

# Chester Park Infant School

## Inspection report

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<b>Unique Reference Number</b>	108921
<b>Local Authority</b>	Bristol City of
<b>Inspection number</b>	337180
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Mo Roberts

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janice Green
<b>Headteacher</b>	Susan Tyte
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	Lodge Causeway Bristol BS16 3QG
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They observed the school's work, and looked at the school's improvement planning and self-evaluation evidence as well as pupils' work. Parental questionnaires from 150 parents/carers were analysed and some parents/carers of Early Years Foundation Stage children were spoken to informally before school. Ten teachers were observed. Seventeen lessons were seen and this included some that were groups of children being led by teaching assistants.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- actions to improve the achievement of pupils' in mathematics
- the quality of teaching and if the strategies to help new teachers are successful in ensuring the rate and quality of learning is maintained for all groups of pupils, especially for the increasing number who are new to learning English
- the quality of provision in the Early Years Foundation Stage, the extent to which it has improved and how far children have a balance of directed and non-directed learning which is appropriate for their age.

## Information about the school

Chester Park Infant School is an average-sized primary school. It is popular and draws pupils from the wider Bristol area as well as locally. The proportion of pupils known to be eligible for free school meals has risen substantially and is now above average. The number of pupils from minority ethnic groups has increased and at half the school's roll is higher than the average nationally. This group includes a higher-than-average number of pupils new to learning English. The proportion with special educational needs and/or disabilities is average but there is an above-average number of pupils with a statement of special educational needs. Since the last inspection the local authority has announced a possible amalgamation with the junior school that shares the same site, although there are no plans to proceed at present. There has been an increasing turnover in teaching staff, all moving to primary schools, which has resulted in the appointment of four new teachers in the current academic year.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Chester Park Infant School provides its pupils with a good education. Care, guidance and support are outstanding with exemplary safeguarding procedures to ensure all pupils are protected. Partnerships with other agencies are outstanding. The school is a harmonious and vibrant community where pupils rightly take pride in their numerous achievements. The headteacher and her senior leadership team set high expectations for both staff and pupils and have steadfastly achieved them despite the increasingly complex nature of the school's intake in recent years. The governors give the school very good support, embracing and coping effectively with the ongoing changes. They also challenge the school exceptionally well to strive for continued improvement. The school's self-evaluation is based on a very thorough analysis of its strengths and weaknesses and gives the school a good capacity to improve further. The improvement planning has clear and appropriate priorities, but is not quite sharp enough to show how each new initiative will help to raise standards further.

Pupils, including those new to learning English, make good progress in their learning from their initial starting points, which for many are well below those typically found for their age. The school quickly sets about overcoming this barrier and succeeds in most respects, but less so in mathematics. In practical mathematics pupils do well, but they continue to find mathematics problems which involve abstract ideas and more than one step harder to solve. The school has correctly prioritised this as an area for improvement. Pupils learn their letter sounds well and, as a result, reading and writing standards by the end of Year 2 are broadly average.

Teaching is generally good across the school and some outstanding lessons were observed. Teaching in mathematics is varied; some is excellent, but this is not yet sufficiently consistent to ensure all pupils are given the right balance between teacher input and pupil activity. In the most effective mathematics lessons the activities are adapted well to suit pupils' different levels of ability. When assessment information is not used well, some pupils do not move on as rapidly as they could. Teaching assistants play an important part in ensuring all pupils receive good support within lessons. Pupils with special educational needs and/or disabilities make similar progress to their peers. New teachers are well supported by the experienced leaders who unstintingly share their expertise, so pupils are enabled to make good gains in their knowledge and understanding.

Despite the very restricted space, the Early Years Foundation Stage provides well for children both in class and in the outdoor area. Routines are well planned, so even the youngest children feel confident and enjoy their learning. The quality of provision and outcomes achieved in the Early Years Foundation Stage has improved since the last

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inspection and is now a strength of the school.

The school is a thriving community with a curriculum that is stimulating and engaging. Pupils enjoy activities which take them out and about beyond the school. This is especially important as the playground space is so small. Pupils demonstrate exceptionally thoughtful concern for each other. They learn to negotiate well and their behaviour is good; this is due to the good personal and social education they receive which emphasises both pupils' rights and their responsibilities towards themselves and others as well as to the environment. Tolerance and equal opportunities are well maintained.

