



Chew Magna Primary School

Inspection Report

Unique Reference Number 109062
Local Authority Bath and North East Somerset
Inspection number 288267
Inspection date 10 January 2007
Reporting inspector Faysal Mikdadi

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

Type of school	Primary	School address	Butham Lane
School category	Community		Chew Magna
Age range of pupils	4–11		Bristol BS40 8RQ
Gender of pupils	Mixed	Telephone number	01275 332409
Number on roll (school)	106	Fax number	01275 332409
Appropriate authority	The governing body	Chair	Phil Hammond
		Headteacher	Annie Spencer
Date of previous school inspection	1 January 2003		

Age group	Inspection date	Inspection number
4–11	10 January 2007	288267

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Chew Magna is a small primary school. Almost all pupils are White British. Attainment on entry is above average, with the proportion of pupils with learning difficulties and disabilities being below the national average. A new headteacher was appointed in January 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chew Magna Primary is a good school. It provides its pupils with a happy, safe, healthy, caring and supportive learning environment. One parent speaks for many others when she says that 'everyone is happy to be at school'. The main reason for the school's success is the excellent leadership of the headteacher. This ensures good overall leadership by all key persons, good teaching and good care and guidance for pupils. All adults in the school share the headteacher's clear vision for improving standards. Consequently, pupils' personal development is good and they invariably speak of enjoying being at school. Many of them have opportunities to take on responsibilities which allow them to help others. They feel that they are listened to when they discuss issues in their newly constituted school council. Children also speak well of all the activities that they are able to take part in through the day and after school. Because of these qualities, the school has a good capacity to improve even further. The school has established effective procedures for making sure that successful learning takes place and that pupils achieve well. Assessment is good in praising pupils for what they do well, although not always in telling them what they need to do next to improve. Assessment data are still not fully and effectively used to help subject leaders gauge progress effectively in the areas for which they are responsible or to help teachers set clear long-term targets for individual pupils. Since the headteacher's arrival, there has been a strong focus on raising standards. This push has paid off because the 2006 results were an improvement on previous years. Current data shows that standards are above those found nationally and improving. The consistently good teaching in all areas, including Reception, has helped bring about these improvements. A good curriculum also helps pupils learn well. Pupils specifically singled out learning activities as one of the reasons why they liked coming to school. The curriculum is balanced and well supplemented by a good enrichment programme.

What the school should do to improve further

- Develop the use of assessment data further so that subject leaders are able to judge accurately the performance of pupils in their subject areas.
- Improve the use of data by teachers so that pupils can be set clear and accurate targets and know what they need to do next to improve further.

Achievement and standards

Grade: 2

All pupils achieve well because of the good teaching and the good support that they get. In Reception, children are helped to successfully develop their basic language and social skills. The school has rightly identified physical development as lagging behind. Consequently, the time for physical activity has been increased, although the play area is still too small and has limited equipment. Despite this, Reception children are clearly set to achieve the goals expected of them by the end of the year. The progress made in Reception continues to be built on effectively in Years 1 and 2. Because of this, by

the end of Year 2, pupils' skills improve significantly in reading, writing and mathematics, where standards are now above expectations. The 2006 results reflected an improvement on those of 2005, which is maintained for pupils currently in Year 2. Year 6 test results in English, mathematics and science improved in 2006 to above average after they had dipped to average levels in the previous year. Standards for pupils currently in Year 6 are also above average. These improvements result from the specific focus that the school has placed on raising standards over the past year. Pupils with learning difficulties and disabilities make good progress because of the good support that they receive and because their work is effectively and regularly monitored.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and this is shown in their good attendance. Pupils have a good knowledge of how to stay fit and are enthusiastic about the healthy lunch menus. Pupils say that they feel safe in school and are positive that any problems that they may have will be sorted out. They benefit from practical road safety and cycling proficiency lessons. Pupils' spiritual, moral, social and cultural development is good overall but their awareness of cultural diversity in Britain is underdeveloped. The school is working to improve provision for this area. Pupils consider those less fortunate than themselves by taking part in a range of charity fundraising activities. Pupils' influence on how their school is run is good. The school council meets regularly and council members are particularly proud of their involvement in promoting healthy-eating initiatives. The school effectively promotes pupils' skills in mathematics, English and ICT, which is preparing them well for their future life. The recently introduced value-for-money lessons are an added benefit for adult life.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy lessons, understand the routines and quickly settle down to their work. They are keen to succeed, behave well, respond enthusiastically to questions and enjoy the variety of activities provided. Relationships between adults and children and between the pupils themselves are good and enhance lessons. The goals for each lesson are clearly shared so that pupils understand what they will be learning. At the end of the best lessons, teachers help pupils to decide whether they have learnt sufficiently well or need to revisit the subject in order to understand more fully. Because of effective support from teaching assistants, pupils with learning difficulties or disabilities make good progress. Teachers mark conscientiously but do not always suggest how work can be improved. Work is effectively tailored to meet the range of abilities within classes and there is plenty of challenge for the more able.

