

St Chad's Patchway Church of England Voluntary Controlled Primary School

Cranham Drive, Patchway, Bristol, BS34 6AQ

Inspection dates 22–23 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides exemplary leadership and is ably supported by a skilled deputy and well-organised governing body. They have successfully steered the school through a significant period of change and improved the quality of teaching and pupils' achievement since the previous inspection.
- High staff morale and close links with parents further support the strong drive for continued improvement.
- The staff of the school provide a stimulating range of activities and a high level of care and support that strongly promote the pupils' spiritual moral, social and cultural development.
- The work of the school in keeping pupils safe and secure is outstanding. As a result, pupils feel very safe.
- Pupils' attendance is above average.
- Pupils' behaviour is excellent around the school. Their enthusiastic attitudes to learning significantly enhance their rapidly improving and now good progress.
- Staff and pupils share a strong sense of community that is strongly reflected in their very positive relationships and pupils' great enjoyment of school.
- Teaching is good. Standards continue to rise as all pupils, especially the most able, are fully challenged by teachers' consistently good questioning and guidance.
- Pupils' achievement is good. Across the school, pupils are working at levels in reading, writing and mathematics that are higher than those expected for their age. In relation to their starting points, the pupils' skills reflect good progress over time.
- Provision in the early years is outstanding. Consequently, children in the Reception class get off to an excellent start and are extremely well prepared for Year 1.

It is not yet an outstanding school because

- Exemplary practice by some teachers is not shared to best effect across the school to improve the quality of teaching and pupils' learning.
- At times, teachers do not deepen pupils' understanding of basic mathematical concepts strongly enough and this weakens their ability to calculate and solve problems confidently.
- The pupils' ability to spell words accurately is not always developed strongly enough as pupils progress through the school.

Information about this inspection

- Inspectors attended two assemblies. They observed learning in 23 lessons and saw the work of 11 teachers. They were accompanied by the headteacher and deputy headteacher during most of these visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is doing and how it plans to improve. Inspectors examined the school's systems for checking progress, records of checks on the quality of teaching, and reports of visits to the school made by the local authority.
- The inspectors talked to pupils about their work, and listened to individual pupils from Years 1, 2 and 3 read. They also looked at samples of pupils' work across a range of subjects and classes, especially writing.
- Inspectors held meetings with members of the governing body and staff. They also met with pupil members of the school council. Inspectors spoke to individual pupils in lessons and around the school. The lead inspector met with an adviser from the local authority.
- Inspectors took account of the views expressed in the 62 online responses to Ofsted's (Parent View) questionnaire. They also gathered the views of some parents during informal meetings at the school during the inspection. Questionnaires completed by 15 members of staff were also analysed.
- Inspectors considered the school's use of primary sport funding.
- Inspectors examined the school's work in updating procedures for checking pupils' progress within the new National Curriculum.

Inspection team

Alex Baxter, Lead inspector	Additional Inspector
Alison Hendy	Additional Inspector
Ken Bryan	Additional Inspector

Full report

Information about this school

- St Chad's Patchway Church of England Primary School is similar in size to the average-sized primary school.
- The majority of pupils attending the school are of White British heritage.
- The proportion of disabled pupils or those who have special educational needs is below average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or who are looked after) is below average.
- Children in the early years attend the school's Reception class on a full-time basis.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has experienced a significant amount of staff change since the previous inspection.

What does the school need to do to improve further?

- Improve teaching from good to outstanding so that pupils make rapid progress by:
 - more fully sharing the exemplary teaching evident in parts of the school to quicken pupils' progress
 - deepening pupils' understanding of basic mathematical concepts, such as place value and the equivalence of fractions, and how to use them to calculate and solve problems
 - strengthening the emphasis on enabling pupils to spell words accurately as they progress through the school.

