

Compass Point: South Street School and Children's Centre

Inspection report

Unique reference number	109124
Local authority	City of Bristol
Inspection number	377877
Inspection dates	6–7 February 2012
Lead inspector	Paul Garvey

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Jo Wright
Headteacher	Caroline Reynolds
Date of previous school inspection	4 December 2008
School address	South Street Bedminster Bristol BS3 3AU
Telephone number	0117 3772340
Fax number	0117 9031507
Email address	compasspoint@bristol.gov.uk

Age group	3–11
Inspection date(s)	6–7 February 2012
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Introduction

Inspection team

Paul Garvey

Additional inspector

Lin Reilly

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 14 lessons and observed eight teachers teaching for approximately half an hour on each occasion. Afterwards they met with teachers to discuss their findings. A number of lessons were also visited for shorter periods to gather other information. Additionally, the inspection team met with pupils, members of staff and members of the governing body. Inspectors listened to pupils read and analysed work in pupils' books. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at a variety of documentation, including the school development plan, records of pupil progress, policies and school self-evaluation documents. Inspectors received and analysed 88 parental questionnaires, as well as surveys from pupils and staff.

Information about the school

Compass Point: South Street School and Children's Centre works in a cooperative trust with the local secondary school and three other local primary schools. It has an on-site Children's Centre under the auspices of the governing body, which was inspected separately.

This is an average-sized primary school whose numbers of pupils on roll have grown since the last inspection. Children in Reception are now taught in two classes. The proportion of pupils from minority ethnic heritage is above average, as is that of pupils who speak English as an additional language. The proportion known to be eligible for free school meals is above average. The proportions of disabled pupils and those with special educational needs are also above average, as is the number of pupils who join the school during term time. The school has achieved Healthy Schools status and has received designation as a 'forest school'. The deputy headteacher joined the school at Easter 2011 and the coordinator for disabled pupils and those with special educational needs has been in post since September 2011. The school meets the current floor standards.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It has improved since the previous inspection. Improvements have been made in pupils' achievement, in the quality of teaching and in leadership and management.
- The attainment of pupils is broadly average and their achievement is good. All groups of pupils make good progress from their starting points.
- Good teaching ensures good progress, including the progress of disabled pupils and those with special educational needs. Effective use of teaching assistants supports the progress of individuals but there are few opportunities for pupils to work independently of their teachers, and this can limit progress.
- Pupils say that behaviour has improved and is good. They are seldom disturbed by distracting behaviour in lessons. This is a very safe school in which safeguarding has a high priority.
- The curriculum contributes well to the engagement of pupils. There is also a range of activities to enhance the curriculum, beyond the well-planned classroom provision.
- Despite a short period when the school could not fill key posts in leadership, standards continued to rise, and this is reflective of the strength in leadership and management. Knowledge of how progress and attainment data can be employed to drive school improvement further is not yet fully shared by all leaders and managers.
- Pupils show considerable respect for each other and say that all types of bullying are extremely rare. Relationships between pupils of different races and cultures are strong across the whole school.
- The school promotes social, moral, spiritual, and cultural education particularly well, leading to pupils of different backgrounds and cultures showing considerable respect for each other.

What does the school need to do to improve further?

- Make most teaching and learning outstanding by February 2013, by giving pupils more opportunities in lessons to learn independently of the teacher.
- By July 2012, ensure that all staff and members of the governing body have a

thorough knowledge of the data sources available to the school in order to increase the pace of school improvement.

Main report

Achievement of pupils

Children enter the Nursery with skills that are considerably below age-related expectations in most areas. They make good progress towards most of the early learning goals, although skill levels, especially in language development, are still below those expected for their age on entry to Reception, especially in language, communication and literacy. Good progress across Reception then gives pupils a good start to main school, although skill levels are still below age-related expectations as pupils enter Year 1. In Nursery, early number development was seen to be encouraged well by prompting a child to count the number of pages in a booklet she had made and encouraging other children to draw a number line on a snake painted on the playground. Opportunities were seen to be being missed, however, in prompts for early development of sounds and letters in the youngest children.

