

# Bournville Community Primary School

## Inspection report

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<b>Unique reference number</b>	135190
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	381828
<b>Inspection dates</b>	5–6 March 2012
<b>Lead inspector</b>	Janet Dinsmore

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Stevens
<b>Headteacher</b>	Adam Matthews
<b>Date of previous school inspection</b>	8–9 July 2009
<b>School address</b>	Selworthy Road Weston-super-Mare BS23 3ST
<b>Telephone number</b>	01934 427130
<b>Fax number</b>	01934 427138
<b>Email address</b>	bournville.primary@n-somerset.gov.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	5–6 March 2012
<b>Inspection number</b>	381828



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## Introduction

Inspection team

Janet Dinsmore

Additional inspector

David Williams

Additional inspector

Marion Hobbs

Additional inspector

This inspection was carried out with two days' notice. The team observed 23 lessons taught by 13 teachers. Meetings were held with staff, groups of pupils and governors. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including monitoring of teaching, assessment data, school development plans, incident logs and minutes of the governing body meetings. Questionnaires were received from 32 parents and carers and were analysed alongside those from pupils and staff.

## Information about the school

Bournville Community Primary is a much-larger-than-average primary school serving a residential area. The proportion of pupils known to be eligible for free school meals is much higher than average. The proportion of disabled pupils and of those who have special educational needs is much higher than average, as is the proportion of pupils entering and leaving the school at other than the usual times. The primary school was created by an amalgamation of an infant and junior school in 2008 and moved into a new building in June 2010. The school runs before- and after-school care and holiday childcare. The school meets the current floor standards which set the minimum expectations for pupils' attainment and progress at the end of Key Stage 2.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Bournville Primary is a good school. It is a vibrant, happy community which cares for each pupil very well, so enabling them to become good learners. Relationships are very strong and this underpins the good behaviour. The school is not yet outstanding because the proportion of outstanding teaching is not yet high enough to ensure that the pace of learning is accelerated for all groups of learners in every lesson.
- Achievement is good because, although attainment is below average, pupils make better-than-expected progress from their starting points, and those known to be eligible for free school meals achieve significantly better than similar pupils nationally. Pupils show enthusiasm for learning in lessons and work together, communicating well and making good progress with writing. They apply calculation skills well in mathematics.
- Teaching is good because it engages pupils in practical, direct experiences that provide a stimulus for integrated learning across all subjects. As a result, attainment is improving faster than would normally be expected. Assessment is used well to plan for next steps in learning, but activities do not always provide sufficient challenge for the most able or promote independent learning skills among the least able. The pace of learning is not consistently brisk in all lessons and at times teacher feedback is not always used to best effect to help pupils improve.
- Pupils behave well and work collaboratively in lessons. Those whose circumstances make them more vulnerable and those who have difficulty in engaging with learning at school are very well supported to improve their emotional awareness and behaviour.
- Leadership and management are good because monitoring and evaluation provide robust evidence on the quality of teaching and clearly identify priorities for development. Staff performance is managed well. Leaders and managers at all levels, including the governing body, have a clear ambition to improve attainment and there are well-focused plans to do this. The curriculum provides a good range of memorable experiences but pupils' knowledge of cultures represented in modern Britain and the global community is a weakness.

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

- Improve teaching so that all is consistently good, with a greater proportion that is outstanding, by:
  - ensuring that activities are more closely matched to pupils' abilities, providing sufficient challenge and opportunities for independent learning
  - ensuring that marking and feedback always make clear to pupils precisely what steps they need to take in order to succeed
  - increasing the pace of learning in lessons so that pupils are actively involved for a greater proportion of time.
  
- Develop the curriculum so that it provides opportunities for pupils to experience a wider range of cultures represented in modern Britain and the global community.

## Main report

### Achievement of pupils

Achievement is good. Children enter the school with skills well below the levels typically expected for their age, particularly communication, language and literacy skills. The positive relationships and good understanding and knowledge of individuals by staff help pupils to make good progress from these very low starting points, although attainment remains below average for the majority at the end of Key Stage 2. However, the attainment of pupils who are known to be eligible for free school meals is significantly above that typically expected for this group. Attainment is improving rapidly at both key stages because of pupils' accelerated progress.