Inspection judgements

The leadership and management are good

- The headteacher sets a passionate ambition for improvement and is well supported by senior leaders and committed governors. Middle leaders also provide good support in checking standards and improving provision. Together, all leaders share high aspirations to raise the quality of teaching and pupils' achievements and have restored a culture in which good teaching and exemplary behaviour flourish strongly.
- 'Due to the dedication of our headteacher, deputy headteacher and whole staff, the school has made huge progress.' This is one of several comments from staff about the strong leadership and high staff morale that are driving the school forward.
- Parents who spoke to inspectors and those who responded to the questionnaire welcomed their close links with staff and praised the work of leaders in improving the school.
- The school's self-evaluation is accurate and improvement planning is focused on the right priorities to make the school better. For example, leaders have acted decisively this school year to make more effective use of pupil premium funding to support disadvantaged pupils. This has included specific staff and pupil discussions about learning to ensure that additional adult support tackles pupils' needs, quickens their progress and closes gaps in attainment with other pupils.
- All areas for improvement identified in the previous inspection have been successfully tackled. For example, the way leaders, including governors, check provision, the quality of teaching and pupils' attainments and rates of attendance have all been significantly strengthened. These positive outcomes show the school's secure capacity to bring further improvement.
- Rapid improvement continues, but leadership and management are not yet outstanding. This is because some actions, including improving pupils' spelling and mathematical understanding, have not been implemented for long enough to secure outstanding achievement in these areas.
- Leaders provide good support and training for teachers and other staff. Their checks on teaching and the targets given to teachers are carefully considered. As a result, decisions about teachers' salaries are securely linked with the quality of their teaching and how it impacts on pupils' learning. These actions have improved teaching and are now rapidly improving pupils' progress. However, there is scope to share throughout the school the best examples of teaching, in order to improve overall teaching and pupils' learning.
- Leaders have introduced a new approach to checking pupils' developing skills. Staff are now implementing this effectively to improve pupils' progress and to meet the higher expectations of the new National Curriculum.
- Leaders ensure that the arrangements for safeguarding pupils, including vetting of staff, are highly effective and fully meet statutory requirements.
- Staff provide exemplary care for pupils throughout the school and diligently sustain equality of opportunity and prevent discrimination. Leaders and managers ensure that funds to support disabled pupils and those who have special educational needs provide the additional adult help needed to sustain good progress.
- The school provides the full breadth of National Curriculum subjects and these are taught and presented across a carefully balanced range of subjects and activities. The pupils' reading, literacy and numeracy skills are developed well, for example, through popular stories and through interesting topics such as 'Groovy Greeks' and 'The Amazon'.
- Thought-provoking assemblies and themes such as responsibility and charity motivate pupils to achieve and strongly promote their spiritual, moral, social and cultural development.
- Pupils are well prepared for life in modern Britain. For example, a poignant assembly based on St George's Day helped pupils to reflect deeply and more widely about the breadth of cultures and religions which contribute to this celebration. This thoughtful consideration of others' experiences and views encourages pupils to show respect for different cultures and traditions and promotes British values.
- The sporting provision and pupils' achievements at St Chad's have been significantly improved in the last year. The school uses the additional sport funding very effectively to increase pupils' enthusiasm and participation in sport and to train staff and extend their skills. As a result, the school has noted that all pupils, a six-fold increase compared to the previous year, are now involved in sports competitions. Attendance of pupils in after-school sports clubs has also been doubled to 20% this year.
- The local authority has provided effective support for the school since the previous inspection. For example, it has provided guidance for governors and has assisted in developing the staff leadership roles to strengthen the way the school checks its effectiveness.
- **The governance of the school:**

