

Cheddon Fitzpaine Church School

Rowford, Taunton, Somerset TA2 8JY

Inspection dates 23–24 April 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils’ achievement is good and standards are now above average in all subjects.
- The progress made by the few pupils eligible for free school meals has been particularly strong. The gap is closing with other pupils.
- Children get off to a good start in the Reception class and they are learning and developing successfully. They are well prepared for Key Stage 1.
- Most teaching is good and in most year groups teachers provide effective support for all groups of pupils.
- The school leaders are ambitious for the school and for its pupils. They make sure that teaching is consistently good. This is why pupils are making rapid progress and standards are rising.
- The headteacher, governors and trustees have established good systems to bring about improvement. Staff and pupils enjoy being at this school and are keen to do well.
- Pupils behave well. The school provides a happy and safe environment where pupils feel safe and their spiritual, moral and social development is effectively promoted.

It is not yet an outstanding school because

- Teaching is not yet resulting in outstanding progress in all year groups. There are a few occasions when expectations are not high enough and a small number of pupils are insufficiently challenged and complete their work early.
- Teachers’ expectations of pupils’ presentation of their work is not always high enough.
- Pupils’ cultural development in terms of their preparation for life in modern Britain is not sufficiently well developed.

Information about this inspection

- The inspector observed learning in six lessons, all of which were seen jointly with the headteacher.
- Pupils' behaviour was observed during lessons, assembly, before and after school, and at break and lunchtimes.
- Meetings were held with the headteacher, senior staff, three members of the local governing board, groups of pupils and parents. The inspector also met with representatives from the Bath and Wells Multi Academy Trust.
- Pupils' work in books was examined and displays were analysed.
- The inspector heard a selection of pupils from Years 2 and 6 read individually. A wide range of documents were scrutinised. These included the school's self-evaluation, school improvement plan, data and reports from the governors and external reports from representatives of the Multi Academy Trust.
- Safeguarding procedures and behaviour logs were examined and information presented on the school website was considered.
- The inspector looked at the spending of additional funding for sports and analysed the impact.
- The inspector considered the responses of 33 parents to the online questionnaire (Parent View) and 23 responses to the staff questionnaire.

Inspection team

Stephen Bywater, Lead Inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- In the early years, children are taught full time in the Reception class. The school has no Nursery class.
- The school serves a community where most pupils are of White British heritage and do not speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium is just below the national average. This additional government funding is for pupils known to be eligible for free school meals and those who are in the care of the local authority. With fewer than five pupils entitled to free school meals in each year group the comparison with national averages is unreliable.
- The proportion of disabled pupils and those with special educational needs fluctuates year on year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that more pupils make good or better progress by ensuring:
 - all teachers have consistently high expectations of pupils and plan work that provides sufficient challenge for all groups of pupils all of the time to enable them to make rapid progress
 - teachers have high expectations of the quality of pupils' presentation of work.

- Ensure teachers more effectively prepare pupils for life in Modern Britain so that pupils are more aware of the importance of democracy and its central role in shaping British history.

