

Chester Park Infant School

Lodge Causeway, Fishponds, Bristol BS16 3QG

Inspection dates

20–21 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads by example. He has an unwavering determination to ensure pupils achieve their full potential. His dedication and hard work have led to considerable improvements since the last inspection.
- Senior leaders have worked diligently to stabilise staffing. However, some leaders are new to their roles and it will take time for the improvements they have made to teaching to become evident.
- Leaders form effective partnerships with parents and carers. Parents are overwhelmingly positive about the school. Typical comments include, 'The school is fantastic and there is a real atmosphere of inclusivity.'
- Leaders have high expectations of staff. Staff enjoy working at the school and speak highly about the support leaders provide for them.
- Adults form positive and caring relationships with pupils. Pupils trust adults in the school and feel valued and respected.
- Leaders work hard to ensure pupils attend regularly. Punctuality has improved and, although attendance is variable, there are often justifiable reasons for this.
- Pupils are a credit to the school. They enjoy being at school and are polite, respectful and welcoming.
- Pastoral provision and safeguarding are exceptionally strong. Adults are acutely aware of pupils' specific needs and provide bespoke support to help them.
- Effective teaching ensures that pupils make good progress. However, several teachers are new to the school. Previous variations in teaching, especially in phonics and writing, are still being smoothed out.
- Early years provision is good. Leaders use effective assessment to plan exciting activities to spark children's interest. Leaders have developed the outdoor area, which is a stimulating place for children to explore and in which to learn.
- Additional funding for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) is improving pupils' progress. However, progress is not yet consistently strong.
- Governors are committed to improving the school and make visits to check leaders' impact. However, they do not have a precise understanding of pupils' achievement. This restricts how well they can challenge leaders.
- Pupils who speak English as an additional language (EAL) get off to a good start in their education, due to effective support. This helps them to make good progress.

Full report

What does the school need to do to improve further?

- Improve leadership and management, by ensuring that:
 - new leaders and governors are provided with focused training and support to ensure that they swiftly identify when teaching needs to improve and that they take appropriate action to remedy this
 - leaders continue to ensure that pupils attend regularly and benefit from all that the school has to offer.
- Continue to improve the consistency of teaching, especially of phonics and writing, by ensuring that teaching routinely challenges pupils, particularly disadvantaged pupils and pupils with SEND, so that they make strong progress and achieve their full potential.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads by example and has a relentless drive and determination to improve outcomes for pupils. Staff and governors share his enthusiasm and are fully committed to improving the school. The school is making effective use of additional funding to improve the outdoor environment and provide a new playground.
- There have been several changes of leaders and teachers in recent months. The headteacher has managed this well. He has worked extremely hard to recruit new leaders and teachers of the highest calibre, in order not to compromise pupils' education. A parent, who echoed the views of many, commented, 'Given the high staff turnover, I think teachers and staff have done a great job in maintaining the caring environment.'
- Leaders have taken effective action to address the recommendations of the last inspection and monitoring visits. Leaders' work to develop teaching is effective. They work closely with teachers to ensure that assessment is precise and consistent. Leaders routinely and rigorously monitor teaching, which enables them to have an accurate picture of strengths and areas for development.
- Leaders make effective use of the information they gather about teaching to provide training and support for teachers and teaching assistants. This helps them to improve. Staff enjoy working in the school because they feel respected and valued. They confirm that leaders support them well and are considerate of their well-being.
- The headteacher has elicited the support of local leaders of education and the local authority to strengthen teaching and leadership. This is paying dividends. New leaders are developing their ability to monitor and evaluate teaching in order to improve it. However, more time is needed for them to develop their skills fully, so that teaching is consistently strong.
- Pastoral provision is highly effective, because pupils' safety and well-being are at the heart of the school's work. The skilled family support adviser plays a pivotal role in helping pupils and their families. She liaises with external agencies to support pupils' behaviour and emotional health. She also directs parents who need advice on housing, health and finance. Parents value the school's guidance and care. For example, a parent commented, 'Staff have been amazing and have consistently supported me.'
- Additional funding for disadvantaged pupils and pupils with SEND is used appropriately. The special educational needs coordinator (SENCo) and deputy headteacher closely assess pupils and ensure that they are provided with bespoke support to meet their needs. Leaders routinely check the impact of additional academic and pastoral provision to ensure that it helps pupils to make strong progress.
- 'Ducklings' is a welcoming, calm and homely environment where pupils are provided with specialist teaching and pastoral support. This is improving pupils' self-esteem and confidence and enabling pupils to manage their emotions. Additional teaching is consolidating pupils' basic skills in reading, writing and mathematics. As a result, pupils' concentration is improving and they are starting to make good progress from low starting points. However, this support will take time to have a sustained impact.

