

INSPECTION REPORT

CHEW STOKE CE VA PRIMARY SCHOOL

Chew Stoke

Bristol

LEA area: Bath and North East Somerset

Unique reference number: 109270

Headteacher: Mrs Daphne Spitzer

Reporting inspector: Stuart Russell
21292

Dates of inspection: 1st-3rd February 2000

Inspection number: 190528

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Lane
Chew Stoke
Nr Bristol
Somerset

Postcode: BS40 8UY

Telephone number: 01275 332354

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Appropriate authority: Governing Body

Name of chair of governors: Cllr Malcolm Hanney

Date of previous inspection: 4.11.96

INFORMATION ABOUT THE INSPECTION TEAM

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Patricia Bowman	Lay inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a rural, voluntary aided, Church of England primary school. It is smaller than most schools with 167 pupils on role compared with the average of 226. There are about the same number of boys and girls on roll. The children begin school in the September of the academic year during which they are five. The under-fives are taught together in the reception class. The school does not have a nursery. Most pupils are of white ethnic background though there are a very few pupils of other ethnic heritages. No pupils speak English as an additional language. Attainment on entry is average, as is the percentage of pupils with special educational needs. The percentage of pupils known to be eligible for free school meals is well below the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school. It is a popular school where places are in high demand. Most parents think that their children are making good progress and the inspection confirms this. Throughout the school, progress is, in fact, very good. From an average start, the seven year olds reach standards above the national average and in line with similar schools. By 11, they are achieving standards well above both national averages and those of schools similar to their own. Many pupils achieve level 5 in English, mathematics and science. The pupils' personal development is similarly very good. This consistently very good progress and high achievement, is the result of very good teaching throughout the school. Of the lessons seen during the inspection, 41 per cent were judged to be good, 50 per cent very good and nine per cent, excellent. This teaching addresses very well the needs of all pupils including those with special educational needs and the able. Provision for the able is a strength of the school. This was a weakness at the time of the last inspection. Able pupils are identified as early as age four and challenging work is provided for them throughout the school. This too confirms parents' views; a 100 per cent of whom said that the teaching was good. Leadership and management is very effective. There is a very strong commitment in the school among all concerned – headteacher, staff, governors, parents and children – to become even better. The consequence of this is that standards have risen since the previous inspection in 1996 at least in line with the national trend; even though the school started off at a higher level thus making improvement more challenging. The quality of teaching is higher too than at the time of the last inspection. It is the determination of the school to continue to raise standards and to respond to new initiatives, without losing the school's distinctive character; its traditions and place at the centre of the community. The school provides very good value for money. At the time of the last inspection, the school was providing 'good value for money'.

What the school does well

- Leadership in the school is very good. There is a strong feeling of inclusion about the school, collective purpose and enthusiasm for its success.
- The teaching challenges and inspires all groups of pupils, including the able, expecting the most of them. Provision for the able was regarded as a weakness at the time of the last inspection. It is now a strength.

What could be improved

- Aspiration to achieve level 6 with the most able pupils.
- Use of the library as such rather than as an available classroom.
- Opportunity for the teachers and learning support assistants to plan together.
- The quality of the decoration of some classrooms and other parts of the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Despite its favourable last report in 1996, the school has gone on to improve its achievement very well. Improvements include:

- Standards have risen in reading, writing and mathematics at seven at least in line with the national trend despite the school's starting from a higher base. Standards have particularly risen in writing. Raising standards in writing throughout the school, is one of the targets that the school has set for itself and it is succeeding very well. The National Literacy and Numeracy Strategies have been very well adopted by the school under the very effective leadership of the English and mathematics co-ordinators. The school has adopted these initiatives enthusiastically, making them their own.
- Standards have similarly risen in English, mathematics and science at 11.
- Tracking pupils' progress has enabled the school to identify able pupils and through collaboration with the local education authority to meet their needs very well. The work of the assessment co-ordinator to devise detailed but manageable record systems, is outstanding; as is the identification of able pupils by the headteacher.
- The curriculum meets the needs of the able very well. At the time of the last inspection, it was criticised for not doing so.
- The provision that the school makes for the spiritual and cultural development of the pupils pays better attention to the cultural diversity of the nation than it previously did.
- Self-evaluation processes have been developed and the governors can give a very detailed account of the work of the school.

