

Inspection of Cheddar Grove Primary School

Cheddar Grove, Bedminster Down, Bristol BS13 7EN

Inspection dates: 27 and 28 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud to attend this inclusive and welcoming school. They describe the school as a place where everyone is kind, helpful and eager to learn. Parents and carers speak highly of the way in which pupils flourish from the moment they start school.

Leaders and staff have high expectations for pupils' behaviour. Pupils rise to this. They respond extremely well to the clear structures and systems that are in place. This starts in the early years where children listen to instructions carefully and show high levels of independence. Pupils' behaviour, both in and outside the classroom, is exemplary.

Relationships between staff and pupils are highly respectful. Pupils are polite and courteous. They show good manners to adults and to one another. Pupils feel safe and know that adults will listen to them and help them with any worries they have.

Pupils enjoy the wide range of clubs on offer to them such as judo, choir and Zumba. They value the opportunities they have to become house captains, buddies, eco-monitors and school councillors. Pupils say that these roles make them feel trusted and help them to act as role models to others.

What does the school do well and what does it need to do better?

Leaders and staff are ambitious for what all pupils can achieve, including those with special educational needs and/or disabilities (SEND). Leaders have created a curriculum that is designed exceptionally well. In all subjects, the curriculum identifies precisely what pupils need to know and when they need to know it, from the early years to Year 6.

Leaders, with the support of the trust, have put in place a highly effective development programme to upskill staff. Staff benefit from this. Teachers have strong subject knowledge, and subject leaders know their subjects well.

Reading is a priority at the school. Pupils read a wide range of texts with increasing accuracy and fluency. They say the books they read help them to feel like 'they are on a holiday in their mind'. Children begin learning phonics as soon as they start school. They learn and remember new sounds well. All staff benefit from training to teach phonics and reading effectively. If pupils fall behind, they receive the help and support they need to catch up quickly.

The mathematics curriculum is equally well designed. This starts in the early years. Children confidently use their mathematical knowledge when adding numbers. As pupils move through the school, staff routinely check and develop pupils' mathematical understanding well. As a result, pupils confidently explain their mathematical thinking when solving more complex problems involving decimals.

While leaders have designed an ambitious and well-planned curriculum, the implementation of this curriculum is not as effective in a minority of subjects. Some subject curriculums are new. It is too early to see their impact on what pupils know and remember. In art and design, for example, some pupils find it difficult to remember what they have learned about line and tone. Others struggle to make links between the work of different artists. This prevents pupils from developing the depth of knowledge they need.

Leaders are ambitious for what all pupils with SEND can achieve. Staff know the pupils well and identify their needs accurately. Leaders work closely with parents and external agencies to ensure that pupils with SEND receive the help they need. All pupils with SEND learn the same ambitious curriculum as their peers.

Pupils display exceptionally positive attitudes towards their learning. As a result, their learning progresses without interruption. Children in the early years settle into new routines quickly. They take turns and play well together. The environment in classrooms and around the school is calm and purposeful.

Leaders provide pupils with wide-ranging and exciting opportunities to develop personally. Pupils have a strong understanding of fundamental British values, such as tolerance. They develop their understanding of different careers by taking part in the 'jobs jamboree'. Pupils know why trust and respect are important in a healthy relationship. They are well prepared for life in modern Britain.

Trustees and governors are highly ambitious for the school. They accurately understand what the school does well and where it needs to improve. They robustly hold leaders to account. Staff, including those who are new to teaching, describe the school as a 'family' and value its team spirit. They appreciate how leaders consider their workload and support their development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture of safeguarding across the school. They provide staff with up-to-date safeguarding training. Staff use this well to spot the signs that indicate a child might be at risk and act quickly. Leaders know their vulnerable pupils and families well. They work well with a range of professionals to ensure these vulnerable pupils and their families receive the help they need. Leaders make the right safeguarding checks during recruitment.

Pupils know how to stay safe in the real and online world. They understand the dangers of scams and not to share personal information online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Currently, the curriculum for some foundation subjects is not yet implemented as leaders intend. Consequently, pupils have not yet gained the depth of knowledge that they could. Leaders need to ensure that the curriculum for all foundation subjects is fully and effectively implemented so that pupils build their knowledge well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146687
Local authority	Bristol City of
Inspection number	10268505
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	Board of trustees
Chair of trust	Malcolm Broad MBE
Headteacher	Paul Jeffery
Website	www.cheddargroveschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Cheddar Grove Primary School became an academy school in February 2019. When its predecessor school, Cheddar Grove Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of The Futura Learning Partnership.
- There is a before-school club which is managed by the governing body.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the trust.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art and design and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. An inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector	His Majesty's Inspector
Caroline Musty	Ofsted Inspector
Nicola Berry	Ofsted Inspector

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