

Chew Magna Primary School

Butham Lane, Chew Magna, Bristol, BS40 8RQ

Inspection dates 26–27 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers, including the governing body, have worked extremely hard and successfully to improve the quality of teaching and raise pupils' achievement so that both are now good.
- Provision in The Early Years Foundation Stage has significantly improved since the previous inspection and is now good. Consequently, children in Reception make good progress and are well prepared for the challenge of Year 1.
- Teaching is exciting, lively and stimulating. As a result, pupils are enthusiastic and interested in their work and learn effectively.
- Pupils consistently behave well and have good attitudes towards their work. They say they feel very safe in school and that there is no bullying.
- The curriculum is inspiring and varied. Each term's topic is tailor made to relate to pupils' interests and enthusiasms, which helps to ensure pupils are fully engaged in their learning.
- Sport and physical education are of high priority. This means that all pupils have ample opportunities to develop a healthy lifestyle.

It is not yet an outstanding school because

- Occasionally, when a teacher is working with a group of children the progress of other pupils is not checked on often enough. This can mean pupils do always not get the help they need quickly enough.
- Pupils have 'talk partners' with whom they discuss and share ideas. Sometimes teachers do not give pupils enough opportunities to work with these partners during the introductions to lessons.

Information about this inspection

- The inspector observed 10 lessons or parts of lessons, six of which were joint observations with the headteacher. She also observed the teaching of phonics (letters and letter combinations and the sounds they make) as well as observing groups where individual support was provided. In addition, the inspector heard pupils from Years 2 and 6 read as well as examining pupils' work and discussing it with them. The inspector also visited the breakfast and after-school clubs.
- A wide range of school documentation was analysed and evaluated, including that relating to safeguarding, assessment data, school improvement plans, governing body minutes and monitoring records.
- The inspector held meetings with the headteachers and staff as well as the chair and three other members of the governing body. A telephone conversation was held with the school's former school improvement partner in lieu of the Local Authority.
- The 36 responses to the questionnaire on the Parent View website were considered as well as 11 questionnaires returned by staff. The inspector also spoke to parents before the start of school.

Inspection team

Christine Huard, Lead inspector

Additional Inspector

Full report

Information about this school

- Chew Magna Primary is a much smaller-than-average-sized primary school which serves the village and the surrounding area.
- There are four mixed-age classes which change from year to year as group sizes vary. This year the make-up is: Reception and Year 1, Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- The school has a lower percentage of pupils supported through school action than most other schools.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is smaller than the national average.
- The proportion of pupils known to be eligible for additional funding through the pupil premium is below the national average. This funding is available for pupils who are known to be eligible for free school meals, are from a forces family or who are looked after by the local authority. There are no looked-after children at the school.
- There is a below-average proportion of pupils from minority ethnic backgrounds and the proportion of pupils learning English as an additional language is also below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is in post for four days each week, with her co-head, who is also an assistant headteacher, taking over for one day.
- There is a breakfast club and an after-school club, both of which are managed by the governing body and are consequently part of this inspection.
- In September and November 2012 the school suffered extensive flooding in the extremely bad weather. This resulted in the Reception and Key Stage 1 building being demolished. This caused considerable disruption and trauma to the whole school.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring teachers, when working with a small group of pupils, regularly check on the progress of all pupils when they are carrying out their written tasks
 - consistently providing appropriate opportunities for pupils to discuss and share ideas with their each other during the introduction to their tasks.

