

Cheddar Grove Primary School

Inspection report

Unique Reference Number	131493
Local Authority	City of Bristol
Inspection number	341147
Inspection dates	16–17 November 2009
Reporting inspector	Bogusia Matusiak-Varley

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	The governing body
Chair	Karen Dursley
Headteacher	Paul Jeffery
Date of previous school inspection	0 September 2006
School address	Cheddar Grove Bristol BS13 7EN
Telephone number	0117 9030418
Fax number	0117 9030419
Email address	office@cheddargrove.bristol.sch.uk

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and held meetings with the headteacher, deputy headteacher, chair and vice chair of the governing body, and with staff, pupils and parents. They observed the school's work, looked at documents such as policies, the school development plan, safeguarding arrangements and external evaluation, and analysed 158 parental questionnaires and those completed by pupils and staff.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- the attainment and progress of all groups especially in English, mathematics and science
- the effectiveness of the Early Years Foundation Stage
- the quality of assessment systems and the use of assessment in lessons
- the quality and accuracy of the school's self-evaluation.

Information about the school

This is a large primary school where most pupils are of White British backgrounds. At 5%, the proportion of pupils from minority ethnic groups is much smaller than average and no pupil is at an early stage of language acquisition. The proportion of pupils who are on the school's special educational needs register is low. Nearly 1% of pupils have statements of special educational needs related to behavioural difficulties. The school has received the Healthy School Award and the Activemark, among other awards.

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

This is a satisfactory school. It is improving and has strengths in the way it prepares its pupils for lifelong learning and becoming responsible citizens. The school motto of 'rooted in joy, growing together, learning for life' is firmly embedded in all aspects of school life. Pupils like coming to school, which is seen in their good attitudes and behaviour, spiritual, moral, social and cultural development and very good relationships within the whole school community. The effective care, guidance and support given to pupils, alongside sound safeguarding procedures, enable them to feel safe and secure in learning. A well-structured 'vivid and real' curriculum, enriched by an outstanding range of extra-curricular activities, results in their outstanding knowledge of being healthy and their excellent contribution to the community, both in and beyond school.

'Learning is fun and we do so many exciting things such as visiting a bank to see how money works', said one Year 5 pupil, speaking for many. Whether as an Eco Warrior, Trust Licensee, Reading Buddy or Tutti Frutti Tuckshop Manager, there is something on offer to develop the confidence of every pupil. Parents are very pleased with the education their children receive and their involvement in all aspects of school life. 'You know that when you leave your children at the front gate, they will enjoy their time at school and be well looked after', said one delighted parent.

Children get off to a satisfactory start in the Early Years Foundation Stage because of sound provision. They make satisfactory progress in most respects but good progress in personal, social and emotional development. Teaching and learning are satisfactory. The range of outdoor activities provided does not extend the children's basic skills.

Inconsistencies exist in the staff's evaluation of children's progress.

The achievement of all groups of pupils, including those who have special educational needs, is satisfactory. The underachievement of boys has been arrested. Standards are broadly average by the time that pupils leave school. There has been recent good progress in speaking and listening, and reading and writing. Progress in mathematics and science, while broadly satisfactory, is inconsistent and standards are just below average. Although there has been a recent focus on developing experimental and investigative science and problem solving in mathematics, this is not yet fully reflected in national test results. What prevents progress from being better is that not all teachers are using data from assessment to plan pupils' next steps in learning and there are inconsistencies in year groups in the quality of teaching and learning.

The headteacher provides strong leadership in the pastoral care of his pupils, and has created a harmonious school community. His hard work has resulted in good outcomes, such as better behaviour and improved attendance. However, the school's track record

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in raising standards slightly lagged behind the pastoral development of pupils, as the initiatives taken have yet to have a significant impact on accelerating pupils' progress, especially in mathematics and science. The school's self-evaluation is broadly accurate, although somewhat overgenerous. The monitoring of teaching and learning is satisfactory; while it is regular, it has not yet fully focused on evaluating the impact the use of assessment has on learning. For the above reasons, the school's capacity for further improvement is satisfactory.

