Inspection of a good school: Cheddon Fitzpaine Church School

Rowford, Cheddon Fitzpaine, Taunton, Somerset, TA2 8JY

Inspection date: 26 March 2024

Outcome

Cheddon Fitzpaine Church School continues to be a good school.

What is it like to attend this school?

Pupils are eager to come to school. They talk enthusiastically about the different subjects they study and how they learn them. For example, they enjoyed their visit to a museum which supported their understanding of Greek and Egyptian societies which they had learned about in history.

Pupils are polite and welcoming. They have warm, positive relationships with each other and with staff. The school has high expectations of pupils' achievement. Most pupils live up to these. Pupils appreciate how the school recognises their accomplishments. For instance, they win cups for kindness, artistic talent and earning the most reward points for their 'house'.

Pupils demonstrate the school's values of respect, trust and perseverance. Older pupils readily take on roles of responsibility, such as mental health ambassadors and librarians. Such positions develop their leadership skills. Pupils, of all ages, vote for their school councillors. This helps them to learn about democracy.

Pupils benefit from a wide range of extra-curricular activities. They are keen to participate in clubs, such as coding and dance. The school provides pupils with the chance to try activities like orienteering and baking. It ensures that there are no barriers to pupils making good use of these opportunities.

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

Pupils learn a broad and ambitious curriculum. They typically build their learning on what they already know and can do. For example, pupils use their knowledge about number from the Reception Year when they solve mathematical problems later. However, pupils sometimes have gaps in their knowledge of important subject concepts which hinders them from building detailed knowledge and skills.

The school has organised each subject curriculum carefully. It has identified precisely what pupils should learn and when. For example, in physical education, pupils learn how to balance in gymnastics and then go on to apply this skill in more complex movements. In the Reception Year, there is a sharp focus on ensuring that children acquire a wide vocabulary. This helps them to be prepared for key stage 1.

Teachers have the subject knowledge they need to teach the curriculum well. They pick up on any errors that pupils make and rectify them quickly. However, teachers' use of assessment is not always effective when it comes to identifying gaps in pupils' knowledge and skills. Consequently, teachers are not always well informed about what pupils know and can do when they plan what pupils will learn next.

Pupils start learning to read as soon as they join the school. They read books which are matched carefully to the sounds they are learning. The school provides effective support to any pupil who needs additional help to develop their reading confidence. Once pupils can read fluently, the school challenges them to explore a range of literature. Pupils are excited to take up this task and become 'word millionaires', for example. They enjoy performing poetry and recommending books to each other.

The school identifies accurately the needs of pupils with special educational needs and/or disabilities (SEND). It sets out clearly the steps needed to develop each pupils' learning and independence. Teachers use this information to adapt the curriculum appropriately. As a result, the school meets the needs of pupils with SEND well.

The school has high expectations of pupils' attendance and conduct. It works with families to reduce the absence of any pupil who misses too much school. Pupils follow routines and rarely disrupt the learning of others.

Pupils follow an appropriate personal, social, health and economic (PSHE) education programme. They learn how to keep themselves safe online. The school promotes pupils' physical and mental health well. Pupils know the importance of exercise, a balanced diet and getting enough sleep, for example. Children in the Reception Year learn how to communicate their feelings, while older pupils learn how to reflect on their behaviour. The school keeps its PSHE curriculum under review, making adaptations to ensure that pupils are well prepared for the future.

Pupils understand the importance of respecting others and celebrating difference. They know that any form of discrimination should be challenged. The school considers carefully how pupils learn about diversity, such as through the books that teachers read to pupils. Pupils learn about different faiths and religions and other characteristics protected in law, such as race.

Trustees and local governors perform their roles effectively. They ensure that school leaders maintain a strong focus on improving the quality of education that pupils receive. Leaders ensure that staff benefit from useful professional development to enhance the quality of teaching. Those newest to teaching are supported well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always use assessment to identify what pupils know and remember. As a result, some pupils develop gaps in their knowledge of the curriculum that are not remedied. This hinders their ability to develop detailed knowledge and skills. The trust and school should ensure that teaching checks what pupils have securely learned, so that they receive the support they need to understand the curriculum fully.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2015.

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

Unique reference number	139934
Local authority	Somerset
Inspection number	10313290
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	Board of trustees
Chair of trust	Oliver Cofler
CEO	Nikki Edwards
Headteacher	Paula Goodchild
Website	www.cheddon.bwmat.org
Date(s) of previous inspection	13 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Bath and Wells Multi Academy Trust.
- The school is a Church of England School is the Diocese of Bath and Wells. It received its most recent section 48 inspection in June 2023.
- The school uses one unregistered alternative provider.

Information about this inspection

- Inspectors carried out this ungraded inspection under section 8 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 inspection the school has 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.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with senior leaders from the school and the trust and met with members of the school's local governing body.
- 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.

Inspection team

James Oldham, lead inspector	His Majesty's Inspector
Julie Barton	Ofsted Inspector

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