However not all middle leaders are as effective in their endeavors as the best.
- Any underachievement is addressed by providing pupils with extra support if they need it. As a result, all groups of pupils in the school are making good progress. This shows the school's successful commitment to equal opportunities for all pupils.
- Information about pupils' performance and the quality of teaching is used to check how well teachers and teaching assistants are doing and to identify where further training or support is needed. As a result, the quality of teaching is improving. This information is also used effectively when making decisions about the pay of teachers.
- The curriculum is very well planned, engages pupils effectively in their learning and promotes good behaviour. A good range of activities and clubs covering sport, drama and culture enriches the curriculum. The curriculum and these enrichment activities contribute to pupils' growing maturity, appreciation of the world, their place in modern British culture and their spiritual, moral, social and cultural development.
- The primary school sports funding is directed well to improve staff expertise and employ specialist sports coaches. Rigorous checks make certain that it is making a difference to pupils' achievement and well-being.
- Excellent procedures for safeguarding pupils are fully in place and actively followed to very good effect.
- Parents, carers and staff show very strong support for the school in their responses to the online questionnaires. Parents and carers spoken to during the inspection were very complimentary about the academy.
- **The governance of the school:**
 - Governors are well informed about the quality of teaching and learning and pupils' achievement. They have undertaken training to improve their skills and effectiveness and have a good understanding of the use and analysis of data about pupils' achievement and progress, and how these are linked to the quality of teaching. They hold the academy to account effectively by asking probing questions about how well the academy is doing and where it could do better, and by setting challenging targets linked to the headteacher's appraisal. They make sure that pupils' performance is considered when making decisions about teachers' pay. Governors oversee the school's finances very effectively. They have a good knowledge of how the additional pupil premium and primary school sports funding is spent and the impact it is having. The Governing Body ensures that the academy meets its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have very positive attitudes to learning and are keen to do well. They are polite and considerate and relationships between pupils and adults in the academy are very good. A strong and caring ethos pervades the academy.
- Pupils enjoy coming to school and they say that good behaviour is typical. This is confirmed by their punctuality and improved attendance which is now above average.
- Pupils behave very well in lessons so that learning typically proceeds smoothly and without interruption. However, when occasionally teachers fail to engage pupils sufficiently, the attention of some pupils wanders and, consequently, they do not make the progress during lessons that they should.
- Academy records show few instances of poor behaviour, including racist or discriminatory incidents. On

the rare occasions that pupils misbehave, staff act appropriately, consistently and effectively.

- Inspectors observed very good behaviour in assembly and around the academy. Pupils play extremely safely and well together during break times, and behave responsibly in the hall at lunchtime.

Safety

- The academy's work to keep pupils safe and secure is good.
- Pupils say that they feel safe in the school and are well cared for. They know how to keep themselves safe in different situations, including on roads and when using the internet.
- Pupils have a good knowledge of the different forms bullying can take, but say that it is extremely rare. They are confident that the school would sort it out quickly if it occurred.
- Almost all parents and carers who responded to the Parent View survey thought that their children are happy, safe and well looked after. . Inspection evidence supports this view.

The quality of teaching

is good

- The quality of teaching is improving and is typically good across the academy, with some that is outstanding. It enables pupils in all classes to learn well. This was confirmed by the work in pupils' books, and the academy's own records of pupils' progress and checks on the quality of teaching.
- Staff know pupils well and there are good relationships between pupils and teachers and teaching assistants. Staff typically have high expectations of what pupils can achieve and set work that motivates and engages pupils so that they learn well. In a Year 6 English lesson pupils were learning about characterisation and teachers used questioning very effectively to develop their understanding and to challenge them to improve their work. As a result, they made excellent progress.
- Most teachers plan work effectively, including for the core elements of literacy and numeracy, to maximise achievement. Pupils' understanding is checked and their thinking challenged as they use high levels of speaking and listening skills to answer questions about their learning. However occasionally teachers fail to adjust their teaching when planned tasks prove to be either too easy or too hard. When this is the case pupils do not make as much progress as they could.
- The teaching of phonics (the sounds that letters make) in the Early Years Foundation Stage and Key Stage 1 securely promotes an enjoyment of reading and skills which enable children to progress well to become confident, enthusiastic readers.
- Pupils are keen to learn. They say that teaching challenges them and that 'every teacher wants to push us and move us on'.
- Pupils' work is marked regularly. Staff use praise effectively, but they do not always provide enough guidance or comments on what pupils need to do to improve their work, nor do they always check that pupils follow this guidance when it is given.
- Although teachers generally have high expectations, they do not all encourage pupils to take pride in their work. Consequently the quality of the presentation of pupils' written work across the school and across subjects is inconsistent.
- Teachers and teaching assistants work very well together to help pupils who find learning more difficult. This includes pupils who are eligible for additional funding and those who are disabled or have special educational needs. As a result these pupils generally make good progress in line with their classmates, and better in some cases.

