



# Chew Stoke CofE VA Primary School

Inspection Report

**Unique Reference Number** 109270  
**Local Authority** Bath and North East Somerset  
**Inspection number** 278171  
**Inspection dates** 16–17 January 2007  
**Reporting inspector** Christine Huard

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary aided		Chew Stoke
<b>Age range of pupils</b>	4–11		Bristol BS40 8UY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01275 332354
<b>Number on roll (school)</b>	169	<b>Fax number</b>	01275 332354
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Bob Denning
		<b>Headteacher</b>	D E Spitzer
<b>Date of previous school inspection</b>	1 February 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 16–17 January 2007	<b>Inspection number</b> 278171
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller-than-average primary school. It serves the communities of Chew Stoke and surrounding villages. The percentage of pupils with special educational needs is slightly below the national average. The attainment of pupils when they enter the school is broadly average, although attainment is lower in communication, language and literacy, and mathematical and personal development than other areas.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It provides an effective education for its pupils and has sustained the high standards identified at the previous inspection. The school's ethos powerfully reflects its Christian tradition, which the school rightly describes as the 'bedrock on which the school is built'. Standards are above average and pupils' achievement is good. Children in the Reception class receive a very good start to their schooling and make good progress because learning is made fun for them. This good progress continues as pupils move through Years 1 and 2. After a decline in standards in the Year 6 tests in 2005, the school identified areas of weakness and took action to tackle them. As a result, standards improved significantly in 2006 and were well above national averages, with pupils once again making good progress. Boys do not always achieve as well as girls because information from the school's assessment systems is not used effectively enough to identify the few pupils who may not be fulfilling their full potential.

Pupils' personal development and well-being are outstanding. Children love coming to school because, as older pupils told inspectors, they have a voice and feel fully involved in their learning through projects such as 'Creative Literacy'. They behave well, have positive attitudes towards their work and want to do well. They have an excellent understanding of the need for a healthy lifestyle. There are outstanding opportunities for pupils to engage in collaborative activities and problem solving, all of which will stand them in very good stead for the future. They have an excellent understanding of the need to stay safe and have numerous opportunities to take responsibility. For instance, they are contributing to the information packs relating to the appointment of a new headteacher. The care, support and guidance for pupils are outstanding. Pupils are very well looked after and the quality of support and guidance for their academic and personal development is high.

The curriculum is good. It is exciting and innovative. It inspires pupils and greatly adds to their enjoyment of school because they are fully involved in planning their own topics. However, curriculum planning does not include ideas and resources which may particularly stimulate boys' learning in order to ensure their performance matches that of the girls. Pupils respond well in lessons and learn effectively because they are interested in what is being taught. They enjoy positive relationships with their teachers and interact well with them. As a result, teaching and learning are good. Pupils have a good understanding of how well they are doing in their work because marking is informative and individual targets for improvement are well focused and challenging.

Leadership and management are good. The head teacher's leadership is outstanding. She works tirelessly to secure high standards, not only academically but also in pupils' personal development. The staff and governors share this vision and are committed to further improving the school. They know how well the school is doing and inspectors agreed with their self-evaluation. The leadership has ensured that the quest for high standards is rigorously pursued whilst promoting a real love of learning in the pupils.

## What the school should do to improve further

- Use information from assessment systems more effectively to identify pupils, at an early stage, who are not performing to their full potential.
- Identify resources and strategies to interest and motivate boys in subjects across the curriculum in order to improve their performance.

## Achievement and standards

### Grade: 2

Children in the Reception class make good progress. By the time they enter Year 1, nearly all have achieved the goals expected for their age in all areas of learning. In Years 1 and 2, pupils continue to make good progress in reading, writing and mathematics, and standards are above average. Standards in Years 3 to 6 continue to be above average in English, mathematics and science, with pupils achieving well. National test results in 2006 show that the school exceeded the challenging targets set. Records indicate that boys do not always perform as well as girls. This is because information from assessment is not used early enough, to systematically identify and deal with some individuals who are not performing as well as they might. Pupils with learning difficulties make good progress and achieve well because of the good quality support they receive.