### **What does the school need to do to improve further?**

- Sharpen the link in the school's improvement planning between the actions proposed and the way these initiatives are intended to raise attainment.
- Raise attainment in mathematics by:
  - sharing the good practice in the school to ensure planning and target setting are consistent and work set is always well matched to pupils' different learning needs
  - ensuring there is an appropriate balance between the input from the teacher and the time pupils spend in independent activities
  - strengthening pupils' understanding of how the activities they undertake link to the learning they are expected to make in the lessons.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their learning and in the vast majority of the lessons observed this led to them making good or better progress. Attainment varies with each cohort as the characteristics of the intake are so different year on year. Pupils who remain in the school through Reception to Year 2 make better progress than those who join in later years or at other than the usual times. Throughout the school pupils with special educational needs and/or disabilities make good progress because of the targeted support they are given, for example through individualised help with letters and sounds and with their early reading. Pupils learning English as an additional language make good progress from their starting points. They are well supported in the earliest stages of learning English by careful prompts within the teaching and the good use of visual resources to help them to understand what is being said. Those pupils who find learning easier reach the higher Level 3 in all subjects including mathematics.

Pupils are enthusiastic readers and writers, and this includes boys who are especially well stimulated to write due to the appealing topics chosen. In all classes most pupils make at least the expected amount of progress because the school has rigorous tracking data which is used effectively to ensure no one slips behind. The reading recovery programme has an excellent impact on the pupils involved who say they enjoy the individual attention they receive. Pupils work with concentration and enthusiasm as most

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tasks are appropriately challenging and interesting. For example, pupils in the mixed-age Year 1 and Reception class thoroughly enjoyed using recycling materials to make new clothes for their dolls, and older pupils in another class collaborated well in their discussions about how to improve the school. In a good physical education lesson pupils learned to share their ideas and consequently were able to include better movements into their successful and imaginative dance sequences. Pupils know how to keep healthy and enjoy robust physical activity even in the limited space available.

Pupils feel safe and the school enables them to make a positive contribution to the community. Pupils know their ideas are valued. They feel pride in being trusted to think for themselves.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching and assessment is good or better because of the very close monitoring by senior leaders and the collegiate approach to planning. The induction process for new staff has had a good impact as training needs are promptly identified and prioritised. While actions to assess learning in different ways and to provide pupils

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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with guidance on how to improve has been given a strong focus in most classes, it is not yet sufficiently embedded in all classes. This means a few pupils of average ability, for example, in mathematics sometimes mark time rather than moving on swiftly. Pupils understand the success criteria and targets in English which are written in child-friendly language, so they really grasp what is expected of them; for example, 'I always remember to leave a finger space between words.' They are less clear, however, about what learning is expected in mathematics. The school has worked hard to improve the achievement of pupils in mathematics and has succeeded in raising pupils' confidence through the imaginative use made of resources which provide real-life contexts for mathematical investigation. It has implemented a programme of relevant whole-staff development to help them support the pupils' ability to use and apply their developing skills. Parents are encouraged to play mathematics games at home and to talk about how they use mathematics in their daily lives.

The school's curriculum, co-ordinated by the deputy headteacher, is comprehensive and exciting. Pupils respond well to the topics, themed weeks and activities on offer, such as those linked to historical figures such as Brunel and a local philanthropist. After-school clubs offer a good range of exercise and artistic activities, but there are insufficient clubs with a mathematics or information and communication technology element.

The care, guidance and support and the overall well-being of each child are of paramount importance within the school. The school goes 'the extra mile' to ensure all pupils in its care are protected. There is much support for those who are newly arrived. Care extends to families and the school has a family liaison officer who is effective in helping improve attendance rates. It runs parents meetings each term and offers one-to-one visits for new families so they really feel welcome. Pupils are well known as individuals.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The leaders' vision for the school is clear and is widely shared. This is evident, for example, in the excellent displays throughout the school. Pupils' achievements are 'showcased' so all can take pride in what is achieved. The school has successfully focused on creating an inclusive community of learners who are keen to learn. The staff use regular pupil-tracking meetings to monitor pupil progress and plan personalised responses, ensuring good equal opportunities for all. They have successfully

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accommodated and helped pupils with specific disabilities to achieve well when the need arose. The school has taken sensible steps in the right direction to improve mathematics. They recognise that more refinement is needed to their plans to ensure they achieve better results in the subject, for example by sharing good practice more widely to achieve greater consistency in planning and target setting. Governors' clear view of the school helps them to take an active role in establishing the community cohesion policy and its successful implementation. Detailed records are kept of governors' questions and discussions. There are well-organised systems that ensure that they are fully and systematically involved in evaluating the school. This greatly assists the headteacher and her team in developing the school. The headteacher and her leadership team are successfully coaching middle managers, despite the numerous staffing changes. The headteacher provides outstanding leadership and has high expectations for behaviour and learning. The partnerships with external agencies are highly effective in supporting pupils and their families.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