Governance is good. The governing body is well led and governors are actively involved in all aspects of school life, ensuring that they gather first-hand evidence on aspects of the school's provision. The school's contribution to community cohesion with reference to pupils' understanding of faith, ethnicity and socio-economic differences is good. Equality of opportunity is securely rooted in all aspects of provision. The school provides satisfactory value for money.

What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage by:
 - ensuring that the outdoor learning environment reflects indoor activities so that children can learn equally well there
 - improving teachers' skills in evaluating children's progress to inform future planning and ensuring that what children learn in the Nursery is built upon in Reception.
- Improve the quality of teaching so that it is consistently good by ensuring that information from assessment is used to plan the next steps required in learning.

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

Pupils' attainment varies from year to year, reflecting the varying proportions of below average attainers and pupils with special educational needs. In the national Key Stage 2 tests over the past two years, average standards in English have been maintained. In 2008, standards dipped in mathematics and science but picked up in 2009 so that they became broadly average again. Recent improvements to the teaching of mathematics and science and the impact of intervention strategies such as Reading Recovery and Every Child a Reader are raising standards. Small group work for vulnerable learners in mathematics and phonics is also contributing to pupils' satisfactory achievement.

Pupils enjoy learning and, in a good lesson in Year 3, they were engrossed in learning about the legacy of the Romans. They gasped in amazement when the class teacher showed them aspects of Roman architecture and this contributed to their good spiritual, moral, social and cultural development. In a good Year 4 science lesson, pupils hypothesised about the differences between solids and liquids and made good progress. Pupils know their targets in English but less so in mathematics, which has rightly been identified by the school as an area requiring attention. Pupils who have special educational needs make satisfactory progress against targets in their individual

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education plans; when engaging in small group work they often make good progress. Pupils feel very safe in school, and they know who to ask for help when they need it. They make an outstanding contribution to the school and immediate community by caring about their environment, examples of which include recycling paper, organising a community picnic and contributing to charities. Pupils' achievement of economic well-being is satisfactory. Pupils' involvement in the What Money Means project with a local bank, and their establishment of a stationery shop, contribute to their emerging financial literacy skills. Their outstanding knowledge of keeping healthy incorporates a very good awareness of how emotions impact on their well-being, which is effectively dealt with through the good care, guidance and support pupils receive.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pockets of good teaching exist in all year groups but the quality of teaching is satisfactory because good practice is not found consistently across the school. The mutual trust between pupils and teachers ensures that pupils learn from their mistakes and are not frightened to ask for help. Strengths of teaching include good questioning,

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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secure explanations and generally good support by teaching assistants. There are, nevertheless, inconsistencies in marking, especially in mathematics and writing in the older classes in the juniors. Parents and pupils are unanimous in their praise of the exciting and vibrant curriculum that is on offer. Learning is made real either by visits to an educational place of interest or visitors to the school. Pupils' learning focuses on understanding how people feel as demonstrated by their excellent work on the Great Fire of London. Good links with the university and opportunities for pupils to take part in residential visits are raising pupils' aspirations towards securing their economic well-being.

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 provides strong leadership for the school in a number of respects. He has won the hearts and minds of the school community and is determined to give his pupils a rounded education. He has been instrumental in managing change effectively and has created an atmosphere of trust, challenge and security within the school. Safeguarding procedures are secure, very minor omissions have been rectified and parents are aware of the steps to be taken in any child protection issue. The senior leadership team's knowledge of the criteria for self-evaluation is not yet as secure as it could be but strengths and areas for development of provision are accurate. This year, the school has set more ambitious targets than last year. The senior leadership team monitors progress towards them regularly by having regular pupil progress reviews and this is helping to improve pupils' rates of progress. Governors are proactive in finding out for themselves about the effectiveness of the school's work and they offer a good degree of challenge to the school. They are knowledgeable about all aspects of school life and fulfil their statutory duties. There is focused attention on ensuring all pupils have equality of opportunity, and community cohesion is well promoted. The school's links with various agencies, partner schools and parents are good and this contributes to the good care, guidance and support that pupils receive. The school works well with parents, other agencies, and local secondary and primary schools.