The achievement of pupils

is good

- Pupils make good progress and standards in reading, writing and mathematics are above the national average by the end of Year 6. This represents good achievement.
- Most children start school with knowledge and skills that are broadly typical for their age. They make good progress in the Early Years Foundation Stage. Teachers place a strong emphasis on phonics within well-planned and purposeful activities. Consequently, children are confident and are well prepared for their entry into Year 1.
- In Key Stage 1, in 2013, standards were above the national average in reading, writing and mathematics.
- Progress in Key Stage 2 builds on the good foundations established in earlier years and the rate of learning accelerates as pupils move up through the academy. By the end of Year 6, pupils reach above-average standards in reading, writing and mathematics. In 2013, progress and attainment in reading were particularly strong and in 2014 achievement in mathematics improved markedly to match that

seen in reading and writing. Current work and school records show that this good achievement in English and mathematics is being maintained.

- In the Early Years Foundation Stage and in Key Stage 1, pupils' understanding of phonics has improved. In Key Stage 2, pupils enjoy reading a wealth of books by a variety of authors. They read clearly and with fluency and understanding.
- The number of pupils supported through additional funding is too small to make a judgment about their relative attainment in English and mathematics when compared to other pupils nationally or in the school. The academy identifies each pupil who is known to be eligible and ensures that funding is used wisely to ensure they make good progress.
- Disabled pupils and those with special educational needs get support that meets their needs and also make good progress from their starting points.
- Checks on pupils' books and evidence in lessons show that the most able pupils also do well and the proportion of pupils reaching Level 5 at the end of Key Stage 2 is typically above the national average.

The early years provision

is good

- Most children join the Reception Year with skills and knowledge that are typical for their age. They make good or better progress and are well prepared to enter Key Stage 1.
- The quality of teaching is consistently good. Staff have high expectations and make sure that learning is purposeful and well focused, that children are fully involved in their learning and that the indoor and outdoor learning environments are used effectively. As a result, children are suitably challenged and develop key skills quickly.
- Children are well motivated, behave well and show good attitudes to learning in a very safe and caring environment.
- Partnership with parents and carers is quickly established, with home visits prior to the children starting school. There is a carefully planned period of induction to school. Links with pre-school providers are strong. These arrangements ensure that children make a smooth transition to the Reception Year.
- Children benefit from the close working with outside agencies. Vulnerable pupils, including those who are disabled, those who have special educational needs and those for whom the academy receives additional funding, are very well supported and make good progress from their starting points.
- As a result, the early years provision makes a strong contribution to children's physical and emotional health, safety and well-being, as well as to their spiritual, moral, social and cultural development.
- The leadership and management of the early years are good. Leaders have an accurate view of how well children are doing based on accurate assessment. They work effectively to improve provision, including by training and developing of staff. As a result, children's achievement is rising.

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

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|--------------------------------|------------------------------|
| Unique reference number | 138617 |
| Local authority | Bath and North East Somerset |
| Inspection number | 444040 |

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

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| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 190 |
| Appropriate authority | The governing body |
| Chair | Fiona Barlow |
| Headteacher | Ben Hewett |
| Date of previous school inspection | Not previously inspected as an academy |
| Telephone number | 01275 332354 |
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