



Cheddar Grove Primary School

Inspection Report

Unique Reference Number 131493
Local Authority Bristol, City of
Inspection number 293764
Inspection dates 28–29 November 2006
Reporting inspector Christine Huard

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

Type of school	Primary	School address	Cheddar Grove
School category	Community		Bedminster Down
Age range of pupils	3–11		Bristol BS13 7EN
Gender of pupils	Mixed	Telephone number	0117 9030418
Number on roll (school)	429	Fax number	0117 9030419
Appropriate authority	The governing body	Chair	Karen Dursley
		Headteacher	Paul Jeffery
Date of previous school inspection	1 July 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school located to the south of Bristol. It mainly serves an area of significant social disadvantage. Most pupils are of White British background, with only a few from ethnic minority groups. Children's attainment when they enter the nursery varies from group to group but is below that expected for their age and generally well below average in personal, social and emotional development and in communication, language and literacy.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cheddar Grove Primary is an effective school which has made significant improvement since its previous inspection. It provides a good education, rooted in a 'vivid and real' curriculum that is innovative, excites the pupils and raises their enthusiasm.

Improvements are due to the aspirational leadership of the headteacher, who has inspired the whole staff team to believe that pupils will learn more effectively if they enjoy what they do and are fully involved in activities which are relevant and practical to their needs. Appropriate strategies have been introduced to improve the quality of teaching and learning. Effective use of assessment information has identified pupils who were not making the progress expected in writing and mathematics and, as a result of actions taken, these pupils are rapidly catching up to meet, and in some cases exceed, expectations of where they should be.

Pupils' achievement is good and they attain average standards. The standards reached by pupils in Year 6 in the 2006 national tests were broadly average in English, mathematics and science. This showed good achievement from pupils who were well below average when they entered the school in the Foundation Stage, and a third of whom still had learning difficulties. The school has appropriately identified writing as a priority for development. Pupils are inspired to write because of the way imaginative scenarios are set by their teachers. However, although the content is often good and exciting, poor basic skills such as spelling and poor punctuation lower the overall standard and restrict potential achievement in many subjects.

Pupils' personal development and well-being are good. They really enjoy school. This is reflected in their much-improved attendance, good behaviour, positive attitudes towards their work and desire to do well. They have a very good understanding of the need for a healthy lifestyle and run the 'Tutti Fruiti' tuck shop efficiently. There are very good opportunities for pupils to engage in collaborative activities and problem solving, all of which will stand them in good stead for the future. The support, care and guidance provided for pupils is good. This begins in the Foundation Stage and is reflected by the way in which children are welcomed into their first 'house assemblies' as part of the wider 'school family'.

Pupils enjoy positive relationships with their teachers and interact well with them. Teachers have high expectations and pupils are appropriately challenged by the amount of work they are expected to produce in a given time. As a result, teaching and learning are good. Sometimes tasks for pupils with learning difficulties are not always matched well enough to their needs, because targets in their individual learning plans are not sufficiently precise. Links the school has made with a local scouting organisation means that pupils benefit from many projects, which develops their confidence and team-building skills as well as adding to their enjoyment of school.

Leadership and management are good. The headteacher and senior leadership team provide clear direction to the school and they are well supported and challenged by knowledgeable governors. They know how well the school is doing and inspectors agreed with their self-evaluation of the school. They have identified appropriate areas

for improvement and have taken suitable actions to improve standards in mathematics and English, although more needs to be done to improve writing further.

What the school should do to improve further

- Build in more opportunities for pupils to practise basic skills such as spelling and punctuation in subjects across the curriculum in order to raise standards and improve achievement in writing.
- Ensure that targets in individual education plans are precise in order to enable teachers to plan more closely to meet the individual needs of pupils with learning difficulties.