In addition, the school has maintained its high standards consistently from year to year despite the widely varying ability ranges characteristically to be found in the classes of small schools and it has put in hand the building of three classrooms to replace temporary accommodation. There is within the school, strong commitment and the capacity to continue to become ever more successful.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	A	C	A	A
Mathematics	A	A*	A	C
Science	A	A	A*	A*

Key

Well above A

average above B

average C

Below average D

Well below average E

Overall since 1997, the results of the 11 year olds in English, mathematics and science have been well above the national average and the average for similar schools. There have been ups and downs between 'in line with the average' and 'very high' (A*) but overall results have been consistently 'well above average'. When the results have been A*, they have been among the highest 5 per cent in the nation. Since 1996, the school's results overall have risen year on year. Standards observed during the inspection indicate average attainment in English, mathematics and science to be well above national expectations. The school sets challenging targets for level 4 and 5 but has not yet targeted specific pupils to reach level 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Ninety-seven per cent of parents said that their children like coming to school.
Behaviour, in and out of classrooms	Very good. When the pupils were taken off the premises to the swimming baths, their conduct was excellent.
Personal development and relationships	Very good. Ninety-eight per cent of parents thought that the school is helping their child to become mature and responsible.
Attendance	Above the national average. Unauthorised absence is below the national average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Throughout the school and across the curriculum, the quality of the teaching and learning is very good. This confirms parents' opinions; 100% of whom in their response to the parental questionnaire, said that the teaching is good. Teaching challenges and inspires all groups of pupils, expecting the most of them. Provision for the able that was regarded as a weakness at the time of the last inspection, is now a strength. The National Literacy and Numeracy Strategies have been very well adopted by the school. The school has adopted these initiatives enthusiastically, making them their own. Literacy and numeracy are taught very well. Standards have risen significantly in writing since the last inspection. The very good progress and high achievement of the pupils, is the result of the very good teaching they receive. Of the lessons seen during the inspection, 41 per cent were judged to be good, 50 per cent very good and nine per cent, excellent. This is higher than at the time of the last inspection. When asked at their meeting with the Registered inspector why their children achieved high standards, parents said that it was because of the enthusiasm of the teachers, the level of individual attention that the children receive and the ability of the school to identify pupils' weaknesses soon.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities provided by the school for all its pupils, is very good.
Provision for pupils with special educational needs	Very good. This aspect of the school's work is very well led by the special educational needs co-ordinator (SENCO).
Provision for pupils' personal, including spiritual, moral, social and	Very good. The school has increased its opportunities for the pupils to appreciate cultural diversity.

cultural development	
How well the school cares for its pupils	Very well.

Although the school achieves high standards in English, mathematics and science, this is not at the expense of an appropriately broad primary education. The school is very committed to maintaining a wide range of subjects and extra-curricular activities; including lunch-time computer clubs that the pupils take part in running. Parents say that the school helps their children become mature and responsible. A fine feature of the school is its school council. Pupils elect one another onto this and at their meetings they not only discuss the life of the school, but propose what they might do to make it even better.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership in the school is very good. There is a strong feeling of inclusion about the school, collective purpose and enthusiasm for its success. This is excellently cultivated by the headteacher.
How well the governors fulfil their responsibilities	The governors fulfil their role with enthusiasm; aspiring for the best and at the heart of the school.
The school's evaluation of its performance	The school has very well established self-evaluation procedures so that all concerned can give full account for the work of the school.
The strategic use of resources	The school is very effective.

In evaluating its work, the school has a very clear picture of its performance in relation to other schools. It constantly challenges itself. At their meeting with the Registered inspector, the governors stressed their desire for the school to become ever better. The school draws parents into its work and consults them, as appropriate, on such aspects of its work as home-school agreements. When using the resources made available to it, the school seeks best-value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school is helping my child to become mature and responsible. • My child likes school. • The school expects my child to work hard and achieve his or her best. 	

The inspection endorses these positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership in the school is very good. There is a strong feeling of inclusion about the school, collective purpose and enthusiasm for its success.

