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11 March 2011

Mrs Susan Eriksson
The Interim Headteacher
Glenfrome Primary School
Cottisford Road
Eastville
Bristol
BS5 6TY

Dear Mrs Eriksson

Special measures: monitoring inspection of Glenfrome Primary School

Following my visit to your school on 9 and 10 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in November 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for the City of Bristol.

Yours sincerely

Tony Shield
Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in November 2009

- Take immediate action to rectify the weaknesses in procedures for safeguarding pupils so that pupils are kept safe at all times.
- Improve teaching and the curriculum in Years 3 to 6 in order to accelerate pupils' progress and raise their achievement, by:
 - planning lessons that take full account of pupils' differing learning needs
 - providing activities that engage, challenge and motivate pupils
 - ensuring that topics are covered in sufficient depth and build pupils' knowledge, understanding and skills as they move up through the school.
- Improve pupils' personal development and well-being by:
 - ensuring there are high standards of behaviour and respect for others in lessons and around the school
 - developing pupils' contribution to the school community, particularly their involvement in identifying shortcomings and making improvements
 - working closely with pupils, parents and community leaders to improve attendance and punctuality.
- Embed ambition and drive improvement by:
 - rigorously evaluating the impact of the school's provision, particularly the teaching, on pupils' progress, development and well-being, and taking swift action to bring about improvement
 - developing the roles of subject leaders and increasing the accountability of all teachers for pupils' outcomes.

Special measures: monitoring of Glenfrone Primary School

Report from the third monitoring inspection on 9 and 10 March 2011

Evidence

The inspector observed the school's work, visited seven lessons or parts of lessons, scrutinised documents and met with the interim headteacher, her deputy and assistant headteacher, the chair and vice chair of the governing body and a representative from the local authority. He also spoke with a group of Years 3, 4 and 5 pupils and listened to their views about the school and the work they are doing on the school and eco councils.

Context

Since the previous monitoring visit in September 2010, the management team has been strengthened by the appointment of two middle leaders to take responsibility for English and the curriculum. The roll has increased and an additional class created in Year 2.

Pupils' achievement and the extent to which they enjoy their learning

Attainment, particularly in writing, remains low. However, the encouraging signs of improvement noted in September have continued. A number of pupils, particularly in Year 6, still have much to catch up before their attainment in reading, writing and mathematics matches expected national levels. Pupils' progress is tracked carefully and class teachers are well aware of the need for intervention where individual pupils are at risk of underachievement. As a result, their progress is accelerating. Pupils with special educational needs and/or disabilities and those pupils with English as an additional language do not achieve as well as their peers. The school has reviewed its assessment, record keeping and provision for these pupils and individual education plans are now more sharply focused and reviewed to meet needs. Similarly, the support for English as an additional language pupils has been considerably strengthened through the adoption of a New Arrivals Programme of support. At present, it is too early to judge the impact of these recently introduced measures. Most pupils are making satisfactory progress, although it is mixed across the school and for some pupils their underdeveloped skills in spelling, handwriting and in manipulating numbers remain a barrier to more rapid progress.

Other relevant pupil outcomes

Pupils report that they feel safe in school and teachers respond quickly and effectively to incidents brought to their attention. The large majority of pupils behave well and a number of examples of kind and thoughtful behaviour were witnessed during the inspection. A small number of pupils find sustained concentration difficult. Their behaviour can be more challenging, but the consistent



application of the school's behaviour management policy ensures that disruption to learning is kept to a minimum.

Members of the school and eco councils are proud of their contribution to the school. They feel they have campaigned successfully to raise awareness of healthy snacks, worked to ensure lonely children are spotted and looked after in the playground, and argued effectively for the provision of more play equipment. Attendance is improving, but remains low. Figures in each of the first three terms of this academic year are better than the equivalent period last year. This is as a result of the high priority given by the school to raising awareness of the importance of regular attendance with pupils, parents and carers. The link between poor attendance and underachievement is made clear in the regular pupil progress meetings. The learning mentor works assiduously with individual pupils and their families to improve their attendance and has chalked up some notable successes. Punctuality continues to improve.

