

Cadbury Heath Primary School

Inspection report

Unique Reference Number	109019
Local Authority	South Gloucestershire
Inspection number	337198
Inspection dates	16–17 March 2010
Reporting inspector	Nick Butt

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Mrs Alison Thomas
Headteacher	Mr John Ridley
Date of previous school inspection	1 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons, observed all eight class teachers and spent the majority of the time observing learning. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a selection of documentation, including planning, evidence of monitoring ' such as lesson observations and analysis of pupils' work, and other assessment information. Inspectors scrutinised inspection questionnaires returned by 85 parents or carers, 94 pupils and 13 staff.

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

- what the school is doing to raise attainment in mathematics and ensure the more able pupils reach higher levels of attainment
- how consistently good teaching is now, especially in mathematics
- the impact of the curriculum on progress and pupils' attitudes to learning
- how effective leadership and management have been at all levels in bringing about sustained improvement.

Information about the school

This is a primary school of average size. Most pupils on roll are of White British heritage, with a few from minority ethnic backgrounds. The proportion of pupils who have special educational needs and/or disabilities is broadly average. Among other awards, the school has National Healthy School Status and Activemark Gold.

The school has undergone a planned reduction in pupil numbers to one-form entry in recent years.

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?

3

The school's capacity for sustained improvement

3

Main findings

Cadbury Heath Primary is a satisfactory school. It is emerging from a period of uncertainty with a strengthened leadership team whose impact is evident in pupils' good personal development and well-being and enjoyment of school. The headteacher has set out a clear vision for improvement and is ably supported in this by the newly appointed deputy headteacher. Leaders are not afraid to take difficult decisions in order to raise attainment and accelerate progress, even though this sometimes proves unpopular. From low starting points in Reception, children make good progress in the Early Years Foundation Stage and in Key Stage 1. Progress is satisfactory in Key Stage 2 and pupils leave with attainment that is broadly average. They do not do so well in mathematics as they do in literacy because they do not acquire skills systematically enough or use and apply them sufficiently across a range of subjects.

Teaching is satisfactory and improving, with positive relationships between pupils and adults and clear objectives for learning. Teaching assistants make a valuable contribution when working with groups of lower-attaining pupils. At other times, however, the range of teaching strategies used to engage these pupils is often rather narrow so that they do not progress as fast as they could. A good curriculum engages and interests all pupils well, with particularly strong enrichment activities. This contributes positively to pupils' safety and well-being and to their good behaviour and enjoyment of learning. Good care, guidance and support ensure that pupils who may be vulnerable are well supported. A wide range of help is available to meet pupils' needs, so that all pupils are welcomed and included well.

Pupils know all about keeping safe, and learn first aid and cycling training. They have an excellent understanding of healthy lifestyles, and take plenty of exercise. Pupils promote healthy choices very well by designing posters and making presentations. Through the school council, pupils have influenced the development of the school's extensive outdoor areas, and introduced a 'play pod' that generates great excitement. Pupils are prepared soundly for secondary school, acquiring the basic skills they need and developing good personal qualities.

The impact of leadership and management is satisfactory with a secure capacity for sustained improvement. The school has had an unsettled period, with some long-term absence of key teachers and a gradual reduction in staffing as numbers of pupils have reduced. The leadership team is now back to strength, with the addition of the new deputy headteacher, and clearly focused on increasing the momentum of change. Staff are being held accountable for pupils' progress and data is being used more widely to identify and support pupils who may be at risk of falling behind. The school's tracking systems are not easy to access and do not always provide the information that leaders

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require. Self-evaluation has been too optimistic in the past, but leaders now have a realistic understanding of the school's strengths and areas to develop. Governors, while keeping careful records of their monitoring, have not asked sufficiently challenging questions about the school's performance to hold leaders fully to account.

What does the school need to do to improve further?