1. The different groups that are involved in the life and work of the school pull-together. They have shared purpose. They aspire for the best.
2. This is encouraged by the headteacher and the governors who have gone out of their way to make sure that the composition of the governing body is truly representative of the community as well as providing the school with the range of skills and experience that it needs among its governors.
3. The role of subject leaders and members of staff who hold responsibilities for aspects of school life like special educational needs, has develop very well since the last inspection, so that members of staff play a genuine part in leading and managing the school. Amongst other things, they analyse National Curriculum test results and evaluate the effectiveness of teaching and the curriculum.
4. Through their involvement in the life of the school, parents are able to contribute to its development and the headteacher and governors consult parents about significant changes in school life.
5. The over-riding characteristic of the this very effective leadership is the teamwork. The different groups do not work separately on behalf of the school but in consultation with on another and collaboratively. One of the ways in which this is achieved, is the involvement of representatives of the different sections of the school's community in the different groups; so that, for instance, governors might also be involved in parent-teacher activities and also help voluntarily in school. This is also a school that involves its pupils very well, at an appropriate level, in its running.
6. Pupils contribute to its leadership and management through, for instance, their Student Council and by helping run extra-curricular activities.

The teaching challenges and inspires all groups of pupils, expecting the most of them. Provision for the able was regarded as a weakness at the time of the last inspection. It is now a strength.

7. The teachers' assessment procedures are very effective. Consequently because they know the capabilities of their pupils so very well they can set appropriately challenging work for all groups; and so they do.
8. Pupils of all abilities, including the able and those with special educational needs, are stretched and experience success and job-satisfaction. There is enthusiasm in lessons both on the part of teachers and pupils because the level of the teaching and learning is pitched accurately. The pupils' keenness has a beneficial influence upon the standard of their behaviour. Their anticipation that what they are going to be doing will be interesting, encourages very good attendance and readiness to learn at the beginning of lessons.
9. A fine feature of the work of the school is the identification of able and talented pupils and the intentional meeting of their needs. The headteacher tracks the progress of these pupils very well as part of her work. The group includes not only pupils who are generally able but also pupils who are, for instance, talented artistically. The school has been very well supported in developing this aspect of its work by the local education authority.

WHAT COULD BE IMPROVED

Aspiration to achieve level 6 with the most able pupils.

10. Although the school regards some pupils as having the potential to achieve level 6, none have yet been entered at this level in the National Curriculum tests.

Use of the library as such rather than as an available classroom.

11. The possibilities of the use of the library for research are not being realised because it often serves as a spare classroom.

Opportunity for the teachers and learning support assistants to plan together.

12. Although teachers and support staff find time to meet informally to liaise and plan work for pupils with special educational needs, this not formalised. Consequently, time is not protected for this aspect of the school's work to ensure that it occurs.

The quality of the decoration of some classrooms and other parts of the school.

13. The paint-work in some classrooms is so worn as to give an uncared-for impression that belies the very good work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14. The headteacher, governors and staff:

- (1) In order to raise the already high standards of the school even higher, pursue level 6 with the most able pupils. (para. 10)
- (2) Reconsider the use of the library. (para.11)
- (3) Formalise opportunities for the teachers and learning support assistants to liaise and plan. (para.12)
- (4) Re-decorate where required. (para.13)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	50	41	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		167
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	15	15	15
	Total	28	28	30
Percentage of pupils at NC level 2 or above	School	93 (79)	93 (79)	100 (71)
	National	82 (80)	83 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	15	15	15
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (79)	93 (79)	97 (79)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	15
	Girls	14	13	15
	Total	29	26	30
Percentage of pupils at NC level 4 or above	School	97 (88)	87 (92)	100 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	14	13	15
	Total	27	25	29
Percentage of pupils at NC level 4 or above	School	90 (96)	83 (96)	97 (92)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	166
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: Y[] – Y[]

Total number of education support staff	4
Total aggregate hours worked per week	99

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	

Total number of education support staff	4
Total aggregate hours worked per week	99

Number of pupils per FTE adult	19
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/99
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	£
Total income	295 942
Total expenditure	303 418
Expenditure per pupil	1828
Balance brought forward from previous year	18 765
Balance carried forward to next year	11 289

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	167
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3		
My child is making good progress in school.	56	39	5		
Behaviour in the school is good.	44	52	3	1	
My child gets the right amount of work to do at home.	36	48	11	4	
The teaching is good.	54	46			
I am kept well informed about how my child is getting on.	46	47	5	1	
I would feel comfortable about approaching the school with questions or a problem.	72	21	3	1	3
The school expects my child to work hard and achieve his or her best.	64	33	3		
The school works closely with parents.	60	35	4	1	
The school is well led and managed.	54	42	3	1	
The school is helping my child become mature and responsible.	57	41	1		
The school provides an interesting range of activities outside lessons.	36	54	4	3	3