Inspection judgements

The achievement of pupils

is good

- Children's attainment when they start at the school varies from year to year and ranges from below what is expected for their age to broadly in line with expectations. The school's documentation shows clearly that in three out of the last four years pupils have achieved standards that are above average by the end of Year 6 in the key areas of reading, writing and mathematics. In 2013, results rose significantly over the previous year's, continuing an upward trend of improvement.
- Parents confirm that children in Reception settle quickly and happily into school life. They do well because activities are well matched to their individual needs and cover all areas of learning. As a result, children reach a good level of development and are well prepared for the National Curriculum when they join Year 1.
- Pupils in Key Stage 1 make good progress in reading, writing and mathematics. This is because tasks are matched well to pupils' individual abilities and provide the right amount of support and challenge to help them move forward well in their learning.
- In 2013, pupils did significantly better in the phonics reading check (letters and the sounds that they make) than in the previous year. When pupils from this year group were heard read during the inspection, they showed a good knowledge of phonics, using them competently to sound out unfamiliar words. These skills help them significantly with their reading and writing.
- Pupils continue to make good progress as they move through Key Stage 2 and they achieve consistently well in reading, writing and mathematics.
- Pupils enjoy their reading. One Year 6 pupil said, 'You can go into a different world' and another that 'you can read a book and leave all your problems behind you'. They discuss the texts they read maturely and knowledgeably.
- Pupils tackle writing enthusiastically and are imaginative and creative. There is a good focus on spelling, punctuation and grammar from an early stage and because these are of second nature to the pupils, their creativity does not suffer from them having to focus on basic skills. Results were positive in the new spelling, punctuation and grammar test and were in line with those in reading and writing.
- Pupils achieve well in mathematics and higher-attaining pupils are challenged well. The school has ensured that pupils have ample opportunities to carry out investigations and solve problems that are relevant and relate to real-life situations.
- Despite being such a small school, leaders carefully track the progress of all groups of pupils to ensure potential concerns are tackled promptly. The school's documentation shows that there are no discernible differences between pupils from different groups as they move through the school and that the progress pupils make is largely consistent across classes. This demonstrates the school's success in promoting equality of opportunity and ensuring there is no discrimination.
- Disabled pupils and those who have special educational needs benefit from well-targeted support and they achieve well as a result.
- The school has ensured that the very few pupils who are known to be eligible for the pupil premium receive the support they need in order for them to make similar good progress to their peers. In 2012, the pupils concerned were about two terms behind their peers in both English and mathematics. In 2013, the gap in attainment had significantly closed and attainment and progress were similar to their classmates'.
- Pupils do extremely well in sporting activities. As well as being taught by class teachers the school uses funding well to employ sports coaches to provide a wide range of activities for pupils during and after school which promote the development of healthy lifestyles effectively.

The quality of teaching**is good**

- Teaching is consistently good across the school and, as a result, pupils make good progress in their learning. Teaching at the top end of both key stages is particularly strong and pupils learn highly effectively as a result.
- Pupils are well motivated and really want to learn. This is because teaching is lively and interesting. It relates well to their interests and needs and teachers have very strong relationships with their pupils, which means that lessons are highly interactive.
- Teachers organise tasks which are well matched to pupils' individual abilities within the mixed-age classes. Teaching assistants are deployed effectively and they provide good support for pupils and work closely with class teachers to ensure a consistency of approach.
- In most lessons, teachers check regularly on the progress pupils are making with their written tasks through questioning and circulating round the room. Very occasionally, a teacher will get so engrossed with working with a small group that the needs of other children are not met quite quickly enough, which can slow their progress slightly.
- Teachers' questioning is highly effective in assessing how well pupils are learning and in stretching pupils' thinking. Pupils have lots of opportunities to discuss their ideas and work with their talk partners but sometimes teachers do not give pupils enough opportunities to discuss ideas with these in the introduction to a lesson.
- Disabled pupils and those with special educational needs are effectively supported and consequently learn well and make good progress. The needs of the pupils for whom the school receives the pupil premium funding are met well and their progress is carefully monitored to ensure there are no gaps in their learning.
- The curriculum is creative and closely linked to pupils' needs and interests. It motivates the pupils well and makes an excellent contribution to their spiritual, moral social and cultural development.
- Marking is of high quality. The school's policy is adhered to consistently by all staff and comments tell pupils clearly what they need to do to improve their work as well as identifying what they have done well.
- Pupils are encouraged to assess how well they have learned for themselves from an early age. As a result, they are very good at identifying what they have understood clearly and can do well and where they require some extra help and support.

