

# St Chad's Patchway Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	109179
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	337233
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	John Eadie

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Williams
<b>Headteacher</b>	Tony Cooper
<b>Date of previous school inspection</b>	6 November 2006
<b>School address</b>	Cranham Drive Patchway Bristol BS34 6AQ
<b>Telephone number</b>	01454 866523
<b>Fax number</b>	01454 866524
<b>Email address</b>	patchwayprimary.school@southglos.gov.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	9–10 February 2010
<b>Inspection number</b>	337233

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent nearly eight and a half hours in 15 lessons, observing ten teachers, held meetings with governors, staff, groups of pupils and met several parents informally at the beginning and end of the school day. They observed the school's work, and scrutinised a number of policies, including those regarding safeguarding, anti-bullying, equal opportunities and behaviour. They also analysed the questionnaires received from 112 parents and/or carers and those completed by pupils in Years 3 to 6 and by staff.

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

- whether boys are making the same progress as girls
- whether pupils are making satisfactory progress as suggested by data, or if this has now improved and is good as suggested by the school
- whether pupils' progress in mathematics is the same as progress in reading and writing
- the effectiveness of new systems of assessment in supporting pupils' learning.

## Information about the school

A very large majority of pupils at this average-sized school are White British, the others representing a range of other ethnicities. A few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is lower than average. Most of these have behavioural, emotional or social or moderate learning needs. The number of pupils in the school has been increasing in recent years and the Early Years Foundation Stage provision in the Reception class is oversubscribed for September 2010.

**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?**

**1**

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

**2**

## Main findings

This is an outstanding school. The headteacher's passion for educating the whole child is communicated extremely well and shared by all staff. As one typically said, 'We are all a team dedicated to giving the children the best we can.' A particular improvement since the last inspection has been in the quality of the curriculum. A rich range of experiences is provided for pupils, with external expertise used well to broaden opportunities.

The quality of care, guidance and support reflects the importance attached to each individual and results in many aspects of pupils' personal development being outstanding, such as their caring and sensitive approach towards others. Pupils are prepared well for their futures, even the preparation for moving up to the next class noted by children as something where time and effort are taken to ensure that pupils feel comfortable. Pupils are developing a wide range of skills that will help them in their secondary education and beyond. However, levels of attendance are only average, mainly because of a number of families take holidays in term time. The school works extremely hard to engage parents and/or carers, who welcome the good quality communication they receive, for example commenting that they appreciate the text messaging used by the school. They also say such things as, 'Staff are always there to listen and to help if needed. They are a friendly, supportive team.'

Children have lower levels of skills and knowledge than those expected for their age when they join the Reception class. They make good progress and almost reach average levels by the time they start in Year 1. Good progress continues through the rest of the school. The current Year 6 pupils, who were well below average in their assessments at the end of Year 2 four years ago, are now working at average levels. The school is working hard to raise these standards and boys now make the same progress as girls and standards in mathematics have almost reached those in reading and writing.

A further improvement since the last inspection is in the quality of teaching, which is now good and the key reason for pupils' good progress. This has been achieved through thorough monitoring and well-planned training for staff. Staff are very appreciative of these opportunities for professional development, saying such things as, 'I have been given every opportunity to extend my personal development.' Teachers use their day-to-day assessments well to ensure that pupils are given work that suits their abilities. However, the targets set to help pupils improve their work are not sufficiently precise and when teachers mark pupils' work they do not give them pointers to help them improve often enough. All staff are involved in the process of self-evaluation which is accurate, but not always based on a rigorous evaluation of the data. The school has made commendable progress since the last inspection and there is a clear shared desire to continue the process. The school is well placed to continue on the upward path.

**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

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

- Improve pupils' attainment by refining the present system of setting targets for pupils' next steps in learning so that:
  - these next steps are more precise and more closely matched to pupils' individual learning needs
  - when marking pupils' work, teachers refer to these targets consistently, pointing out clearly how pupils can improve.
- Work together with parents and/or carers to reduce the number of term-time holidays and improve attendance.