- Raise attainment and achievement in mathematics across the school by:
 - ensuring all pupils make good progress in systematically acquiring their number skills
 - developing more focused opportunities for pupils to use and apply their skills in other subjects
 - regularly showing pupils how they can improve.
- Ensure all teaching is good or better throughout the school by:
 - using assessment data to challenge all pupils
 - employing a wider variety of strategies to support lower-attaining pupils.
- Increase the effectiveness of leadership and management by:
 - developing further the monitoring role of all leaders
 - refining tracking systems so that they are effective and accessible
 - enabling governors to hold the school to account more robustly.

Outcomes for individuals and groups of pupils**3**

Pupils are keen to learn and they work hard in lessons. They enjoy school so that attendance is good. For example, Year 1 pupils took delight in correcting their teacher when she mixed up some fairy tales and boldly 'took on' the giant from Jack and the Beanstalk when he materialised in their room, and Year 2 pupils were proud that they could answer simple questions in French. All groups of pupils now make satisfactory progress, although there has been some underachievement in the past, mainly due to rapid changes in staffing. The rate of progress is not consistent across the school, particularly when tasks do not sufficiently challenge pupils because they are not based on a secure interpretation of performance data. A focus on improving literacy skills has accelerated pupils' progress in reading and writing but their progress in mathematics is slower.

The large majority of pupils take part in sports clubs and experience coaching in sports as diverse as golf and new age curling. They are outstanding ambassadors for promoting healthy lifestyles. As one pupil remarked, 'We keep telling our mums to give us the right food and help us try new things'. Pupils are active in raising funds for good causes. They were involved in the interviews for a deputy headteacher and take on a wide range of responsibilities around the school, including monitoring energy consumption and recycling. Pupils have contributed to the local area by commenting on possible play spaces and how they could be developed. Their spiritual, moral, social and

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cultural development is good. They visit different places of worship and undertake research into other cultures, presenting their work in attractive booklets. Pupils are considerate towards one another and help to create a harmonious school environment.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is more confident in literacy than it is in mathematics. Teachers make good use of technology to engage and interest pupils. They involve pupils in assessing their writing and give them helpful guidance about the next steps they need to take to improve. This is not so well established in numeracy, where marking tends to be more cursory and the guidance given is not always clear. Many lessons are conducted at a brisk pace, and pupils have frequent opportunities to discuss their learning with a partner or in a small group. Occasionally, introductions to lessons go on too long, meaning that pupils do not have sufficient time to complete their tasks. Provision for pupils who have special educational needs and/or disabilities is satisfactory. Teaching assistants work well with individuals and groups, but planning is sometimes not sufficiently flexible to match pupils' needs precisely. The curriculum gives pupils a good

¹ 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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range of experiences, with effective use made of the outdoor areas. Pupils are able to use their literacy and technology skills well across different subjects, for example by researching information about rivers and presenting it in imaginative ways or, in Year 6, by producing a list of instructions for making an Aztec mask. The curriculum is enriched well with visits, visitors and clubs such as the thriving chess club. These experiences contribute well to pupils' good personal development and their enjoyment of school.