Progress since the previous monitoring inspection on the areas for improvement:

- Improve teaching and the curriculum in Years 3 to 6 in order to accelerate pupils' progress and raise their achievement, by:
 - planning lessons that take full account of pupils' differing learning needs
 - providing activities that engage, challenge and motivate pupils
 - ensuring that topics are covered in sufficient depth and build pupils' knowledge, understanding and skills as they move up through the school
 - satisfactory

The effectiveness of provision

In lessons, pupils are usually keen to do well. For the most part, teachers set work which is both interesting and challenging. However, not all pupils make consistently good progress. While some pupils are striding ahead and making good progress, it remains a mixed picture. Year 6 pupils responded well to the teacher's lively approach and good pace, which captured their imaginations as they tackled a piece of descriptive writing about the headteacher. However, many pupils find sustained concentration difficult, particularly when asked to complete tasks on their own. While good use is made of learning support assistants in lessons, and teachers often plan work which encourages self-reliance, pupils are sometimes left too long working without support. This results in slower progress than might otherwise be the case. However, most teaching is characterised by well-planned activities, good pace and effective questioning. In the Early Years Foundation Stage, children get off to a good start. Learning is well managed and children settle quickly into the welcoming environment. Opportunities for play in the outdoor area is particularly well organised.

Pupils' increasingly responsive approach to learning is in no small measure due to the imaginatively planned curriculum which the school has embraced. This has offered more opportunities for cross-curricular approaches and the application of basic skills in different subjects. As a result, learning is more relevant and



meaningful. A range of visits and visitors enlivens the curriculum further. During the inspection, a drama group performed to an excited audience of pupils while scientific concepts were being introduced.

Progress since the previous visit on the area for improvement:

- improve teaching and the curriculum in Years 3 to 6 in order to accelerate pupils' progress and raise their achievement – satisfactory.

The effectiveness of leadership and management

The interim headteacher leads with a sureness of touch, communicating her vision with clarity. She has inspired others to follow and the staff team is united in purpose. Leadership and management have been strengthened by the review of management responsibilities and the appointment of two teachers with responsibility for literacy and the curriculum. The deputy headteacher has, since her appointment in September, made a strong contribution to improving teaching and learning, the use of assessment and to raising attainment in mathematics. Robust monitoring of the school's provision and outcomes is helping to ensure greater consistency and there is clear evidence of impact in each of these areas. Since the last monitoring visit, there has been a sharper focus on monitoring the impact of teaching and provision generally on pupils' learning. Performance data is being used with increasing sophistication to intervene early when pupils are identified at risk of underachievement, to set challenging targets and thereby to raise expectations of both pupils and staff. Data on the progress of different groups is now collected and used to plan support and intervention programmes. The governing body has also improved their systems and procedures and there a stronger awareness of how they can support and challenge the school to continue its improvement.

Pupils' safety and well-being are at the heart of the school's work. Secure access to the school site is well controlled. Safeguarding policies and procedures are fully in place and all staff are appropriately trained to fulfil their responsibilities with regard to child protection and safer recruitment.

Progress since the previous monitoring inspection on the areas for improvement:

- embed ambition and drive improvement by:
 - rigorously evaluating the impact of the school's provision, particularly the teaching, on pupils' progress, development and well-being, and taking swift action to bring about improvement
 - developing the roles of subject leaders and increasing the accountability of all teachers for pupils' outcomes – good
- take immediate action to rectify the weaknesses in procedures for safeguarding pupils so that pupils are kept safe at all times – satisfactory.



External support

The local authority has continued to offer the school satisfactory support, and the school has benefited from its advice on improving teaching and learning, assessment, reading, literacy and language development, and numeracy.

