

The Manor Coalpit Heath Church of England Primary School

Inspection report

Unique Reference Number	109176
Local Authority	South Gloucestershire
Inspection number	356493
Inspection dates	28–29 March 2011
Reporting inspector	David Carrington

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	200
Appropriate authority	The governing body
Chair	Lesley Coleborn
Headteacher	Hilary Eade
Date of previous school inspection	11 December 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons led by seven teachers. Meetings were held with the headteacher, senior leaders and members of the governing body. The inspectors observed the school's work, and looked at school planning, assessment data, records of children's work, the school's checks on the quality of teaching and a number of policy documents. The team received 142 questionnaires from parents and carers and also evaluated those from pupils and the school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How far the improvement in pupils' progress shown in the 2010 results has been maintained during a period of changed staffing, governance and senior leadership.
- The degree to which the school has raised the aspirations of pupils in order to ensure consistent progress across all ages and subjects.
- Whether the school has formed effective partnerships with other communities in the United Kingdom.
- The degree of success in improving the use of assessment to support learning.

Information about the school

The Manor Coalpit Heath Church of England Primary School is of average size. Nearly all the pupils come from White British families and speak English as their main language. Just under a fifth have special educational needs and/or disabilities, which is an average proportion. Most of these have some form of learning difficulty or speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is low.

The governing body provides a breakfast club each school day which was inspected by the team.

The school has Healthy School and International School status.

There has been a significant change in staffing, including senior leaders since the previous inspection. There are two temporary teachers on short-term contracts at present as well as three established job-share arrangements.

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

The Manor Coalpit Heath Church of England Primary is a good school. It has sustained its strengths and added to them during a period of staffing change. This is due to the exemplary leadership of the headteacher who has motivated staff to have good ambitions for pupils' achievement. The effective drive for improvement is spread equally across senior leaders, teachers and support staff. School self-evaluation is accurate and reliable, although the governing body is not yet making all the systematic checks that are possible to hold school leaders to account. Nevertheless, improvement has been good in recent years, especially in improving pupils' achievement in mathematics and writing, which are now both good. The school has good capacity to maintain this rate of improvement.

After a dip in achievement in 2009, pupils' progress and attainment have returned to the good levels of earlier years. It is evident that pupils make good progress through the school and that attainment is above average. Their writing skills are a particular strength. The school's progress tracking data are based on accurate assessment and show the potential of pupils in Key Stage 2 to reach high standards by the time they leave school.

The pupils develop well as people. Their behaviour is first class and they feel extremely safe in school. Attendance rates are high. The pupils make a good contribution to the school and local community. Their spiritual, moral, social and cultural development is strong. The pupils reflect deeply on social and emotional issues and show great concern for others.

Lessons are well taught and learning is often lively, involving and very motivating. Pupils aim high in their learning. In some lessons, pupils contribute well to the ongoing assessment of learning and progress, but in others there is less of this. The marking of work is not always detailed enough about what has been achieved and what remains for improvement. The calibre of care, guidance and support is outstanding, with particular success in the encouragement and reassurance provided for vulnerable pupils or those with barriers to learning. This enables all groups of pupils, including those with special educational needs and/or disabilities, to do well.

The school has developed its International School status well to ensure pupils have a good awareness and understanding of the lives of people overseas. It has not yet developed their appreciation of the different social, ethnic and faith groups in the United Kingdom to the same degree. This is already identified as a key aim in the

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school improvement priorities.

What does the school need to do to improve further?

- Ensure that pupils have consistent opportunities to assess their own work and that of others by:
 - allowing time in lessons for them to discuss together what they find easy and what is difficult in their learning
 - checking with them from time to time in lessons that the key learning points and pupils' targets are being achieved
 - adopting in all years the strengths of marking seen in some classes.
- Strengthen the procedures for the governing body to check the school's effectiveness, especially in its promotion of links with communities in other parts of the United Kingdom.

Outcomes for individuals and groups of pupils

2

A very small number of parents and carers are concerned that their children do not make enough progress in school. Changes in staff are seen as a possible reason for this. However, observations in lessons and the examination of pupils' books show that progress is good in all classes. For example, in a Year 6 lesson to calculate some quite complicated ratios the pupils were spurred to brisk progress because they were trusted to manage their own learning, work independently and to solve difficulties by discussion with others in their group. Because they knew how well they were learning and the next steps to take to master the mathematics, they achieved well.