- Governors have significantly improved their procedures since the previous inspection and have strongly supported the headteacher in driving the school forward. They have undertaken training provided by the local authority, for example, to increase their knowledge and ability to interpret data about pupils' progress. Governors work closely with senior and middle leaders to check the quality of teaching and its impact on pupils' achievements. Governors also attend some staff training sessions and this helps them to gain an insight into the work of the school. Governors have re-structured the way they share and undertake their responsibilities with specific teachers and subjects. This has led to governors gaining a better knowledge of the school and becoming more able to ensure that decisions are securely based on accurate information. Governors also receive detailed explanations about standards from the headteacher. This enables governors to question him and to ensure that teachers' pay and progression are tied to teachers' performance and improving pupils' progress. Governors' sharper understanding and regular checks have helped to ensure that good teaching is rewarded and underperformance tackled swiftly and effectively. Governors ensure that all their statutory obligations are fully met, including ensuring that the school's website provides all the required information for parents.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- The pupils respond extremely positively to the nurturing, caring and supportive atmosphere across the school. Pupils' behaviour is excellent in lessons and is exemplary during break times and assemblies and when moving around the school.
- Pupils welcome the way teachers fully involve them in learning. They strive to please adults, as one pupil commented, reflecting the views of others, 'By being the best we can be!'
- Pupils' attitudes to learning are highly positive and have a significant impact in quickening their progress. For example, pupils eagerly share ideas and diligently and supportively edit each other's work to enrich their learning.
- Pupils take their responsibilities very seriously, for example, discussing how to improve the school as members of the school council. They are highly considerate of each other at break times, and older and younger pupils alike willingly go out of their way to check that other pupils have someone to play with.
- Pupils act skilfully as monitors in assembly, directing the interactive whiteboard which displays the hymns to be sung. Older pupils also warmly provide helpful assistance to young children in the Reception class.
- All pupils and parents who spoke with an inspector expressed their appreciation of the pupils' usually excellent behaviour. School logs for this academic year corroborate this picture, with no incidents of bullying or serious misbehaviour needing to be reported.
- The vast majority of parents who responded to the questionnaire feel that their children are very happy at school. This is reflected in the pupils' above average attendance, which also shows the school's supportive partnership with parents.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Senior staff, governors and all those who work in the school ensure that detailed health and safety procedures are consistently implemented throughout the school day to keep pupils safe.
- Pupils say they feel very safe at school and show a well-developed understanding of how to recognise safe or potentially unsafe situations and how to deal with them and stay safe. In assembly, pupils readily explain how they have shown respect and care for each other; for example, comments have included valuing friendships and picking up banana skins to avoid accidents and to keep the school tidy.
- Pupils know about the different forms that bullying might take and are very knowledgeable, for example, about cyber bullying and e-safety rules, which help them to use computers safely.
- Pupils readily show respect towards each other and for the different cultural backgrounds of pupils represented in the school. Consequently, pupils are quick to condemn racial abuse.

The quality of teaching

is good

- Since the previous inspection, leaders have worked closely and supportively with teachers to help them to improve their practice. New and established teachers have raised their expectations of what pupils should achieve and have shared a sustained determination to improve the quality of pupils' learning.

- Consequently, pupils know what they are meant to be learning and what is expected of them, because they have clear learning information presented and explained to them. This has a positive impact on pupils' progress because it enables pupils also to find things out for themselves. During English in Year 6, for example, the teacher's careful explanation of how to use causal connectives enabled pupils to apply them meaningfully to enrich their persuasive writing.
- Teachers work closely with teaching assistants to make sure that activities are carefully explained to the pupils and challenge them at the right level to enhance their learning. As a result, pupils across the range of ability learn well.
- Staff encourage pupils to offer and share their ideas and to explain their thinking, and warmly welcome pupils' responses to their questions. Pupils realise that their work is valued and show increasingly positive attitudes and behaviour in lessons. These significantly advance their learning and progress. For example, during a science lesson in Year 4, pupils' eager and well-considered responses to the teacher's searching questions extended their understanding of magnetism.
- At times in some classes, pupils relish the extremely high levels of challenge presented to them and make exceptional progress. The good quality of teachers' marking is another notably improved feature that is enriching pupils' learning. This is because the pupils swiftly and accurately respond to the clear information they are given about how to improve and make rapid progress.
- The teaching of phonics, reading and writing is good. Pupils read and enjoy books every day. They strengthen and use their skills productively when using books and computers for research and to write in subjects across the curriculum. For example, pupils in Year 2 read and then wrote their own imaginative versions of *The Tin Forest*.
- Pupils' spelling is a relative weakness. This is because accurate spelling is not emphasised strongly enough in some classes.
- Good teaching and pupils' learning in mathematics are also evident in the pupils' well-presented work and good knowledge of number facts. Sometimes, pupils' ability to use their skills to solve problems is restricted by their less well-developed level of understanding of basic mathematical concepts such as place value and the equivalence of fractions.

