



St Chad's Patchway Church of England Primary School

Inspection Report

Unique Reference Number 109179
Local Authority South Gloucestershire
Inspection number 288301
Inspection dates 6–7 November 2006
Reporting inspector Lorna Brackstone

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

Type of school	Primary	School address	Cranham Drive
School category	Voluntary controlled		Patchway
Age range of pupils	4–11		Bristol BS34 6AQ
Gender of pupils	Mixed	Telephone number	01454 866523
Number on roll (school)	170	Fax number	01454 866524
Appropriate authority	The governing body	Chair	M A Bow
		Headteacher	Tony Cooper
Date of previous school inspection	24 February 2006		

Age group	Inspection dates	Inspection number
4–11	6–7 November 2006	288301

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-sized school serves a residential area on the northern edge of Bristol. Few pupils are eligible for free school meals but this is not fully representative of the socio-economic circumstances of the school population. The proportion of pupils who have learning difficulties is below average. There are very few pupils who speak English as an additional language. Since the last inspection there have been demographic changes within the local area. This is reflected in the decline of pupil numbers and the level of attainment on entry into school. Pupil mobility has increased significantly.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is improving after experiencing a difficult period of high staff turnover and several temporary headteachers. The school's major strength is the family atmosphere which is promoted by the headteacher and reflected in the good welfare provided by the staff. Most parents feel that 'the school has a warm, family feel to it' and many expressed how 'they would recommend it to every family in the area'. High quality relationships are a fundamental part of the good learning environment. Pupils respond positively to this by showing good attitudes to their work and behaving well in and around school. Parents fully appreciate that 'good behaviour is recognised and rewarded'. The school works well with outside agencies and other schools to ensure that its pupils receive the best possible opportunities and advice. Teaching is satisfactory. There are examples of good teaching throughout the school where pupils' learning is motivated by visual stimulus and high levels of involvement. Pupils are given targets to encourage them to progress in their learning, but these are not as effective as they could be because they are not agreed early enough in the school year or reviewed with sufficient frequency. Pupils are not always adequately involved in working towards their next step in learning and this is a missed opportunity for academic guidance.

The curriculum is sound. Art and design is a strong feature of the school and there are high quality displays of pupils' work. Recently, links between subjects have been established which have started to make learning more meaningful. However, this has yet to impact on the standards, which are average overall. Achievement is satisfactory. Standards in Year 2 have recently been below average but are now closer to expectations. Current standards in science are relatively strong whilst standards in mathematics tend to be weaker. Leadership and management are satisfactory overall. The headteacher has a good overview of the school's performance and is providing clear direction for improvement. Parents say that he 'leads by example'. He is approachable and friendly and is often seen around the school taking part in activities with all years'. He has already taken effective steps to raise expectations and is fully aware that procedures for tracking the progress made by pupils need to be more systematic. Middle managers are developing an understanding of the significance of their role. They have secure knowledge about standards in their areas of responsibility because they analyse pupils' work and check test results. However, their awareness of teaching and learning in their areas of responsibility is less developed because they are not involved in lesson observations.

Provision in the Foundation Stage, which has recently been enhanced with the establishment of a new classroom and outdoor area, is satisfactory.

What the school should do to improve further

- Raise standards in mathematics so that pupils make faster progress.
- Develop the role of middle managers in evaluating the quality of teaching.
- Ensure that pupils are more involved in identifying the next steps for their learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards are average overall. Children in the Reception class make satisfactory progress and reach the standards expected by the time they start Year 1. Over the past five years, standards at the end of Year 2 have been average. The most recent test results for 2006 indicate that standards have declined but in relation to their very low starting point, this group of pupils have still made satisfactory progress. The school is fully aware that constant turnover of pupils and staff in Years 1 and 2 has also contributed to these below-average results. Standards in the current Year 2 are average.

The trend in standards at the end of Year 6 is more variable because the high pupil turnover through Years 3 to 6 is having a significant impact on results. In 2005, standards in the national tests were above average. The most recent test results of 2006 show that standards in science has been well maintained because of the good quality teaching within this subject. Standards were average in English and pupils were suitably prepared for their next level of literacy as they left school. These results contrast with standards in mathematics, which were below average. The school is fully aware that it is not preparing its pupils well enough to use their mathematical skills in the future and has recently put intervention strategies in place to improve the progress pupils make. The school is confident that standards in mathematics will improve next year and is set to meet challenging targets.