Pupils' basic skills are developed effectively, which helps prepare them for the next stage in their education confidently and with eager anticipation. Information and communication technology (ICT) is used well to consolidate and extend their skills, particularly in writing. Such cross-subject use adds to their good achievement in ICT itself. The different gender and ability groups make equally good progress. The more able, for example, are challenged well and the proportion of pupils reaching the higher levels is rising steadily and is above average. Pupils' thorough enjoyment of school adds to their potential as good learners.

The school is a very settled learning community. Relationships are very good between pupils and with the adults. Pupils' collaborative learning skills are well developed, and they are polite and considerate of others' needs. They have good awareness of physical and dietary health, and while very reflective of other matters, their appreciation of the need for emotional well-being is an aspect school leaders wish to improve. Pupils' good enjoyment of learning is obvious.

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These are the grades for pupils' outcomes

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The work in pupils' books shows that over the longer term, teaching is good. Observations in lessons confirm this evidence. Teachers plan learning in detail and identify clearly the different work for each ability group. Lesson plans are headed by the key skills and knowledge to be learned, which are then displayed centrally in the classroom. Thus, the pupils know at the start of the lesson what skills and knowledge they are expected to demonstrate by its end. In the most effective lessons, such as the Year 1 session on the 'ee/ey' sound, ongoing progress is evaluated openly with the pupils. In this lesson the pupils were keen to provide words with these sounds and the teacher helped them to distinguish between appropriate ones such as 'donkey' and others like 'really' that complicate the spelling pattern. The pupils then thought of other words that sounded right but are spelt a little differently to the expected form. In some other lessons progress is not as strong because pupils do not have time enough to assess their own learning or the teacher does all this for them.

In other respects, the use of assessment to support learning is good. It is used well to focus additional teaching support and to identify individuals or groups who may not be making enough progress. It is also used to set ambitious targets for pupils' achievement, as seen in the expectations for Key Stage 2. School data show that pupils in Years 3-6 are on target to meet these aspirations.

The curriculum is well balanced and is increasingly rich and relevant. The programme

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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of out of school activities is planned well and makes an appropriate contribution to pupils’ learning. The breakfast club gives the pupils who attend a good start to the day and sets them up well for learning at 8.55am. The pupils thoroughly enjoy the games and activities provided by the breakfast club and benefit from the very effective care, guidance and support offered. The school has developed very strong partnerships with parents and others to support pupils’ successes in learning.

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	1

How effective are leadership and management?

The recent changes to staffing and governance have been due to natural causes. The staff questionnaires show conclusively that they believe the school is well run, operates smoothly and that they are proud to be part of the team. Staff work well together in the interests of the pupils and share the same good expectations of pupils’ personal and academic achievement. The senior leadership team is held effectively to account for the quality of provision and pupils’ progress. They check and evaluate these things with rigour and confidence. Middle leaders undertake their responsibilities capably and there are well-advanced plans to involve them more in the wider evaluation of school performance.

The governing body is involved effectively in school improvement planning. It is well organised, conducts its business efficiently and provides useful support and advice for staff. It does not yet use all the available indicators to check that the school is meeting all its ambitions and targets. The promotion of community cohesion is inconsistent across the different elements. The governing body has audited the make-up of the school community but has yet to ensure pupils gain good knowledge and understanding of different communities elsewhere in this country. For international and especially local links, the promotion of community cohesion is effective.

Pupils are safeguarded well. The school site is secure and risk assessment is thorough. Parents and carers trust fully the school’s safeguarding of their children.

The school has formed good partnerships with local schools, businesses and other

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groups that enable it to provide richer learning experiences. Pupils have written letters to local businesses asking for assistance meeting the cost of an educational visit. They have also written to the governing body requesting additional funding to supplement an amount already raised through their own endeavours to develop the school grounds. The responses have been very positive, enabling the pupils to decide how to spend the funds received. This has assisted the good improvement of their enterprise skills. The pupils have been complimented by business people on the quality of their letters, which demonstrated their skills of persuasive writing very capably.