## Outcomes for individuals and groups of pupils

**1**

Lessons are typified by enthusiasm and excitement with pupils being encouraged to think and rise to challenges. For instance, in a mathematics session with younger pupils, they were enthusiastically involved in a game to recognise odd and even numbers. Older pupils rose to the challenge of calibrating their 'fuel tank' (a plastic bottle) when planning to launch their 'space ship'. In groups of three, as with NASA astronauts, they were involved in lively discussions about the best way of going about this task and how detailed their calibration should be. Learning just occasionally slows, for example when pupils have to listen to explanations which are not appropriate for all. Those with special educational needs and/or disabilities make the same progress as their classmates as they are supported and integrated well. Those who do not speak English at home all cope comfortably with all aspects of school life and are also making good progress. Technology is used well to engage pupils and encourage reflection, for example the youngest children videoed their activities to watch and comment on later.

Pupils are developing extremely well into well-behaved and responsible young people, who have a keen sense of their place in society and their responsibilities towards it. A particular strength is the way older pupils care for younger ones, noted by parents, who say such things as, 'I am very impressed with the caring attitude that the older years in the school display towards the younger children.' Pupils also appreciate this commenting that, 'We have lots of friends in different classes.' Their support for each other and welcoming nature is a key aspect of their excellent behaviour. Pupils say they feel extremely safe and they lead exceptionally healthy lifestyles, enjoying the healthy lunches and taking a great deal of exercise. Although pupils make a considerable contribution to the school and local community, the school recognises the need to develop involvement with the wider community.

*These are the grades for pupils' outcomes*

<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.

**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

<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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Pupils are encouraged to question and learn, by the use of 'plinths' in each classroom, on which teachers display often unusual objects that promote thought. Thinking is further enhanced by good use of questioning by adults, who often use this to challenge and extend learning. The systems of assessment are used very well to check whether any pupils are in danger of falling behind and to put in place good intervention strategies to help them catch up. Teaching assistants play an active role in promoting learning, particularly in supporting those with special educational needs and/or disabilities, for whom provision is very good. This is a good example of the value that is placed on each individual, noted by parents and/or carers who said such things as, 'The school is excellent at understanding each child's needs.' Pupils also commented on this. 'I feel happy because they support every child in the same way.' This is also an example of the outstanding care, support and guidance provided for each pupil.

An innovative approach has been taken to the curriculum, which is planned to engage interest and enthuse. As a pupil said, 'This is a fun school and helps me to learn millions of exciting things.' The end result is excellent standards in a range of subjects, such as art and music, and pupils who are enthusiastic thinkers and learners. All have taken to heart the motto 'Teach the child, not the subject', which is in evidence all round the school. Children in Reception and Years 1 and 2 learn about three different cultures and languages during their time in these classes. In Years 3 to 6, French is taught and this has been supported by one of the good links with other schools. Staff are now confident, and French is often used incidentally in lessons in other subjects. Outside expertise is also used very well for music and drama, and the quality of singing is

**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

exceptional. There is a wide range of extremely well attended after-school activities and a high proportion of pupils have represented the school in sporting fixtures. Trips out of school and visitors are also planned very carefully to add to the pupils' range of first hand experiences.

*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	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Parents and/or carers recognise the effectiveness of leadership and management, all who responded to the questionnaire agreeing with this statement. The headteacher has created a strong and enthusiastic team, who are fully behind him in his drive to provide a rich and varied education for all the children. The governors are also fully supportive and challenge well, although their role in monitoring and involvement in self-evaluation are not so well developed. This commitment to giving the best to all is at the root of the school's excellent promotion of equality of opportunity. A parent summed this up well when they said, 'Children are respected and treated as individuals.'

At the time of the inspection, safeguarding procedures were thorough and met requirements. All necessary checks are carried out and comprehensive records are kept. There are one or two additions to policies that would bring this aspect up to outstanding. Health and safety procedures are rigorous and recording of incidents, although almost all are very minor, is thorough. Very good use is made of outside agencies when necessary to support and advise.