A parent wrote, 'The staff are friendly, welcoming and approachable'. This was supported by the pupil who said, 'The staff always listen when I have a problem and always help me to work it out or at least improve the situation'. Good pastoral care means that pupils know they are valued, and good links with outside agencies, such as the Barnardo's parent support adviser, make a significant difference to families.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has published clear expectations of all staff in the drive to raise achievement. This has not gone down well with everybody, but has made clear how determined the new leadership team is to accelerate improvement. Leaders monitor the work of the school regularly, but do not follow up points for development systematically to ensure that changes have been made. The school does much to engage parents and carers. There are class representatives, many volunteers and an open day when parents and carers can come in and look at their children's work. Effective partnerships with sports and other organisations have enhanced the curriculum and had a beneficial impact on pupils' health and well-being and their personal development. While the school welcomes pupils irrespective of their backgrounds or disabilities, inconsistencies in the provision mean that the promotion of equality is only satisfactory. Leaders and governors ensure all safeguarding requirements are met, and documentation is mostly good. The school promotes community cohesion well. There are very good international links, with a Norwegian influence on the development of outdoor learning and partnerships with schools in France, although the school is slightly less imaginative when it comes to broadening pupils' understanding of Bristol's diverse communities. Governors are active in supporting the school, but until recently have not challenged leaders sufficiently over aspects of its performance.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Pupils often join the Reception class with skills and abilities below those typically seen, particularly in language and communication and in personal and social development. They make good progress because of good teaching and an imaginative curriculum that captures children's interest. For example, when they found frog spawn in the school pond, they were very excited at investigating the life cycle of the frog and examining the 'wibbly wobbly' jelly in depth. Children's progress is monitored carefully and recorded informatively in learning journals. Induction procedures for new children are very effective, and make parents, carers and children feel at ease, so that children look forward to starting school. There is a good mix of adult-led and child-initiated activity, although sometimes there is not enough challenge built into the tasks children choose for themselves. Planning builds well on children's own interests and promotes their independence, so that they can sustain concentration for extended periods. Leadership and management are good, with a strong team of staff. By the end of the Reception year, most children are on track to meet the early learning goals for their age, having made good progress from their starting points.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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Views of parents and carers

A third of parents and carers who returned questionnaires did not think the school was led and managed well. The school has been through a difficult time of change, and hard decisions, which have not been popular with some parents and carers, have had to be taken. The main concerns have been the allocation of places, how mixed-age classes are assembled and frequent changes of staff. Inspectors found that the school had made the right decisions in difficult circumstances, but perhaps could have explained their reasons more openly to parents and carers. Other parents and carers are more positive about the school, including those who spoke to inspectors at the start of the day and two thirds of those who returned questionnaires. They particularly like the school's caring ethos, the fact that their children are kept safe and the friendliness and approachability of staff. Inspectors agree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cadbury Heath Primary 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	41	46	54	3	4	0	0
The school keeps my child safe	40	47	44	52	1	1	0	0
The school informs me about my child's progress	28	33	49	58	7	8	0	0
My child is making enough progress at this school	27	32	40	47	15	18	3	4
The teaching is good at this school	27	32	47	55	7	8	2	2
The school helps me to support my child's learning	25	29	49	58	6	7	1	1
The school helps my child to have a healthy lifestyle	34	40	48	56	2	2	1	1
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)	18	21	44	52	9	11	3	4
The school meets my child's particular needs	20	24	54	64	11	13	0	0
The school deals effectively with unacceptable behaviour	18	21	53	62	11	13	2	2
The school takes account of my suggestions and concerns	18	21	46	54	16	19	3	4
The school is led and managed effectively	13	15	42	49	18	21	11	13
Overall, I am happy with my child's experience at this school	31	36	41	48	10	12	2	2

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



18 March 2010

Dear Pupils

Inspection of Cadbury Heath Primary School, Warmley, BS30 8GB

We enjoyed meeting you when we visited your school. Yours is a satisfactory school. Here are some of the things it does well.

- You know all about keeping safe and you behave well.
- You have an excellent understanding of living a healthy life.
- You take part in lots of clubs and enjoy a variety of sports.
- You contribute well to the school and the local community.
- You enjoy school and your attendance is good.
- There are lots of interesting things for you to do at school, both in class and outdoors.
- You get on well together and support one another well.
- The school cares for you well, especially when things are tough.
- The school makes sure you stay safe.
- You have a good understanding of life in other countries.

We think you could do better in mathematics so have asked your teachers to make sure you pick up the skills you need when you need them. We think you could use your numeracy skills more in other subjects. We have also asked your teachers to tell you more about how you are doing in mathematics. You can help by telling them what you enjoy and what you find more difficult. We want you to have work that makes you think and is just right for you, whether you find learning easy or difficult. We have asked your teachers to see what they can do to make this happen as much as possible. We have asked the school's leaders to keep a close eye on what is going on, and to find ways of using information that will help them to understand how you are doing. We also want governors to take an active part in seeing that you get the best possible deal in your education.

Thank you once again for making us welcome. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector

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