

Chew Stoke CE VA Primary School

Inspection report

Unique Reference Number	109270
Local Authority	Bath and North East Somerset
Inspection number	337256
Inspection dates	11–12 March 2010
Reporting inspector	Jenny Batelen

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Bill Chard
Headteacher	Stephen Bailey
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors spent some of their time observing learning, and saw six lessons and 10 teaching staff. They held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements and records of pupils' progress. Inspectors also analysed questionnaires from pupils and staff as well as 57 from parents.

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

- the level of challenge in teaching and learning across the school
- how assessment is used to support pupils in reaching their targets
- how the leadership team develops and drives improvement and evaluates the actions taken
- the quality of provision and progress made by children in the Early Years Foundation Stage.

Information about the school

This is a smaller than average primary school serving the communities of Chew Stoke and surrounding areas. The headteacher took up his position in January 2010. The percentage of pupils entitled to free school meals is very low, as is the proportion from minority ethnic backgrounds including those who speak English as an additional language. The percentage of pupils identified as having special educational needs and/or disabilities is below the national average. The school has achieved the Healthy Schools Award.

An out-of-school club provides after school care and summer activity weeks and is managed by a private provider. This club was inspected separately.

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

Chew Stoke CE school is a good school with some outstanding features. The strong, inclusive ethos supports all pupils and staff to establish strong relationships with each other. 'This is a happy, caring, friendly school where the pupils thrive', represents many positive comments from parents. Pupils are enthusiastic about their school and the many opportunities they have to 'make friends, use ICT, the library and the outside area'. The leadership and the governors are clear about the strengths of the school and are constantly reviewing practice to ensure progress and further improve outcomes for the pupils. As a result there is a strong capacity to improve.

The behaviour of pupils is excellent; they are unfailingly polite, care about each other and make the most of opportunities to help younger ones in the school. As a result there is no disruption to learning. Pupils have a very good understanding of how to keep themselves healthy and engage in many activities to support this; they also choose to eat healthily from the good school lunch provision.

The thorough induction process means that children make an excellent start to school. They make good progress throughout the school and as a result pupils leave school well equipped for the future with above-average attainment.

The majority of teaching across the school is good and nothing is less than satisfactory. Teachers make links across the curriculum to engage pupils in their learning, but do not always plan tasks with a suitable level of challenge for pupils, especially those of higher ability. Pupils are clear about what they are learning and what they must do to improve, particularly in English. Pupils learn to use success criteria to know how well they have done. However, marking is not always used to help pupils understand what they must do next.

Governance is outstanding. The governors are strongly committed to the school, bringing many skills to the leadership and management. They give challenge and support in order to drive improvements in the school. They have given stability to the school during recent changes and work closely with the recently appointed headteacher. The middle management of the school is now being developed, as the skills of leading teaching and learning are not yet fully established. Subject leaders are not yet identifying areas for development from monitoring of lessons or using data fully to help raise standards.

There is good pastoral care for pupils, including support from a trained counsellor. Strong links with families are developed and maintained throughout school. Targeted support enables all pupils to make good progress. As a result pupils speak highly of the help they receive and parents comment on the 'sharing and supportive environment'.

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What does the school need to do to improve further?

- Raise the quality of teaching and learning so that it is consistently good or better across the school, by ensuring that:
 - lessons provide sufficient challenge for all pupils, especially those of higher ability
 - all marking supports pupils to reach their targets.
- Extend the role of the middle leaders in monitoring and evaluating the work of the school in order to improve provision and raise achievement further.

Outcomes for individuals and groups of pupils

2

Pupils start Year 1 with above average attainment. There has been a steady rise in standards over the last three years and by the end of Key Stage 2 attainment is well above average in all subject areas. Pupils are helped to make good progress in their lessons because they know and understand the very clear learning objectives and are learning to assess their own work against success criteria. Pupils with special educational needs and/or disabilities have well-planned targeted support to ensure their good progress.

Pupils are proud of their school and enjoy the many opportunities that they are offered to develop skills in a wide variety of areas. They speak of feeling safe and have a good understanding of how to keep themselves safe. They are confident that staff will help to sort out any problems and are very knowledgeable about e-safety following a recent poster competition and good guidance from the school. Excellent behaviour means that playtimes are safe and playground buddies help all pupils to play safely together.

The pupils' strong understanding of how to lead healthy lifestyles and the effect of this on their bodies is further supported through the regular 'wake and shake' fitness programme led by Year 6. Pupils are encouraged to have a voice and leadership within the school through the school council and eco-committee. These have led to improvements in provision for playtime and developments of the grounds. Pupils are involved in village and church events and in various fund-raising initiatives.

Pupils are able to apply their well-developed skills in all subjects, including information and communication technology (ICT), across the curriculum. The induction procedures and the excellent links with the secondary school mean that all pupils are confident about their next steps.

The strong Christian ethos supports the many opportunities provided to reflect in worship, teaching time and in various areas around the school. There is a growing understanding of the cultural influences on their heritage, and this is identified by the school as an area to develop.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching is good because teachers plan interesting and lively lessons that motivate and interest pupils, encouraging a 'love of learning', as a parent commented. Teachers have good subject knowledge and make very effective use of ICT. They are skilled at enabling pupils to take time to think and feel able to share that thinking, confident that they will be listened to. Where teaching is good, pupils have a good understanding of the lesson objective and of their targets. Marking is used to help pupils know where they have succeeded and what they need to do to improve, but this is not yet consistent across the school. When sufficient challenge is provided for all pupils, this ensures that the higher-ability pupils reach their full potential. However, this is not always the case, and occasionally the most-able pupils do not reach the levels of which they are capable.