The school has a good knowledge of its local community and has audited this well. A good action plan has been created to improve other aspects of community cohesion, such as pupils' awareness of a wider range of communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>

**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

<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>1</b>

**Early Years Foundation Stage**

Children make a good start in the Reception class due to the effective provision for them. Independence is encouraged from an early stage as children self-register and then plan their own activities for the session. Children's language skills are developed well, particularly those who have speech and language difficulties. Phonics are a strong theme, demonstrated well when a child said proudly, 'A is for Africa.' They enjoy their work, one child encouraging others with a 'Let's get busy!' Relationships are good and children choose their work partners sensibly and work well together. Although children make good progress, some of the more able are not always challenged sufficiently and could be progressing faster.

A good range of activities is provided, although the range available in the space outside is more limited and there are plans to develop this area. Resources for extending writing and numeracy outdoors are satisfactory rather than good as there is insufficient equipment such as clipboards and a variety of mark making implements. The adults work as a good team and have created a welcoming environment. Observations are carried out daily and used to plan appropriate work for each child for the following day. The setting is led well, although a thorough evaluation of the effectiveness of provision has not been carried out to enable faster progress to be made. Safeguarding procedures are good and all welfare arrangements are in place. There are good relationships with parents and/or carers, who are welcome at the start and end of day. They regard the setting as 'a nurturing environment'.

*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**



**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

The response to the very well supported questionnaire was extremely positive. Parents and/or carers are almost unanimously in praise of what the school is doing, saying such things as, 'The school is excellent at understanding children's needs,' and, 'Children's achievements are regularly recognised and celebrated.' A few expressed concerns about some pupils' special needs not being met successfully. However, the inspection team looked closely into the provision for those with special educational needs and/or disabilities and judged that the school is doing very well for them. Some were also concerned about the way that inappropriate behaviour is dealt with. However, many others and the pupils disagreed, saying that they consider that behaviour is very good. The inspection team agreed with this latter view. The headteacher and teachers were universally praised by parents and/or carers.

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

Ofsted invited all the registered parents and carers of pupils registered at St Chad's Patchway Church of England 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	66	38	34	1	1	0	0
The school keeps my child safe	76	68	36	32	0	0	0	0
The school informs me about my child's progress	48	43	61	54	3	3	0	0
My child is making enough progress at this school	55	49	52	46	2	2	0	0
The teaching is good at this school	63	56	48	43	0	0	0	0
The school helps me to support my child's learning	56	50	52	46	1	1	2	1
The school helps my child to have a healthy lifestyle	63	56	48	43	1	1	2	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)	47	42	59	53	0	0	1	1
The school meets my child's particular needs	58	52	50	45	2	2	1	1
The school deals effectively with unacceptable behaviour	51	46	48	43	7	6	0	0
The school takes account of my suggestions and concerns	46	41	56	50	5	2	0	0
The school is led and managed effectively	72	64	39	35	0	0	0	0
Overall, I am happy with my child's experience at this school	76	68	34	30	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"><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 February 2010

Dear Pupils

Inspection of St Chad's Patchway Church of England Primary School, Bristol, BS34 6AQ

Thank you so much for welcoming us so warmly when we visited your school recently. We were hugely impressed with how polite and chatty you were. You really helped us to get a good picture of what your school is like. We think it is an outstanding school.

These are some of the best things we found about your school.

- Your headteacher and all the staff are extremely keen to continue making your school even better. They treat you all as individuals and are dedicated to help you to do your best.
- You are provided with an excellent and very interesting range of things to do in lessons. As one of you said, 'We have great work in each subject.'
- All adults look after you outstandingly well. One of you told us that yours is a 'caring school and helpful in every way'.
- You are developing exceptionally well into responsible and sensible young people who know how to keep themselves safe and healthy.
- You behave extremely well and are being prepared well for your future life at secondary school and beyond.
- You are making good progress because you are being taught well.

There are two things we have suggested that should be improved so that you make faster progress.

- The targets that you are set are not clear enough to really help you improve your work and teachers do not always mention these targets when they are marking your work.
- Some of you do not attend school often enough so you are not learning as well as you possibly can.

I know you will help the staff to improve your progress by continuing to work hard. With my very best wishes for your future.

Yours sincerely

John Eadie

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**