Inspection judgements

The leadership and management are good

- The headteacher and staff, governors and the Multi Academy Trust have a good understanding of the school's strengths and areas for development. They use information about pupils' achievement effectively to drive improvement. They have ensured that teaching and standards have improved rapidly, especially for pupils known to be eligible for free school meals and in mathematics.
- Self-evaluation is accurate and the priorities for development are clearly the right ones for the school. The school development plan sets out challenging but attainable targets for improvement. There is a drive for excellence.
- Middle leaders have identified additional improvements needed in their subject or area of responsibility and have developed the necessary skills to check the impact of their actions. For example, they are now rigorously holding teachers to account for pupils' progress and beginning to tackle the occasional low expectation in presentation.
- Procedures to manage staff performance are effective. Leaders identify and tackle underperformance swiftly. Precise targets are set for all staff and these are linked to the standards expected of teachers. Leaders ensure that all staff, including those at an early stage of their career, receive a high level of training and support to improve their teaching.
- Robust support and monitoring of teaching is having a positive impact on improvement. Leaders use the specific skills of staff effectively to enable staff and pupils to benefit from their expertise and enthusiasm. Leaders have improved teaching by observing lessons, coaching and mentoring staff, checking pupils' work in books and sharing effective practice. Consequently, teaching is predominately good and there is a shared staff commitment to raising achievement.
- The curriculum effectively promotes pupils' spiritual, moral and social development and encourages good behaviour. Pupils have a good understanding and appreciation of different faiths and cultures. Although they develop a good understanding of democracy through their school councillor and other roles, they lack an awareness of how democracy shapes Modern British history and values.
- A large proportion of pupils enjoy a wide range of activities after school.
- The school's clear commitment to equal opportunity and to tackling any form of discrimination is demonstrated by the good achievement of all groups of pupils. These include disabled pupils, those with special educational needs and disadvantaged pupils.
- The school makes good use of the additional sports funding. As a result, the school offers a wider range of new activities, including country dancing, basketball and fun runs. Almost all pupils enjoy sports and are keen to demonstrate their newly gained physical attributes when they compete in local competitions and events.
- The support and advice provided by the Trust has been effective and instrumental in securing the rapid improvements over the past year.
- Safeguarding procedures fully meet the statutory requirements. Leaders have created a safe and calm environment. Pupils enjoy school and almost all parents who completed the survey, and every parent spoken to during the inspection, would recommend the school to others.
- **The governance of the school:**
 - Governors know the strengths of the school and the areas for development. They check carefully on pupils' achievement and hold the school's leadership strongly to account for raising standards and improving the quality of teaching. They have a good understanding of information on pupils' progress in relation to national data and know how leaders are improving teaching across the school.
 - Members of the governing board are regular visitors and receive regular and detailed reports from the headteacher and the Multi Academy Trust.
 - Governors are aware of their role in monitoring teachers' performance and use the information astutely when linking teachers' performance and pupils' achievement to any pay increases.
 - The governing board knows how additional funding is being spent and checks that it is having a positive impact on provision and pupils' progress, This is true in the case of the additional sports funding where the range and quality of sports provision has improved significantly. In addition, the extra funding provided for pupils known to be eligible for free school meals has been used effectively to improve their progress in all year groups and in all subjects.
 - Governors ensure that safeguarding arrangements meet current requirements.

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

- The behaviour of pupils is good. Most enjoy school, have positive attitudes and are interested in their learning. These factors contribute significantly to the progress pupils are making as they move through school. However, a small number of pupils do not take sufficient pride in their work.
- Behaviour is managed well. Lunch and break times are happy occasions where pupils get on together and organise games. Pupils happily told the inspector that they felt the teachers and staff looked after them well and there is very little silly behaviour. One pupil explained, 'We all know each other well so there is no need for us to be mean to each other.'
- Pupils are well mannered, friendly and courteous to staff, visitors and fellow pupils. Older pupils are good role models for their younger schoolmates. Relationships between adults and pupils are strong and there is a family atmosphere where every individual is known and valued. This was very evident in an assembly about St George where staff and pupils sat together and enjoyed each other's company.
- Most pupils work hard in lessons and are keen and interested when they are provided with challenging work which is well matched to their learning needs. For example, in a Year 2 lesson, pupils were thrilled to show and explain their knowledge, skills and understanding of division, due to their confidence developed through skilful questioning and excellent use of resources.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and know who to go to if they feel worried. Pupils understand that bullying can take a variety of forms. They have a good understanding of how to keep themselves safe when using the internet.
- Pupils are confident that teachers and other staff are always there for them if needed and told the inspector, 'Our teachers are special and they do anything for us.'
- The school council, prefects and eco-warriors clearly take their responsibilities seriously and enjoy their roles in improving the school environment.
- A robust approach to ensure high attendance is in place and has resulted in an attendance rate which is above the national average.

The quality of teaching is good

- Throughout the school, teaching is good, and there are examples of outstanding teaching in Year 2.
- School leaders have taken swift and effective action to eliminate inadequate teaching and these improvements have led to rapid advances in the achievement of most groups of pupils.
- Teaching assistants are well prepared and know pupils' academic and personal needs well. They provide effective support for all groups of pupils.
- At Key Stages 1 and 2, pupils' books show that, over time, teaching is securing good learning in reading, writing and mathematics. An accurate knowledge of pupils' individual progress and attainment enables teachers to plan effectively.
- Teachers generally have high expectations, and in most classes, pupils are aware of what is expected of them and give of their best. However, on a small number of occasions, teachers do not challenge the untidy work presented to them.
- In most lessons teachers set work at the right level of difficulty and challenge pupils' thinking. This enables pupils to develop thorough understanding, secure knowledge and skills in their literacy and numeracy work. However, on a small number of occasions, teachers do not provide enough demanding work to engage pupils for the duration of the whole session. As a result, pupils' concentration wanes and their progress slows.
- Teachers work hard to find exciting ways to enthuse children and motivate them to enjoy their learning. Occasionally, this excitement is not focused enough and pupils lose track of their learning and enjoy the task rather than learning new skills or developing their knowledge and understanding.
- Teachers are skilled at finding out what pupils know and how well they have learned. Questioning is used well to stimulate thinking, encourage pupils to make links and extend understanding and experiences. The very strong relationships enable pupils to feel confident to ask for help and not fear making mistakes.
- Marking is good in that it clearly shows pupils how well they are doing and what to do to improve their work. Teachers consistently ensure pupils have the time to act on their guidance to improve their work.