The achievement of pupils is good

- Pupils' achievement has been substantially improved over the past 15 months. Pupils of all abilities are making good progress. This is because strong leadership and significantly improved teaching have accelerated pupils' progress.
- As a result, a substantial number of pupils in all classes now show levels of skill that are higher than those normally expected for their age. By the end of Year 6, standards are above average in reading, writing and mathematics. This represents good achievement by the pupils from their starting points.
- Teachers' raised expectations of pupils' achievement, especially over the past year, have resulted in more consistent and higher levels of challenge being presented to the pupils than in previous times.
- The most able are making much better, and increasingly rapid, progress. This is because pupils relish the way teachers challenge them to think, share ideas and explain their views to each other. As a result, a significantly increased number of pupils at the end of Key Stages 1 and 2 are now working at higher-than-expected levels of attainment, which reflect their good progress and achievement.
- Disabled pupils and those who have special educational needs have their needs identified and tackled at an early stage. They are well supported by teachers and teaching assistants, who plan relevant activities effectively together to ensure that they make good progress. For example, pupils with special educational needs in Year 3 also studied fractions as did other pupils, but with closer adult support that raised their confidence.
- In relation to their differing starting points disadvantaged pupils now make good progress throughout the school. This is because they have had their various needs addressed at an earlier stage this year and this has substantially quickened their progress.
- Disadvantaged pupils in Year 6, who do not have complex needs, progress as well and reach the same higher-than-expected levels of attainment in reading, writing and mathematics as other pupils in the school. This shows a significant improvement, especially in mathematics, compared to their attainment the previous year. In 2014, pupils leaving the school at the end of Year 6 were three terms behind other pupils in the school and nationally in mathematics. In reading and writing they matched others in the school and nationally.
- Pupils in all classes show much improved confidence and present their work very neatly. They also demonstrate rapidly improving skills in writing expressively and across a range of subjects. For example,

scrutiny of pupils' diary entries in Year 1 shows high quality handwriting and accurately constructed sentences. However, pupils' spelling skills are less developed and not yet showing the same rapid improvement.

- Standards in mathematics are also improving well, with pupils making good progress stimulated by the wide variety of activities provided for them. For example, a display in Year 5 shows the pupils' well-considered and creative responses when identifying the shapes and angles to be found within a plan of the London Underground system. Occasionally, pupils' understanding of basic concepts, such as place value or the equivalence of fractions, impedes their ability and confidence to solve mathematical problems.
- The school places a strong and successful emphasis on reading. Year 1 screening checks of pupils' phonic understanding (the sounds that letters make) show their continuing above-average levels of attainment.
- Inspection discussions with pupils show that they enjoy reading, respect books and have good strategies to tackle new words. Pupils in all classes are now accelerating their progress in response to increased opportunities to read and write, for example, about poems and favourite stories.

The early years provision

is outstanding

- The leadership of the early years' provision is outstanding. This is because leaders ensure that staff use resources creatively to provide activities which capture the children's interest and promote their excellent learning.
- Facilities, both in and out of doors, are well maintained and safeguarding arrangements are implemented highly effectively to keep pupils very safe.
- Staff sustain a happy, purposeful atmosphere where children grow in self-confidence and develop a love of learning together.
- Children in the Reception class behave extremely well. They share very supportive relationships with each other and with adults. Parents interviewed expressed great appreciation for the high quality of care they receive at school.
- Teaching is outstanding because children are enthused by lively questioning and warm encouragement from adults from the moment they enter the class. As a result, children become engrossed in their learning. For example, they use their imagination and curiosity by exploring and sharing their ideas to work out the cost of shopping lists in the 'flower shop'.
- Children also have lots of fun and quickly develop their understanding of how to cooperate sensibly to help each other learn. For example, a group of children gleefully explored the concepts of more and less by filling different containers with coloured jelly.
- The teacher and teaching assistants work extremely well together to get to know the children and their parents so that their teaching and support meet their needs.
- Staff complete frequent observations to assess children's developing skills and to plan relevant and stimulating activities to help them to learn quickly. Children have numerous opportunities to work practically with materials such as sand and water in the outdoor area. These are helping them to explore ideas for themselves and to compare how much different containers can hold.
- Children make outstanding progress across the areas of learning. For example, they write recognisable words, phrases and sometimes sentences, to describe favourite characters in story books such as *The Little Red Hen*.
- Most children count confidently up to 20, several counting on accurately beyond 30, further demonstrating their outstanding achievement.
- An above average proportion of the children reach at least a good level of development by the end of the Reception year. This shows that children are extremely well prepared for the move to Year 1.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109179
Local authority	South Gloucestershire
Inspection number	462462

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	Elaine Taylor
Headteacher	Darren Brown
Date of previous school inspection	24–25 April 2013
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