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	2
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	3
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

Children eagerly enter the Early Years Foundation Stage due to secure induction procedures and the welcoming environment which gives them confidence to leave their parents and carers and settle happily. They know how to care for their health, play alongside each other well and quickly learn classroom routines. Satisfactory teaching, coupled with very good relationships and secure welfare arrangements, ensure that all groups of children achieve satisfactorily in relation to their prior attainment. The letters and sounds project has proved very successful in ensuring children acquire letter sounds. There are sometimes missed opportunities for children to develop their early writing and number skills and, on entry to Year 1, some children still reverse their letters and numbers. Practitioners in the Nursery are inconsistent in their assessment of children's progress and there is insufficient communication between the Nursery and Reception staff about children's progress. A good range of practical activities is well balanced between those led by staff and those children choose but teaching is sometimes over-directed and children do not have sufficient opportunities to develop their independence. Children love being outside and enjoy running about in the fresh air, but the outside area does not promote the development of some of the basic skills, especially in inclement weather. Satisfactory leadership and management ensure that children are well looked after. On entry to Year 1, children attain the standards expected in all areas of learning except writing and problem solving, reasoning and numeracy where standards are just below those expected for children of a similar age.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just under half of the parents of pupils attending the school returned the questionnaires. Parents and carers who returned the questionnaires indicated strong support for the school. Fifteen per cent of parents thought that the school does not deal appropriately with behaviour, but inspectors could not find evidence to support this view as rigorous systems are in place to ensure a consistent approach to behaviour management. Children interviewed said that behaviour was not an issue and that bullying was very rare. Five per cent of parents felt that their children did not make sufficient progress and that the school did not help them to support their learning. Inspectors found progress to be satisfactory with all pupils knowing their targets for improvement. Newsletters demonstrate that the school does run workshops for parents to help them understand their children's learning and staff are always available to answer parental queries.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheddar Grove 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 inspector received 158 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	70	44	28	3	2	0	0
The school keeps my child safe	104	66	53	34	1	1	0	0
The school informs me about my child's progress	74	47	80	51	4	3	0	0
My child is making enough progress at this school	77	49	72	46	8	5	0	0
The teaching is good at this school	85	54	69	44	3	2	0	0
The school helps me to support my child's learning	75	47	72	46	9	6	0	0
The school helps my child to have a healthy lifestyle	85	54	73	46	9	6	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)	60	38	80	51	7	4	0	0
The school meets my child's particular needs	69	44	82	52	4	3	0	0
The school deals effectively with unacceptable behaviour	60	38	67	42	1	2	4	3
The school takes account of my suggestions and concerns	56	35	84	53	10	6	1	1
The school is led and managed effectively	78	49	65	41	7	4	3	2
Overall, I am happy with my child's experience at this school	93	59	62	39	2	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

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 November 2009

Dear Pupils

Inspection of Cheddar Grove Primary School, Bristol, BS13 7EN

Thank you for the warm welcome we received from you when we visited your school. I would also like to thank you for filling in the questionnaires. The team judges yours to be a satisfactory school with some good and outstanding features, which include:

- your recent good progress in speaking and listening, and reading and writing
- the good progress of children in the Early Years Foundation Stage in personal, social and emotional development
- your good behaviour and attitudes to learning and very good relationships with teachers and one another
- the good way in which staff care for you so that you can share any of your problems with them
- your school's governors' involvement in and knowledge of all aspects of your school life
- the good learning opportunities provided and the outstanding range of extra-curricular activities
- your involvement in caring for your community by being Eco Warriors and raising money for many charities
- your outstanding knowledge of healthy lifestyles and your excellent contribution to the community.

There are a few things that we have asked your headteacher, staff and governing body to do in order to improve your school further. These are:

- to increase opportunities for outdoor learning for children in the Early Years Foundation Stage and to be more precise in evaluating their progress
- to make sure that all teachers deliver good lessons and use information from your previous learning to plan what you are going to learn next.

You can help by continuing to work hard and telling your teachers if the work is too hard or too easy for you. Please thank your parents for all the questionnaires that they returned and for coming to talk to us.

Yours sincerely

Bogusia Matusiak-Varley

Lead Inspector

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