The rich provision and the good and often outstanding teaching in the Early Years Foundation Stage ensure children achieve well from their starting points. They settle quickly each day and their welfare needs are met as staff are vigilant both indoors and outside. A minority of pupils have no toilets adjacent to their classroom, but they are confident in crossing the hall to get to them. Daily routines are lively, often involving singing; they help children to become increasingly independent when they, for example,



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tidy up while listening to music. The well-selected resources assist children in making their own choices, settling down and really concentrating on the interesting tasks they are given. Despite the limited outdoor space, the carefully planned activities are stimulating. They often successfully reinforce early counting, as when staff play skittles with the children. Staff also encourage children to solve related mathematics problems. Assessments are good, with enough detail to show how each child's learning is developing, which effectively helps teachers to plan for the next steps. Plans provide well for the differing levels of maturity and ability in the classes. Planning gives careful attention to vocabulary for all, including those new to learning English. The early letters and sounds programme is very well run in all classes so that reading and writing skills develop rapidly. Teaching assistants are good at supporting learning and in helping to record assessments, by noting what has been learned and where children need to repeat an activity or require further help. Parents and carers are encouraged to view assessments and see how they can offer their children support at home. The Early Years Foundation Stage is well managed and excellent attention is given to identifying what children have already learnt before entering school so staff can quickly build on this and address any gaps promptly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers are highly supportive of the school and appreciate all that is done for them and their children. 'Welcoming', 'friendly' and 'fantastic' were oft-repeated words on the questionnaires. Respondents say they are confident that any issues they take to the school will be dealt with promptly. The inspectors endorse the very positive views of the school but agree with the parents who were concerned about the restricted space because it makes the lunchtime experience less pleasant than it would be if there was more room to eat and play. The negative issues raised were few in number and parents are encouraged to take them up with the school, especially as so many parents wrote saying how approachable and helpful the school is when told of concerns about pupil relationships, minor accidents and any perceived lack of information on pupil progress. The school is aware of road safety concerns and places a high priority on safety. They also do the best they can to ensure the pupils' transition to the next school is smooth and are aware of the limited number of places in the junior school and that some pupils have to transfer elsewhere.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chester Park Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	66	48	32	1	1	0	0
The school keeps my child safe	109	73	39	26	2	1	0	0
The school informs me about my child's progress	69	46	72	48	5	3	1	1
My child is making enough progress at this school	78	52	66	44	5	3	0	0
The teaching is good at this school	82	55	65	43	1	1	0	0
The school helps me to support my child's learning	70	47	74	49	4	3	0	0
The school helps my child to have a healthy lifestyle	77	51	67	45	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	33	79	53	8	5	0	0
The school meets my child's particular needs	62	41	80	53	4	3	1	1
The school deals effectively with unacceptable behaviour	61	41	79	53	4	3	0	0
The school takes account of my suggestions and concerns	49	33	87	58	8	5	0	0
The school is led and managed effectively	86	57	58	39	2	1	0	0
Overall, I am happy with my child's experience at this school	98	65	50	33	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2010

Dear Pupils

Inspection of Chester Park Infant School, Bristol, BS16 3QG

I am writing to say how much I enjoyed visiting your school and seeing all the exciting things you are learning. Thank you to those of you who brought your work to show me and the other inspectors. We could see what a lot you have been learning and how well you are doing with your writing, reading and model making. We saw you try hard with your mathematics and now we are asking the school to do even more to help you.

We agree with you that you go to a good school that cares for you all very well. We are pleased that you all try hard and behave well. Thank you for watching out for each other in your playground. I think you do very well in coping with the limited space in the dining room and playground. Your headteacher and all the teachers do a great job, so you have plenty to do that is exciting and interesting. We saw that the Reception class teachers and their assistants really make sure the new pupils feel happy and safe and get a good start at school.

I have asked your teachers and governors to do two things to help make your school even better. First, I said, 'please make sure that the plans for the future shows exactly how they will help pupils do even better'. Second, I asked them to share their ideas about the very best mathematics lessons with each other and to remember to tell you very clearly what they want you to learn from the activities you do in the mathematics lessons.

You can help your teachers by trying hard in mathematics and making sure you know your targets as well in mathematics as you do in English. I hope you have a good time for the rest of the term. Enjoy your learning and the summer holiday when it comes.

Best wishes.

Yours sincerely

Mrs Roberts

Her Majesty's Inspector

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