## Personal development and well-being

### Grade: 1

Pupils of all ages show a genuine respect for each other and all adults, and say the school is a very friendly place to be. Good attendance and punctuality reflect their enjoyment of school and their keenness to learn. Spiritual, moral, social and cultural development is exceptionally strong and reflects the strong Christian ethos of the school. Pupils make a valued contribution to the community and take on a wide range of responsibilities, such as running the healthy tuck shop. They say the school council is very effective in representing their views and bringing about change; for instance, they were consulted over healthy school dinners. The emphasis on working together and team-building skills in the curriculum, as well as a very good grounding in basic skills, means that pupils have an excellent preparation for the future.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are effective because teachers show flair and imagination in their planning in order to make learning relevant and fun for the pupils. Good subject knowledge gives them the confidence to be adventurous in the classroom. This starts in the Foundation Stage where children are excited by learning because of the

enthusiasm shown by the teacher. In Years 1 to 6, pupils tackle tasks set with vigour and enthusiasm. They are eager to learn because they find the teaching inspiring and exciting. Practical activities encourage them to think through problems for themselves and develop good independent learning skills. They respond to questions thoughtfully and are encouraged to explore and share ideas with each other. Tasks are very well matched to the needs of all pupils. However, occasionally, pupils are not challenged sufficiently to complete tasks in the time allowed. Teaching assistants are very well deployed and provide good support, particularly for pupils with learning difficulties. Marking is a particular strength and older pupils say they find it helpful to know what they need to do to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is designed to promote enjoyment of learning in all areas, including the main priority of developing pupils' basic skills in literacy and numeracy. However, planning for English, mathematics and science does not always identify strategies to motivate and stimulate the imagination of boys. A well-planned programme contributes very well to pupils' personal development. Residential visits for pupils in their final four years at school develop their self-confidence and independence effectively. Pupils value the school's strong music traditions and the outstanding range of extra-curricular activities. Very strong links with the local secondary school provide good opportunities for curriculum enrichment and an excellent preparation for their next stage of education.

## **Care, guidance and support**

### **Grade: 1**

Exceptionally good procedures are in place to ensure that pupils feel safe and secure at all times. Pupils are confident that they can seek help and advice from all adults when they need it. Close relationships are established with parents before children start school and are very effective in promoting pupils' care and well-being, and their enjoyment of school. Pupils' personal development is closely monitored throughout their time at the school. Teachers are very good at involving pupils in evaluating their own progress, their ways of learning and setting their targets for improvement. Parents recognise and appreciate the outstanding care and support; as one parent said, 'it has a quite outstanding, special and caring atmosphere'.

## **Leadership and management**

### **Grade: 2**

The head teacher provides excellent direction and her commitment to ongoing improvement is shared by all members of the school community. An environment has been created where pupils enjoy coming to school and show a real enthusiasm for learning. There is good capacity to further improve. Curriculum leaders have taken a leading role in checking the effectiveness of their subjects. This has made a positive

contribution to improvements and to the quality and effectiveness of the school's self-evaluation, which is good. The school uses data well to check its own performance; for example, subtraction and problem solving were identified as concerns and have become the focus of whole-school targets.

The success of actions taken is evident in the improved understanding of the pupils and in their enthusiasm for mathematics. However, the school's relatively new assessment procedures have not been used as effectively as they could be in identifying where some boys are not doing as well as they should. Rigorous checking of planning, lessons and pupils' work assesses the quality of teaching and learning in order to ensure pupils make good progress. Governors show a good understanding of the school's strengths and weaknesses and provide good support and challenge. Parents feel involved and are enthusiastic in their support of the school. One comment typical of many was, 'Chew Stoke educates the whole child, providing a first-rate education for all the children in their care'.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave us when we visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. We think your school gives you a really good education and is working hard to make it even better. This is what we thought about your school.

- You behave well and are really keen to learn.
- You are all doing really well in English and mathematics and science.
- You take very seriously the importance of eating healthily at school and taking physical exercise.
- Teachers make learning fun for you, and you know how to improve your work from marking and target setting.
- The teachers and staff take excellent care of you while you are in school.
- Your headteacher, senior staff and governors lead the school very well and are very keen to make it even better.
- We think that a few things could be even better.
- The girls do a bit better than the boys.
- You need to work together with your teachers to sort out sooner why boys sometimes have problems with their learning, and find ways of dealing with these.

We are glad you enjoy your school and hope you will continue to work hard.