Curriculum and other activities

Grade: 2

Effective work in personal and social education, science and physical education (PE) promotes healthy living. There is good provision for those with learning difficulties or disabilities as a result of work being carefully matched to the needs of all groups, including the more able. A range of visits and visitors enhances the opportunities open to children, for example, visiting the Bristol Commonwealth Museum. The many extra-curricular enrichment clubs are well attended and promote art, sporting and musical activities. Provision in the Foundation Stage is good. A range of activities supports learning. The school has correctly identified the need for Reception children to have access to a range of outdoor activities to promote creative and physical development more fully as the present area is small and does not have sufficient equipment.

Care, guidance and support

Grade: 2

One of the school's many strengths is its community ethos within a happy, safe and healthy environment. This is reflected in the high opinion that the parents have of the way that the school cares for their children. One parent summed up the views of many when speaking of a 'school that is very caring and gets to know the pupils well'. Several parents are pleased with the 'new measures to keep parents informed of children's academic progress, which have been appreciated.' Child protection procedures are well established and all statutory checks are in place. Children are well prepared for coming into school through an effective and enjoyable induction programme. In lessons pupils are praised a great deal and encouraged to do well in a way that makes them feel valued. Pupils with learning difficulties and disabilities are well supported so that they achieve as well as their peers. Assessment procedures have developed well over the last year. Advice on how to improve work is given, although this is still inconsistent. Although data are used increasingly by classroom teachers, they are still not used sufficiently well for setting each pupil's individual targets. As a result, pupils are not always clear about what they are working towards.

Leadership and management

Grade: 2

The headteacher's excellent leadership has been instrumental in making the improvements in standards over the past year. Staff and governors hold both her and her senior team in high regard. The school knows its strengths and weaknesses well and successfully addresses those areas that need improvement. This has resulted in the rise in standards over the last year. School evaluation has also been effective in identifying the two areas for development highlighted by this inspection. While monitoring by subject leaders is improving, they still do not use assessment data sufficiently rigorously to set targets for improvement either for their subject areas or

for individual pupils. Current monitoring includes a successful lesson observation programme in which governors participate, scrutiny of pupils' work and staff discussions to share good practice. This lesson observation programme has had a positive impact on the quality of teaching. Senior staff and governors work closely together with the results, and issues raised by the governing body have had a positive impact on recent improvements. Over the last year governors have initiated a programme of visits which has included observing lessons and talking to teachers as part of the drive to raise standards.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
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

How well do learners achieve?	2
The standards ¹ 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

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 very much for making us feel so welcome when we visited your school. We really enjoyed listening to your views. Both you and your parents told us that yours was a good school and we agree. The following are some of the things that make your school as good as it is:
- Your headteacher leads the school extremely well and makes sure that it is a safe, caring and happy place for you to study in.
- You make good progress and because of this, the standards of your work have improved a lot in the last year.
- You behave well around the school and you have good relationships with each other and with your teachers.
- Your teachers teach you well and make learning enjoyable.
- Your parents are happy with the way that your teachers work with you and with the way that they tell them about everything that you do so well. We asked your school to improve the following two things:
- Make sure that those teachers in charge of subjects use what they know about how well you are doing to see what is going well and what needs to be improved.
- Make sure that your teachers know exactly how well you are doing so that they can plan how best to help you improve your work more by setting you clear targets. Once more, thank you very much for such an enjoyable visit. We wish you the very best for your future.