The school promotes equality of opportunity in social and academic matters well. There is no tolerance of discrimination and harassment, bullying and teasing are very rare. If they do occur, they are dealt with steadfastly.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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

The effective provision in the Early Years Foundation Stage has been maintained successfully during the very recent transition between teaching staff. This is due to continuing good leadership and management which has adopted appropriate priorities for improvement. Work to improve children’s achievement in writing is a conspicuous success, with displays of the last four week’s work that show steady improvement in skills and the complexity of writing.

The children are enthusiasts for learning, whether indoors or out and regardless of the activity. The Forest School provision is clearly highly successful in encouraging the children to take guided risks as they investigate and explore its nooks and crannies. The children are keen to share their experiences with others. A group of

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boys were observed gleefully pouring water down tubes of different diameter. One explained emphatically, because water flows downhill, the tube has to be almost vertical. This proved taxing with the tube that was almost a metre long.

Assessment of children’s progress is thorough and is used well to identify the next steps in learning for individual children. At present the means to check children’s choices of activities are not fully effective as in some cases boys opt for all the outdoor activities and the girls for those indoors, so the evaluation of whether children’s personal choices are balanced to cover all options is insufficiently detailed. Despite this, the children make good progress and by the time they join Year 1 they have the expected levels of skills and knowledge and are well equipped to benefit from their work in Key Stage 1.

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

There was a high questionnaire return rate of almost 75% from parents and carers. This means the outcomes are very representative of parents’ and carers’ views. In general, they hold very positive views of the school. Written concerns centred on the turnover of staff and the management of the changes this brought. As reported above, while this may have resulted in different styles of teaching, the changes have not affected pupils’ progress or the quality of provision, both of which remain good. There were also a very small number of comments about bullying and its effective elimination. Inspectors judge the school tackles the rare instances of bullying wisely and effectively. There were more favourable comments than concerns. The main view of parents and carers is that the staff and school leaders provide a motivating, caring and interesting education for their children. These views are borne out by the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Manor Coalpit Heath Church of England 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 inspection team received 142 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	44	74	52	4	3	1	1
The school keeps my child safe	94	66	47	33	0	0	0	0
The school informs me about my child’s progress	42	30	89	63	9	6	1	1
My child is making enough progress at this school	53	37	78	55	7	5	0	0
The teaching is good at this school	53	37	83	58	1	1	1	1
The school helps me to support my child’s learning	46	32	84	59	10	7	0	0
The school helps my child to have a healthy lifestyle	49	35	87	61	5	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)	49	35	76	54	6	4	0	0
The school meets my child’s particular needs	47	33	79	56	10	7	1	1
The school deals effectively with unacceptable behaviour	34	24	87	61	13	9	2	1
The school takes account of my suggestions and concerns	33	23	84	59	13	9	0	0
The school is led and managed effectively	48	34	75	53	10	7	5	4
Overall, I am happy with my child’s experience at this school	72	51	62	44	6	4	1	1

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%. Percentages have been rounded.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 March 2011

Dear Pupils

Inspection of The Manor Coalpit Heath Church of England Primary School, Bristol, BS36 2LF

Thank you for your enthusiastic welcome when we visited your school recently. We were impressed with your excellent behaviour, politeness and friendliness. We have written in our report that you go to a good school. Your parents and carers agree.

In our report we have included a long list of good things in your school. These are the most important ones.

- You make good progress and your skills and knowledge are better than expected for pupils of your age.
- Children in Reception are keen to learn and are doing well.
- Your attendance is excellent and you enjoy school a lot.
- Your lessons are well taught and you are given interesting work that helps you learn successfully.
- You are expertly cared for, supported and helped to do well.
- You feel very safe because the adults in school keep a close watch on your security.
- Your school is led and managed well. The staff all expect you to work hard, which you do.

We have also written about a few things that could be even better than they are. Two are particularly important.

- You could be given more chances to check how well you are learning and what you must do to improve your work.
- Members of the governing body should spend more time checking that the school is good enough, especially in helping you learn about the lives of other people in this country.

We know you will help your teachers make these improvements. To start, you could make a list of the different people who live in this country and put a tick by the ones you would like to know more about. Share this list with your parents, carers and teachers.

Yours sincerely

David Carrington
Lead inspector

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