- Pupils embrace diversity because leaders plan a relevant and interesting curriculum which enables pupils to learn about the different faiths and cultures within their community. For example, they visit the local mosque, learn about Eid and celebrate the Chinese New Year. Pupils learn to greet each other in different languages and enjoy trying food from different cultures.
- The curriculum provides pupils with a range of exciting experiences. For example, pupils enjoy forest school activities and trips to Westonbirt Arboretum and Bristol Zoo. Parents attend 'opening and closing the lid' events at the beginning and end of topics. This enables them to find out about their children's learning.
- The physical education (PE) and sport premium is used successfully to fund a sports coach, who teaches gym, dance and games. He also provides training to improve teachers' confidence and ability to teach PE. The funding is also being used to develop the outdoor learning and play areas and to purchase games resources.
- British values are woven into the school's values. For example, pupils further their understanding of moral values and rules when they develop their class behaviour charter. They learn about democracy when voting for playground guardians and members of the school council.
- The vast majority of parents are happy with the school and they consistently praise the approachable, helpful and friendly staff. Parents typically comment, 'Teachers know my child exceptionally well,' and, 'Problems are dealt with swiftly.'

Governance of the school

- Governors are firmly committed to ensuring that the school provides a good education for pupils. Governors know that they have a responsibility for ensuring that pupils are safe. As a result, they routinely check safeguarding procedures and attendance.
- Governors take responsibility for monitoring different subjects and other aspects of the school's provision. They visit the school and regularly review the school's assessment information and pupils' learning, to check the impact of leaders' actions. However, governors are unsure how to evaluate pupils' progress with precision. Therefore, they are limited in the extent to which they are able to hold leaders to account.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a clear culture of safeguarding at the school because pupils' safety and welfare are paramount. Leaders provide staff with appropriate training to keep pupils safe. Staff understand the need to be vigilant and can explain how to report concerns.
- Leaders undertake the necessary checks to ensure that everybody who works at the school is safe to work with children. Details are recorded meticulously on the school's single central record.
- Leaders maintain thorough safeguarding records which provide clear details of concerns and their actions. Leaders are unremitting in their quest to secure specialist help for pupils and families who need it. Leaders routinely check on the impact of their work to ensure that it is making a difference.

Quality of teaching, learning and assessment

Good

- Teachers and teaching assistants forge caring and supportive relationships with pupils. This fosters a positive climate for learning. Pupils display positive attitudes because they are interested in their work and are eager to do well.
- Teachers use accurate assessment to plan tasks appropriate to pupils' age and ability. They explain tasks carefully and model learning effectively, so that pupils understand what to do. Adults intervene appropriately, in order to check pupils' understanding and move their learning on.
- Phonics teaching is effective. Sharply focused assessment ensures that teaching builds on pupils' prior learning. Pupils are given regular opportunities to practise and consolidate their skills to become successful readers. As a result of good teaching, pupils' outcomes are improving, but it is too early to be sure that improvements are there for the long term.
- In English lessons and other subjects, teachers set tasks that enable pupils to tackle a range of writing styles and genres. Pupils apply their knowledge of phonics to develop their writing. Most pupils apply their understanding of spelling and grammar rules to develop the accuracy and complexity of their writing. Pupils' handwriting and presentation are improving and older pupils are beginning to edit and improve their writing. However, teaching does not routinely stretch pupils to achieve their full potential in writing.
- The teaching of mathematics is effective. Pupils benefit from regular opportunities to practise and perfect the skills they have learned. As a result, they can apply their mathematical knowledge when reasoning and solving problems.
- Teachers swiftly identify when pupils with lower starting points need extra teaching or pastoral support to help them. Additional adults are well deployed to assist with this. For example, highly effective and well-planned support is provided in 'Ducklings'.
- Additional support for pupils is having a positive impact on the progress of disadvantaged pupils and pupils with SEND. It is helping pupils to concentrate on their work and improving their communication. It is also consolidating pupils' skills in reading, writing and mathematics. Gaps in pupils' knowledge are reducing.
- Teachers regularly review pupils' learning and provide feedback in line with the school's marking policy. This enables pupils to correct their mistakes and deepen their understanding.
- Pupils are routinely provided with opportunities to apply and extend their reading, writing and mathematical skills in other subjects. For example, they write recounts of historical events, such as the Great Fire of London, and produce reports following scientific investigations.
- Pupils are encouraged to develop qualities such as resilience and perseverance and also the skills of cooperation to help them to learn. Consequently, pupils are not afraid to take risks or make mistakes because they know that teachers will help them.
- Pupils enjoy undertaking homework tasks to reinforce what they are learning in school. For example, reading records inform parents about their children's progress and

include useful prompts to help them to support their children's reading.