In Key Stage 1, attainment has risen consistently since the previous inspection in all subjects and was broadly average in mathematics in 2011. In the current year 2, this good progress in numeracy is being matched by rapid progress in literacy and especially in reading, where it is also broadly average by Year 2. The gaps in language development between pupils in the school and nationally, apparent on entry, are being closed by the end of Year 2.

Pupils have made rapid progress in Key Stage 2 over the last three years. Attainment in Year 6 in 2011 was above national averages and parents and carers correctly recognise that pupils in the school achieve well. All groups of pupils make the expected progress for their ages, including disabled pupils and those with special needs, pupils known to be eligible for free school meals and pupils who speak English as an additional language. Current attainment is already at the levels nationally expected of Year 6 pupils when they leave the school in writing and mathematics, and is above average in reading. Any pupils who miss work through absence are supported to catch up quickly and make progress equal to that of other pupils. Attainment is lower in Year 5, where the attainment on entry of pupils was particularly low. The school has responded to this by creating a 'nurture group' for pupils who are early learners of English, together with disabled pupils and those with special educational needs. The needs of higher-ability pupils are catered for by teaching them in the Year 6 class. The Year 5 class was observed having been divided into smaller groups of common ability to foster individual language needs. With skilled support from teaching assistants and good teaching, all pupils were seen to make good progress in their reading and writing.

Year 5 also has a larger-than-average proportion of pupils who joined the school late. These, especially those who have joined the school directly from other

countries, are very well supported and make rapid progress, especially in language skills, enabling them to access the full curriculum rapidly.

Quality of teaching

Teaching is typically good throughout the school. Parents' questionnaire views support this. Teachers' subject knowledge is good and they plan well to teach lessons which engage pupils and promote good learning. There are instances of outstanding teaching, especially in lessons where pupils have ample opportunity for collaborative work and independence. This was seen in a French lesson in Year 3, where pupils' early language development was promoted exceptionally well through the use of 'talk partners' to discuss, in the target language, a French version of *Jack and the Beanstalk*. This outstanding level of teaching is not yet the norm. In many lessons, the step up to excellent progress is limited by pupils not being given enough opportunities to learn from each other and activities being led and controlled by the teacher for too long. Teachers employ the broad curriculum to good effect and lessons are enhanced by excellent, trusting relationships between staff and pupils. The combination ensures that the pupils' social, moral, spiritual and cultural education develops strongly.

Assessment systems are used well to target individual needs and, thus, adults are able to plan activities which engage children in their learning. For example, in free play in Nursery and Reception, children were very well engaged in a range of tasks, many chosen by the children themselves. Staff supported their play well in all classes and were observed carefully recording pupils' achievements. This information was then transferred to centrally held records, producing a clear picture from which to plan for the next steps in each child's learning. Interventions, to support any pupils who may be in danger of falling behind, are particularly well targeted through good tracking of their progress. Especially good reading intervention schemes were observed to successfully accelerate the progress of less-able readers.

Behaviour and safety of pupils

Pupils' behaviour has improved since the previous inspection. In lessons and around the school it is typically good. No instances of poor behaviour were seen during the inspection. The school is exceptionally safe. Pupils attest to this and all parents and carers who returned questionnaires feel that the school keeps pupils very safe.

Pupils say that incidents of bullying are extremely rare and in discussions, pupils struggled to identify instances of bullying. Two comments from pupils were, 'There's no bullying here', and 'We just don't see it.' Instead, pupils focused upon the way that they befriended new pupils, especially newcomers from other countries. These attitudes indicate strong moral development among the pupils. Pupils know there are adults who will effectively resolve any problems. In an assembly, the pupils enthusiastically sang a song which contained the refrain, 'Everyone is special.' This affirmation very much summed up what inspectors found that pupils feel about their school. The high levels of care that embrace all pupils create an atmosphere of trust and respect to which they respond readily. As a result, attendance is improving rapidly from low levels in the past and is now broadly average. Recent appointments

are helping the school to take a more robust line about absence with parents and carers, and expectations have been raised among them about what constitutes good attendance. Better systems to chase up both occasional absence and more persistent absence have had and continue to have positive impact. Punctuality is good.