Achievement and standards

Grade: 2

Standards are average and achievement is good. Children in the Foundation Stage make good progress because their teachers have a very good understanding of their needs. They join Year 1 having achieved many of the goals expected, although progress in communication language and literacy is slower than in other areas. In Years 1 and 2, achievement and standards in writing are lower than the good achievement and average standards in mathematics and reading. In Years 3 to 6, the school's own data shows that pupils are on target to improve their achievement and standards further, as a result of actions taken to improve standards in both mathematics and English. Standards in writing are improving, but there are still weaknesses in basic skills such as spelling and punctuation. Pupils with learning difficulties generally make sound progress, but tasks set for pupils are not always matched closely enough to their particular needs because targets in some individual education plans are too broad.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils grow into confident and thoughtful young people through the school's careful provision. There is a real sense of enjoyment and this is reflected in the good behaviour and positive attitudes to learning in lessons. Pupils' spiritual, moral, social and cultural development is good. An opportunity to sing in a community opera alongside professional musicians, for example, gives pupils a special confidence and increases their cultural awareness. Older pupils take their responsibilities seriously. Members of the Buddy Squad and the School Council make a vital contribution to the well-being of the school community and to pupils' understanding of citizenship. With an emphasis on working together and team-building skills in the curriculum, pupils are well prepared for the future. They understand the benefits both of eating healthily and taking regular exercise. Pupils feel safe and their involvement in anti-bullying initiatives such as 'Bystander' is typical of pupils' growing awareness of moral and social issues, and adds to their contribution to the community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Learning is 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. Pupils tackle tasks set with vigour and enthusiasm and 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 their 'talking partners'. Sometimes, however, tasks are not sufficiently well matched to the needs of pupils with learning difficulties. Marking is a particular strength and older pupils say they find it very helpful.

Curriculum and other activities

Grade: 2

The curriculum is good. It is designed to promote enjoyment of learning but this does not detract from the main priority of developing pupils' basic skills in literacy and numeracy. However, the English development plan does not yet include the identification of writing opportunities across the curriculum. The personal, social and health education programme provides pupils with a very good understanding of how to keep themselves safe and healthy. The wide range of extra-curricular activities, and strong links with a local scout group, significantly enrich the curriculum and pupils can develop skills in many areas, including team building, tag rugby, archery and chess. The curriculum for children in the Foundation Stage shows a good balance between activities directed by the teachers and those which children choose for themselves.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Procedures for child protection and health and safety are well established and familiar to adults. Close links with specialist agencies ensure that pupils receive good support as and when the need arises. This high level of care makes a strong contribution to pupils' welfare. Pupils' personal development is well monitored. The work of the learning mentor is effective in helping pupils with behavioural problems to participate fully in school activities. Systems for checking pupils' academic progress are good, and older pupils are familiar with their targets and know what they need to do in order to improve their work. Support given to pupils with learning difficulties and disabilities generally meets their needs, although the targets in some individual education plans are not precise enough.

Leadership and management

Grade: 2

The school's good leadership and management are characterised by shared values and a clear vision for further improvement. The school's values, 'rooted in joy, growing together, learning for life' are reflected in the sheer pleasure which most pupils have in their learning. Dedicated staff have responded energetically to the headteacher's commitment to raising aspirations and high expectations. As a result, there is a strong drive and good capacity for further improvement. Senior staff and subject leaders are making a good contribution. The writing coordinator, for example, is implementing a carefully drafted plan which is leading to higher standards. The school's comprehensive monitoring schedule enables the school to know itself well. A culture has been established in which teachers share good practice and discuss teaching and learning in an atmosphere of mutual support. The school improvement plan and subject plans provide a good basis for development. A committed team of governors, confidently led by the chair of governors, provide good support and challenge. The school has the confidence of the community it serves and parents are enthusiastic in their support of the school.

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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	3
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	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	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 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 you do. We think your school gives you a good education and is working hard to make it even better.

What we think your school does well:

- You work hard and achieve well because your teachers make learning enjoyable for you.
- You behave well and are really keen to learn.
- You take very seriously the importance of eating healthily at school and taking physical exercise.
- You have an exciting curriculum with lots of interesting activities.
- The teachers and staff take good care of you while you are in school.
- Your headteacher leads the school well and knows what must be done to make it even better.

What we have asked the school to do to improve:

- You need more help to improve your writing, particularly with skills like spelling and punctuation.
- Some of you who find learning more difficult need clearer targets in your individual education plans so teachers can plan work that will help you improve faster.

We hope you will continue to work hard.