The good support for all pupils in the school is apparent in the well-planned provision for pupils with special educational needs and/or disabilities. Targets provided for these pupils are clear and focused. Vulnerable pupils are very well supported and the provision of emotional support for pupils and their parents is valued by all. Teaching assistants play a key role in this, leading targeted support for individuals and groups as well as support in classrooms, and parents typically comment that 'learning support staff are excellent'.

Pupils are enthusiastic about the wide range of enrichment opportunities provided

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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through residential trips throughout Key Stage 2, close links with the secondary school and a range of visits and visitors. After school clubs are well attended and address a range of interests. Modern Foreign Language teaching is effective and as a result pupils are developing good conversational skills.

Year 6 pupils are well supported through their transition to Year 7. Above average attendance is supported by good procedures in the school that challenge any absence.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 newly appointed headteacher is providing strong leadership. He has high expectations in ensuring that all pupils achieve their best and are happy and safe in school. He is well supported by the deputy headteacher and all staff and there is a good team spirit, an ethos of mutual support and encouragement, and enthusiasm to further improve the school.

A team of skilled and knowledgeable governors are ably led and are highly effective in monitoring the school's strategic development and acting as a 'critical friend'. They play a key role in the school's ongoing development. Plans are in place to develop the role of the subject leaders to enable them to become more skilled in analysing data and more rigorous in monitoring teaching and learning in their subjects, in order to raise achievement further.

Parents are very supportive and speak highly of the school. They are keen to be involved and appreciate being kept informed through regular newsletters. There are many effective partnerships which promote the pupils' learning and well-being with especially strong links with the secondary school and its cluster. Promotion of equal opportunities is good. All pupils are valued as individuals and there are opportunities for them to develop their particular skills and interests.

Safeguarding procedures are very secure, with robust systems in place that are well monitored by the governors. The promotion of community cohesion is satisfactory overall. The school has good links with the local community and has plans in place to extend these links to the wider national and global community. The school gives good value for money.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skill levels in line with those typically expected for their age. They make good progress throughout the Reception Class and enter Key Stage 1 with skills that are above average. The comprehensive induction process ensures that children settle quickly and parents speak highly of this, commenting on the 'easy start' and expressing views such as 'my child settled well'.

The staff have a good understanding of the needs of children in the Early Years Foundation Stage and plan well to enable children to learn and develop in all areas of the curriculum. Assessment informs the planning and is based on observations of children involved in their own choice of activities as well as some focused tasks. The recently appointed leader is ensuring that her knowledge is further developed through training and understanding and using data effectively.

Children thoroughly enjoy their time in the Reception class and, because resources are easily accessible, they have frequent opportunities to develop their own learning both inside and outside. They are able to discuss what they are doing and make decisions for themselves, such as the need for a magnifying lens to investigate further the 'creatures of the deep' in the water tray. They are keen to share their learning and respond to probing questioning about what they have been doing. Children share their love of reading with adults. There are plans to further develop the use of the whole school grounds and to ensure all-weather use of the outside area through the purchase of appropriate clothing.

Children are encouraged to lead healthy lifestyles with healthy snacks and drinks, encouragement to follow hygiene routines and to take plenty of exercise, including regular dance sessions led by staff from the secondary school. They feel safe and are

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well supported at playtimes by the safe environment and older children. Their behaviour is excellent; they play well together, cooperate in activities and listen carefully to each other in circle times. The close links with Year 1 mean that the transition to Key Stage 1 is effective and ensures continued good progress.

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

Views of parents and carers

Parents and carers are very supportive of the school. The returned questionnaires were mainly positive. A few comments identified areas of concern, for example the need for better communication from the school, but the inspection evidence suggests that the school has very effective systems for keeping parents and carers well informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chew Stoke CE VA 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	17	30	1	2	0	0
The school keeps my child safe	41	72	15	26	1	2	0	0
The school informs me about my child's progress	17	30	34	60	5	9	1	2
My child is making enough progress at this school	19	33	33	58	3	5	0	0
The teaching is good at this school	33	58	22	39	1	2	0	0
The school helps me to support my child's learning	23	40	28	49	5	9	0	0
The school helps my child to have a healthy lifestyle	26	46	29	51	2	4	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)	27	47	27	47	2	4	0	0
The school meets my child's particular needs	22	39	31	54	2	4	1	2
The school deals effectively with unacceptable behaviour	17	30	32	56	3	5	0	0
The school takes account of my suggestions and concerns	19	33	37	65	0	0	1	2
The school is led and managed effectively	24	42	28	49	0	0	1	2
Overall, I am happy with my child's experience at this school	35	61	20	35	2	4	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

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.



15 March 2010

Dear Pupils

Inspection of Chew Stoke CE School, Chew Stoke, Bristol BS40 8UY

Thank you for making us so welcome when we visited your school recently. We enjoyed joining in with your lessons and worship, talking to you, hearing you speak French and learning how to play guitars and keyboards. Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave very well, look after each other and tell us how much you enjoy school and all the exciting things you are able to do.
- You work hard in your lessons and are keen to do well.
- All the adults in the school care a lot about you and make sure that you are safe and well supported.
- You have lots of opportunities to keep active and healthy and you know well how to keep yourselves safe.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are a couple of things we have asked the school to do to make it even better.

These are:

- to make sure that you all have tasks to do that challenge you to learn even more and that you and your teachers are clear about what you need to do next
- for teachers to look carefully at what happens in the subjects for which they have responsibility so that they know that you are all doing the best you can.

You can help by being making sure you know the learning objective for each lesson and whether your work is good enough to meet the objective.

Yours sincerely

Jenny Batelen

Lead Inspector

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