- Although teaching is typically good, some inconsistencies remain, particularly in phonics and writing. This is because there has not been sufficient time for new teachers to embed strong teaching and for this to be seen to have a reliable impact on pupils' outcomes. In addition, some pupils with complex needs, particularly disadvantaged pupils and pupils with SEND, require ongoing support. More time is needed for improvements in this area to have a consistent impact on outcomes.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and well looked after. They are confident that adults will help them if they are worried. Pupils know how to keep themselves safe. For example, they learn about road safety and about people who help us, such as the police and fire brigade.
- 'Ducklings' provides a safe haven within which pupils can access precisely focused pastoral provision, such as counselling and emotional support. A parent commented, 'This enables children to flourish.'
- Pupils are caring and keen to help others less fortunate than themselves. For example, pupils raise money for charity. They also vote for 'playground guardians', who help others when they are feeling lonely or upset.
- Pupils understand what is expected of them. They realise the importance of respecting the backgrounds of others, and know that discrimination is not tolerated.
- Pupils enjoy the wealth of interesting opportunities the curriculum provides for them. Consequently, pupils listen carefully to instructions and settle to work without delay, so that no learning time is lost.
- Pupils sustain positive attitudes to learning and enjoy contributing in lessons. Pupils take pride in their work and enjoy being rewarded for their efforts. They strive to achieve the coveted 'pot of gold' awards when they have excelled in their learning.
- Leaders work tirelessly to highlight the importance of good attendance and do not authorise holidays in term time. Leaders meet with parents and make home visits to encourage pupils to attend regularly. Pupils' punctuality has improved, but despite leaders' efforts, attendance varies. In some cases, this is for justifiable reasons.

Behaviour

- The behaviour of pupils is good.
- Adults have high expectations of pupils' behaviour. They sensitively and consistently reinforce this whenever necessary. Pupils have drawn up their own class rules, so that everyone understands what is expected of them. Routines are well known and, as a result, pupils' movement in and around school is purposeful and sensible.
- At break- and lunchtime, pupils are sociable and happy and enjoy playing with their friends. At the end of breaktime, pupils line up sensibly, ready to return to their

learning.

- Leaders take remedial action when behaviour needs to improve and as a result, there are few incidents of poor behaviour. Leaders support parents and agree on behaviour plans for their children. These reduce the likelihood of further incidents and help pupils to cooperate with adults and their peers. Parents, pupils and staff agree that behaviour is good. A pupil commented, 'Because behaviour is better, we can learn more.'

Outcomes for pupils

Good

- Over time, attainment in mathematics at the end of key stage 1 has been broadly in line with the national average. Attainment in reading and writing has been below the national average, but improved slightly last year. The proportion of pupils achieving greater depth in their learning in all subjects is similar to that of pupils nationally.
- Recent improvements to leadership and teaching have led to rapid improvements in outcomes. Pupils are making better progress than previously and gaps in their learning are reducing. This is having a positive impact on their attainment.
- In the past, outcomes in phonics have been variable. Leaders have tackled weak teaching and, as a result, phonics teaching is now good. Consequently, the majority of pupils in Year 1 are working at standards typical for their age. Some Year 2 pupils are still catching up from previous variations in teaching, but precisely focused phonics teaching is having a positive impact.
- Reviews of pupils' learning and the school's latest assessment information confirm that the majority of current pupils are making strong progress in all subjects. Most pupils undertake work appropriate for their age in reading, writing and mathematics. Several pupils, including the most able pupils, are working at greater depth in their learning. However, outcomes are not yet consistently strong, particularly in reading and writing, because improvements to teaching have not yet become fully embedded.
- The school's well-stocked library encourages pupils to develop a love of reading. Pupils enjoy choosing books that interest them and they talk enthusiastically about their books. Pupils regularly practise reading and are able to apply their knowledge of phonics consistently well to read accurately. Pupils have good comprehension and can work out the meaning of unfamiliar words.
- Pupils strengthen their knowledge, skills and understanding in reading, writing and mathematics, because they are provided with regular opportunities to practise these skills in other subjects.
- Many pupils, including disadvantaged pupils and pupils with SEND, have low starting points due to their complex needs. Leaders have rightly determined that these pupils need to make small steps of progress to build stronger foundations for learning. Targeted and well-planned teaching is enabling them to make good progress, but more time is needed for this to be seen to have had a sustained impact on their attainment.
- Pupils who speak EAL typically make good progress, because staff understand their needs and give them appropriate support. This gives pupils a good start to their education.