- The vast majority of pupils take pride in the presentation of their work. However, a few pupils produce work that is untidy and do not make enough effort to correct this.

The achievement of pupils is good

- Pupils' good achievement is reflected in the good and increasingly rapid progress they make through the school. By the end of Year 6, most pupils reach above average standards in reading, writing and mathematics.
- Children join the Reception class with skills that are broadly typical for their age. They make good progress in all the areas of learning. Most enter Year 1 with skills in communication, reading, writing and mathematics which are above those typical for their age. These high standards ensure that pupils are well prepared for the next stage of their education.
- Pupils' good progress is maintained in Years 1 and 2. By the end of Year 2, their reading, writing and mathematical skills are above average. Pupils in Years 1 and 2 are confident readers. They use their knowledge of letters and sounds effectively to read unfamiliar words.
- Good progress continues in Key Stage 2. By the end of Year 6, pupils' skills in reading, writing and mathematics are good and more than half of the year group are working at levels above those expected for their age in both English and mathematics.
- Pupils in Year 6 read widely and fluently. They show a high level of understanding of the books they are reading and use their comprehension skills well in other subjects.
- Disabled pupils and those with special educational needs make good progress as a result of the effective support and guidance they receive. They receive targeted help which provides a correct level of challenge and a range of work which these pupils need.
- The school data and evidence in books show that the most-able pupils are achieving well and attaining above national average levels in reading, writing and mathematics. This is as a result of the challenging and interesting activities that teachers plan for them.
- The small number of pupils known to be eligible for free school meals also make good progress because leaders and teachers have focused on providing effective support for these pupils. Teachers and teaching assistants are skilled at ensuring all pupils experience success and ensuring pupils' individual needs are met.
- In 2014, the very few disadvantaged pupils at the end of Year 6 were over six terms behind other pupils in reading, almost five terms behind in mathematics and nearly four terms behind in writing. When compared with other pupils nationally, they were over six terms behind in reading, over three terms behind in writing and nearly seven terms behind in mathematics. Small numbers of pupils can have large impact when comparing with national averages. The academy's information and book review evidence indicate that disadvantaged pupils across the school are making rapid and sustained progress along with other pupils.

The early years provision is good

- Early years provision is good. Children show sustained interest in the varied activities provided in the Reception class and many talk enthusiastically about their learning.
- Children enter the Reception class with levels of skills and knowledge which are typical for their age, though this masks the variations between individual children. They quickly settle into routines because the relationships between staff and children are very strong and ensure children's good personal, social and emotional skills.
- Children get on well together, share equipment and cooperate well. They respond quickly and effectively to the teacher's instructions, for example when asked to tidy up. They are confident and keen to show and discuss their learning to visitors. For example, one child was keen to tell the inspector about the Gruffalo story and children in the role play '*Garden Centre*' spoke knowledgeably about what plants need to grow.
- The quality of teaching in the Reception class is good. As a result, all children, including those who are disadvantaged and those with special educational needs, make good progress. The teaching of literacy and numeracy is developed well and a wide range of interesting resources and activities support children in developing new skills. There are good links between outdoor and indoor pursuits and specific teaching which enables pupils to make rapid gains in their learning.
- The progress made by different groups of children is rapid. For example, the most-able children are

supported to write in sentences and use words such as 'because' to extend their writing.

- Activities are challenging and interesting and extend children’s understanding. For example, in the outside area, a child found a caterpillar. He was excited to tell the inspector it was yellow, black and spikey. He then showed his phonic awareness by writing 'catplr' when describing his find.
- The teaching of sounds that link to particular letters (phonics) is effective and, as a result, almost all children are able to pronounce simple words correctly. The leadership of the early years is effective and this is leading to positive developments. The inside and outside areas are well organised and used effectively so that children can choose their own learning activities.
- The teaching assistant supports children’s learning very well and takes every opportunity to extend the vocabulary and learning of all groups.
- Parents spoken to by the inspector were justifiably and overwhelmingly positive about their child’s development in the Reception class and praise staff whom they describe as approachable and friendly.

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	139934
Local authority	Somerset
Inspection number	450307

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Jason Woollacott
Headteacher	Duncan Gordon
Date of previous school inspection	Not previously inspected
Telephone number	01823 451335
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