The behaviour and safety of pupils**are good**

- Pupils enjoy attending school. Both they and their parents were unequivocal about this. This is reflected in their very good and improving attendance.
- Pupils have good attitudes towards their work. They have excellent relationships with their teachers and respond enthusiastically to them in lessons and are very keen to learn. They concentrate well and persevere with challenging tasks.
- Pupils collaborate well and are encouraged to work together from an early age. For example, two children in Reception worked together to find the best way to arrange tubes for cars to roll down and to find ways of varying the speed at which they moved. They chatted and experimented, sustaining their concentration for a long period of time and were able to tell adults exactly what they were doing and why.
- Pupils consistently behave well. Lessons are never disrupted by pupils who slow other pupils' learning. However, very occasionally, pupils do wander off task, to the detriment of their own progress.
- Behaviour in and around the school is very good and often excellent; the school's documentation show that no serious incidents have occurred in recent years and there have been no exclusions.
- Pupils are adamant that there is no bullying in the school. They are aware that bullying can take

different forms and are very aware of cyber-bullying. Although they haven't experienced it for themselves, pupils know and understand what to do if it should occur.

- Pupils feel very safe in the school and have a good understanding of how to keep safe. They visit the life skills centre, which gives them valuable information about a range of hazards that they might encounter and how to deal with them.

The leadership and management are good

- The headteacher and her co-head provide strong leadership and are unrelenting in their quest for high standards in both teaching and pupils' achievement and in this they have been successful. All staff, governors and parents work to the same vision for on-going improvement and are aspirational for the pupils.
- A particular success has been the complete reorganisation of the Early Years Foundation Stage, enabling children to make good progress in their first year at school and experience a wide range of activities across the Early Years Framework.
- The local authority has provided good support, particularly in the reorganisation of the Early Years Foundation Stage and also in helping the school following the flooding last year.
- The school has overcome the devastation of the flooding and managed to achieve this with the minimum possible disruption to pupils' education. The results in national tests are a testament to how successful the school has been.
- All teachers have a leadership role and the school has organised leadership teams which utilise the expertise of all; consequently, expectations are high as to what can be achieved.
- The school's own evaluation of its work is rigorous and accurate. It identifies clearly what the school has done well and where it needs to improve in order to become outstanding. It focuses strongly on the quality of teaching and the pupils' acquisition of skills across all curriculum areas.
- Leaders monitor the work of the school rigorously through a range of strategies such as learning walks and lesson observations. Some monitoring is undertaken as teams, with staff working together to assess the quality of work in pupils' books or to appraise the quality of lesson planning and evaluation. The result of this robust monitoring has been greatly improved teaching and consequently pupils have made much better progress in their learning.
- School leaders have recently introduced breakfast and after-school clubs. Pupils attending these benefit from a range of exciting activities which are planned to prepare them well for the school day or help them to wind down afterwards.

The governance of the school:

- The governing body is supportive, knowledgeable and challenging. They have been instrumental in helping the school secure improvement in the quality of teaching and consequently in pupils' achievement. They ensure that all requirements regarding safeguarding are met and take their responsibilities in this area very seriously. The governing body actively contributes to the school's monitoring and evaluation programme through regular visits and challenging questioning. They are fully aware of the quality of teaching in the school and how the performance of teachers is managed to help improve teaching further and where underperformance has been dealt with in the past. They ensure that there is a clear link between the quality of teaching and pupils' progress and the way in which teachers move along the pay scales. The governing body has undergone training to improve their skills, particularly in the use of nationally published data information and how to interpret and use this. This means they are more confident to knowledgeably support the school. They monitor the finances of the school rigorously and ensure that the money from the pupil premium is used effectively to support these pupils; for example, by providing one-to-one support for pupils as well as purchasing additional resources and equipment to support their teaching and learning. In addition, much discussion has been held as to the best way of using additional sports funding.

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	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. 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.

School details

Unique reference number	109062
Local authority	Bath and North East Somerset
Inspection number	426726

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Ken Biggs
Headteacher	Annie Spencer, co-head Su Berkley
Date of previous school inspection	11–12 November 2011
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