A small minority of parents raised concerns about behaviour through the parental questionnaires. Very few instances of low-level disruption were seen during the inspection. This behaviour was also commented upon by pupils during discussions. Inspectors found that such behaviour was unusual and had minimal impact upon learning. Typical of the large majority of parental comments received was: 'The school has a lovely atmosphere and my child and I feel very happy with it.'

Leadership and management

Leadership has been strengthened by the appointment of a deputy headteacher and a coordinator for disabled pupils and those with special educational needs. It is testament to the excellent leadership of the headteacher and to the support of other leaders that improvement in pupils' achievement did not falter when leadership was stretched. Improvements in teaching have been achieved by accurate monitoring of practice. All staff have the benefit of working with colleagues in other schools in the cooperative trust, giving them good opportunity for their professional development. Other partnership work is also effective especially work with outside agencies and the on-site Children's Centre, to support pupils whose circumstances have made them vulnerable. In consequence, the support for individual pupils has improved, resulting in them having a strong feeling of belonging to the school community and aiding improvements in their behaviour and attendance.

The governing body challenges the school to a greater degree than at the last inspection and ensures that all statutory safeguarding requirements are met. Its grasp of whole-school progress data has begun to improve, as a result of recent training. Self-evaluation is accurate because the senior leadership team use performance data well to target school improvement priorities, but knowledge is not yet thorough enough among staff and all governors to enable all to contribute fully. Progress for all groups of pupils is good and, with the absence of discrimination in the school, there is full equality of opportunity. The school's positive track record of improvements over an extended period shows there is strong capacity for further improvement.

The broad curriculum is enhanced by excellent French teaching, which helps to develop language skills. The school's 'forest school' status has fostered interest in a well-delivered science programme. Opportunities to develop moral and social education are enthusiastically taken up and have a positive impact on pupils' attitudes to others. For example, Year 6 pupils represent the school on the Cooperative Trust Community Forum and the school council has decided to spend money on scooter pods and drinking stations in the playground for the benefit of all pupils. This action has helped the school to achieve Healthy School status. Older pupils are members of the 'Sort Out Squad' who are trained to help resolve playground disputes. Their efforts contribute to harmonious relations and a sense of safety, which is reinforced by robust safeguarding arrangements. Cultural and spiritual education is woven into school life via visits to places of worship, visits from

organisations and individuals from different cultures and faiths, and links to schools abroad in Europe and in Uganda. The result is an outstanding level of fellowship and tolerance among pupils within the multi-ethnic school community.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 February 2012

Dear Pupils

**Inspection of Compass Point: South Street School and Children's Centre,
South Street, Bedminster, Bristol BS3 3AU**

Thank you so much for making us feel welcome when we visited your school recently. You told us many of the good things about your school, and we saw you enjoying your learning in class. We were very impressed by how much you enjoy taking part in lessons and always try to do your best.

We would like to tell you about what we found. Yours is a good school, and it has strengths. For example, your school does a lot to help you mix with others, to understand how to appreciate different cultures very well. You told us that you feel safe in school because teachers and other adults look after you and help you understand how to keep safe. You are well taught and well cared for and, as a result, you told us that behaviour has improved and that you behave well. I remember watching some of you singing a song in assembly which had a chorus that said, 'Everyone is special', and that's what we found was a great strength of your school. You are treated as if you are all special individuals.

Your headteacher and the staff are keen to make the school even better. We have, therefore, asked your teachers to give you more opportunities to work on your own and with your friends. We have done this so you can develop more independence in your learning and not rely too much upon your teachers and teaching assistants. We have also asked all your school leaders to understand the information that comes into the school better, so they can use it to help to improve your learning. You can all help by continuing to show an interest in what you are learning and to ask for help when you need it most.

We trust that you will all continue to behave well and attend school regularly. We wish you every success in the future.

Yours sincerely

Paul Garvey
Lead inspector

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