Pupils with learning difficulties and those for whom English is an additional language make satisfactory progress in relation to their starting points.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Good relationships and behaviour exist throughout the school and pupils feel safe and secure. Pupils enjoy being at school and have good attitudes to learning and to the school. Most pupils agree that 'school is a fun place' where they can 'meet their friends and do interesting work such as art, writing and science'. Attendance is satisfactory, with good strategies in place for further improvement. Pupils have a good understanding of taking responsibility. This includes active membership of the effective school council, and older pupils supporting younger ones during themed events such as the whole-school reading week. The pupils know that their involvement in sporting activities keeps them fit and prepares them for effective learning in lessons. Their good knowledge and understanding of scientific skills and their sound literacy skills ensure that they are satisfactorily prepared for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching in Reception is satisfactory and planning shows a sound awareness of the needs of these young children. Throughout the school, pupils enjoy learning because they have good relationships with their teachers. Good use is made of learning objectives to ensure that the pupils have a clear focus on what they are expected to achieve. Electronic whiteboards and interactive displays are used well to motivate the pupils in their learning. Teaching assistants are well deployed and provide sound support for pupils with learning difficulties. Occasionally, discussions are allowed to go on too long, leading to a reduction in pupils' pace of learning. Pupils' work is marked regularly but the quality of evaluative comments and guidance on how to improve is variable.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum which is improving as subjects are linked together and pupils are helped make connections in their learning. For example, Year 5 pupils have investigated the different building materials used to make Tudor houses and have linked this with the work they have been doing in history. Reception-aged children benefit from a satisfactory range of learning activities, including purposeful play in the outdoor area. There is a good emphasis on promoting pupils' personal development, health and safety in all lessons and activities. This helps pupils know how to eat healthily and stay safe. Pupils appreciate the sound range of educational outings such as theatre trips and visits to art galleries and museums. They enjoy the satisfactory extra-curricular activities on offer, including adequate opportunities for exercise through sport. Curriculum activities help the pupils to make a satisfactory contribution to the local community. For example, they have created artwork for the local train station and their safety posters are displayed in a nearby electrical store.

Care, guidance and support

Grade: 3

The quality of the care, guidance and support is satisfactory overall. Whilst the pastoral care is good, the academic support and guidance is satisfactory. All the required procedures to ensure pupils' health, safety and welfare are in place and working well.

All groups of pupils, including those with learning difficulties and those for whom English is an additional language, are supported satisfactorily in both their academic and personal development.

The academic guidance for pupils is improving as the assessment systems develop. Whilst pupils are involved in the target-setting process, this takes place too far through

the term to be fully effective. Pupils' understanding of their level of achievement and how they can improve is limited.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher provides enthusiastic leadership and committed management and this has impacted positively on the good personal development of the pupils. He has a secure appreciation of the school's current strengths and needs and is steadily developing the leadership and management skills of the other staff. This has enabled them to identify areas requiring attention, such as the weaknesses in mathematics and the need to systematically collect information on pupil progress.

Governance is satisfactory. Governors provide a good level of support and are prepared to challenge the school management when appropriate, such as holding the school to account for pupils' achievement and the quality of educational provision. The school's track record since the last inspection has been patchy. Since the arrival of the current headteacher there have been some sound improvements, notably in the Foundation Stage and in the consistency of staffing in Years 1 and 2. The school has a satisfactory capacity for further improvement. Parents have great confidence in the school and feel that it listens to their views and those of the pupils.

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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	3
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 inspected your school. You certainly seem very happy and it was good to hear how you enjoy your work and play. We think that your school gives a sound education and is working hard to make it even better.

Here are some good things that we found out:

- You behave well and are keen to learn.
- The teachers and staff take good care of you while you are in school.
- You like your teachers and particularly enjoy practical activities.
- Your headteacher knows what must be done to make it even better.
- You understand the importance of keeping healthy and safe.

We have asked your headteacher and governors to improve:

- Your mathematical skills so that you can make faster progress.
- The involvement by teachers in looking at your lessons to see what makes them good.
- The information that is shared with you about how you can do better.

Through your work on the school council you already make a good contribution to improving the school. I know that you will play your part in making it a better place for learning.

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

Thank you for your help during the inspection.