Early years provision

Good

- The early years leader, who has recently joined the school, has taken swift action to improve teaching in early years. Historically, children's attainment at the end of Reception has been below the national average, but stronger teaching is having a positive impact. Children make good progress and a higher proportion of children than previously are working at standards typical for their age. This means they are well prepared for Year 1.
- Adults develop warm and welcoming relationships with children and make sure that they are safe and happy. Children are interested in finding things out and they are able to sustain concentration for long periods. Children understand routines and, consequently, they listen carefully to adults and behave well.
- Leaders and teachers use precise assessment to plan stimulating activities that are well matched to children's needs. Leaders routinely monitor teaching, which enables them to ensure that it is effective. The early years leader intervenes when teaching needs further improvement.
- Phonics teaching is effective, because sharply focused assessment ensures that teachers enable children to build on what they already know and can do. This enables them to develop secure early reading skills. Motivating practical activities help children to apply their phonic knowledge to develop their writing. For example, children are encouraged to read and write words on cardboard 'fried eggs'.
- Leaders have addressed the recommendations of Ofsted's most recent monitoring visit and developed the outdoor area, so that it is fit for purpose. The outside space now contains exciting areas, which spark children's interests and encourage them to become absorbed in their learning. For example, there is a herb garden, a mud kitchen and a reading tepee.
- Teachers provide activities to promote children's knowledge, skills and understanding across a broad range of areas of learning. For example, children enjoy cutting fabric and attaching wooden poles to make kites. Teachers use effective questions such as, 'How will we do it?', and, 'What do we need to do next?' to encourage children to think hard and to develop their communication skills.
- Reviews of children's learning confirm that children have regular opportunities to practise, develop and secure their skills in reading, writing and mathematics. This enables them to make good progress.
- Teachers carefully explain and show children what they want them to do. For example, children secure their mathematical skills by making 'teen' numbers with potato prints.
- The early years leader elicits the support of external agencies to ensure that teachers understand how to provide tailored support to meet children's specific needs. For example, children new to the school who do not speak English are given extra support to develop their language skills, so that they can access learning opportunities.
- Leaders and teachers communicate effectively with parents. The school holds welcome meetings and tours of the school. Leaders and teachers explain about teaching in early years, so that parents can support their children's learning.

School details

Unique reference number	108921
Local authority	City of Bristol
Inspection number	10081701

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

Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chairs	Sarah Howell and Caroline Hopes
Headteacher	Mike McNama
Telephone number	0117 377 3047
Website	www.chesterpark-inf.bristol.sch.uk
Email address	chesterparki@bristol-schools.uk
Date of previous inspection	7–8 February 2017

Information about this school

- The school is smaller than the average-sized infant school.
- The school federated with Chester Park Junior School in September 2018. Both schools share the same governing body. In September 2018, the headteacher of the junior school was appointed as headteacher of the infant school. He now leads both schools. There have been several recent changes of teaching staff and leaders.
- Leaders have elicited the help of the local authority and local leaders of education to support school improvement.
- Just over one third of the pupils are White British. Other pupils are from a range of minority ethnic backgrounds. The school is in the top 20% of all schools for the proportion of pupils who speak EAL. There was a larger than average increase between 2017 and 2018 in the percentage of pupils who speak EAL.
- The proportion of pupils eligible for the pupil premium over the last six years has been above average.

- The proportion of pupils receiving support for SEND is above that of pupils nationally. The percentage of pupils with an education, health and care plan is double the national average.
- Pupils in the school have the opportunity to attend the breakfast club in the junior school.

Information about this inspection

- Inspectors observed a variety of lessons and reviewed work in pupils' books in all classes. All observations were carried out jointly with the headteacher, deputy headteacher or the interim assistant headteacher. Together with leaders, inspectors also carried out an in-depth scrutiny of pupils' English, mathematics and topic books in all classes.
- Inspectors had several meetings with the headteacher, deputy headteacher and assistant headteacher to discuss the school's latest assessment information, and the school's self-evaluation and action plans. The inspection team also reviewed a range of other documentation, including safeguarding records, behaviour logs and attendance information.
- Inspectors held meetings with the family support worker, the early years leader, the SENCo and other subject leaders.
- Inspectors held discussions with pupils during lessons, at breaktime and also during a formal meeting. An inspector listened to pupils read.
- An inspector met with the co-chairs and vice-chair of governors. Separate meetings were held with the local authority representative and a local leader of education.
- Inspectors observed pupils' behaviour when they arrived at school, during lessons and at break- and lunchtime. An inspector also talked to pupils as staff escorted them to school from the breakfast club.
- Inspectors talked to parents at the start of the day and took account of 44 responses to the online survey, Parent View, along with 19 free-text comments. Inspectors also considered 42 responses to the online pupil survey and 27 responses to the online staff survey.

Inspection team

Catherine Beeks, lead inspector	Ofsted Inspector
Marion Borland	Ofsted Inspector

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