

# Inspection of St Chad's Patchway CofE Primary School

Cranham Drive, Patchway, Bristol BS34 6AQ

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Inspection dates: 4 and 5 June 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils demonstrate a strong understanding of the school's motto, 'learning to love and loving to learn', from the moment they join the school. All decisions and actions stem from the motto and the school's values. Pupils are supportive and caring of each other during learning and social times. For example, older pupils are reading buddies for younger pupils. Such responsibilities play an active role in developing pupils' social and leadership skills.

Pupils' behaviour and attitudes to learning are exemplary. Classrooms are calm, purposeful places where pupils can learn and feel safe. Respect, tolerance and understanding are cornerstones of life at St Chad's Patchway. All pupils are valued, and differences are celebrated.

Staff set high expectations for pupils who, as a result, strive to do their best. Pupils show resilience and do not give up when their work is challenging. This includes pupils with special educational needs and/or disabilities (SEND), who also learn well and thrive in this inclusive school.

The wider development of pupils is exceptional. Extra-curricular clubs, such as curling and archery, develop pupils' talents and interests. Pupils understand the wider world and future careers through trips to places like Bristol City Docks and visits from construction companies.

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

The school has created an ambitious curriculum which sets out the important knowledge pupils need to learn in each subject. This knowledge has been carefully organised to ensure pupils revisit important information. Links are made between subjects to give pupils opportunities to apply their knowledge. For example, in Reception, children identify 2D shapes in the artwork of Kandinsky. In design and technology, older pupils use their scientific knowledge of food groups to create healthy meals.

Leaders use research about how pupils learn to inform the school's approach to teaching. This is a strength of the school because it ensures pupils learn the curriculum well. For example, in reading lessons, teachers model how to use evidence from the text to justify predictions. This provides pupils with a framework to base their work on. Staff check on pupils' learning in lessons. They add extra challenge or more support, depending on pupils' needs. However, assessment information is not always used well enough to check the impact of the curriculum. The school is in the early stages of improving this.

Pupils read confidently and fluently because reading is a high priority. Children learn phonics as soon as they start school in Reception. Staff provide pupils with many opportunities to practise their reading. Books are well matched to the sounds pupils have learned. Staff make checks on how well pupils are learning the reading

curriculum. Pupils who have fallen behind rapidly catch up because they read often with well-trained adults. Pupils love reading the diverse range of books from well-stocked class libraries. Pupils enjoy 'DEAR' time (drop everything and read) and many attend the after-school 'reading café' with their parents and carers.

Pupils with SEND learn from the same curriculum as their peers. Staff understand pupils' needs. They make adaptations to ensure pupils with SEND learn alongside their peers. Leaders work effectively with other agencies to ensure pupils get the extra support they need. This enables pupils with SEND to achieve success.

Pupils' behaviour and attitudes are impeccable. The school's positive culture helps staff to build relationships with pupils based on mutual respect. In Reception, routines are quickly established. Staff help children understand and follow these well. Pupils take responsibility for themselves and others. For example, pupils in Year 1 enjoy being role models for those who recently joined their class. Pupils love to learn. They look for ways to improve their work and act on advice from staff. This means pupils learn the curriculum well and by Year 6 are well prepared for secondary school.

Provision for personal development is expertly woven through the school's curriculum. Pupils learn about other cultures and different types of relationships. Prayer spaces are well used by children of all faiths or none. Pupils are highly considerate of other pupils' needs when they fast during Ramadan. Being a representative of the eco-committee allows pupils to make key decisions about the school environment. This is important to them as they are committed to conservation. Pupils benefit from engaging with the wider community. For example, they play board games with local nursing home residents.

Governors are knowledgeable and well informed. They make regular checks on school improvement and fulfil their statutory responsibilities. Staff relish the high-quality training they receive. They are proud to work at this school and value leaders' support in managing their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Assessment is not yet established in all subjects. As a result, in some subjects, pupils' recall of prior learning can be insecure. The school needs to ensure that assessment is used effectively to check what pupils know and remember across all subjects and so that this informs future teaching.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	109179
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10334659
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rebecca Moyce
<b>Headteacher</b>	Stephanie Jenkins
<b>Website</b>	<a href="http://www.stchadsprimaryschool.co.uk">www.stchadsprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	4 October 2018, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England School in the Diocese of Bristol. The last section 48 inspection took place in February 2020.
- There has been a change in leadership at the school since the previous inspection. The current headteacher was appointed in September 2019.
- The school currently uses one alternative provider.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the headteacher, school staff, governors, including the chair of the governing body, and a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at samples of pupils' work in writing, science and design technology.
- An inspector listened to some pupils from Years 1, 2 and 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted's surveys for pupils and staff, and to the online survey for parents, Ofsted Parent View. Inspectors spoke to parents before and after school on the first day of the inspection.
- The inspectors analysed school documentation, including leaders' evaluations and plan for improvement. Inspectors scrutinised a range of policies and procedures, including those relating to the curriculum, SEND, safeguarding and behaviour.

### **Inspection team**

Faye Heming, lead inspector

Ofsted Inspector

Jen Southall

His Majesty's Inspector

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