Children in the Early Years Foundation Stage make good progress through the Nursery and Reception classes, showing the ability to cooperate well and supporting each other in identifying letters and writing names, as seen in one session where children were able to retell the story of the 'Billy Goats Gruff' with puppets. Children who have attended the Nursery have a better level of skills at the beginning of the Reception Year than those who have not. Children leave the Reception class with skill levels below those typically expected, although their progress in acquiring communication skills and knowledge of letters and sounds has been rapid.

Progress is good in Years 1 to 6. Pupils in Years 1 and 2 continue to acquire skills well and demonstrate good strategies for sounding out unfamiliar words when reading. They show how to measure with a ruler, correctly placing zero at the start of a line, ordering numbers and becoming more proficient at mental calculation of simple addition and subtraction. Pupils' communication skills develop well through the many opportunities for speaking and listening that are built into the learning activities. For example, drama skills were well used in Year 6 to facilitate imaginative

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and empathetic response to the feelings of a character, and in Year 3 to appreciate and describe the magnificence of the Pharaoh's robe. Year 1 pupils had learnt the story of Little Red Riding Hood and performed this to the whole school and to parents, showing confidence. Higher-ability Year 4 pupils were enjoying the challenge of finding missing numbers in calculations and extending their computation skills. Attainment in reading is below average at the end of both key stages, but improving rapidly as a result of systematic teaching of letters and sounds at the early stages and focused questioning to promote comprehension.

Groups of pupils, for example, disabled pupils and those with special educational needs, achieve better than similar groups nationally. School assessment data show that pupils make above-expected rates of progress in English and mathematics, and there are no significant differences in the performance of different groups. Any underachievement is identified swiftly, particularly in reading, and action is taken through targeted support which results in accelerated progress. Parents and carers report that their children become 'confident and achieving', and inspection evidence confirms this.

### **Quality of teaching**

Teaching is good because stimulating learning activities engage pupils well so they are motivated and make good progress. High-quality provision in the Nursery and Reception, including resourcing, assessment, planning for next steps and excellent adult interactions, enables children to make accelerated progress with their developing language skills. Sorting activities with shoes enabled children in the Reception class to find pairs and colours and discriminate differences. Year 2 pupils were encouraged to feel different foods to enable them to use descriptive vocabulary in their writing; higher-ability pupils were challenged with targets for their writing, which they understood and achieved well. Less able pupils in Year 3 were challenged to solve mathematical problems using division; teachers' strong subject knowledge and use of mathematical vocabulary resulted in enthusiastic discussions and focused learning.

In the main, teachers use their accurate assessment of starting points to plan for all groups to make progress; however, in a small minority of lessons there is insufficient challenge for the more able, or too few activities that encourage independent learning for less able pupils. These lessons are characterised by a reduction in pace because pupils spend too much time as a whole-class group. Pupils know the targets that will help them improve further and success criteria for the majority of lesson activities are defined so that pupils can begin to assess their learning. Most marking and feedback supports pupils' progress well, but in a few cases teachers do not provide sufficiently clear guidance on precisely what steps pupils need to take in order to succeed.

Teaching assistants are well trained and used effectively in lessons to support learning for groups and to provide targeted individual interventions in reading that accelerate progress. Learning mentors provide a good range of support for emotional and behavioural development so that pupils who are more vulnerable can access the

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learning provided; their impact was clear in the comment made by some pupils who said, 'I don't run out of class any more.' Questioning is used well to support learning for all groups at all levels and misconceptions are skilfully addressed to maintain pupils' self-confidence.

The planned curriculum enables teachers to develop pupils' skills across all subjects and provide memorable stimulus activities, for example, visiting Bristol museum, exploring a woodland to find the 'Gruffalo' and observing owls brought into school. These activities are used particularly well to provide a meaningful purpose for writing activities. Texts for classes are well chosen to link subjects in the curriculum and pupils report that they enjoy reading these books and exploring aspects of literature and the wider issues that are raised. Teachers make good use of opportunities to promote pupils' spiritual, moral, social and cultural development. Social and moral understanding is particularly well promoted within the curriculum.

All the parents who responded to the questionnaire reported that teaching is good at the school, and inspection evidence agrees with this. They say that staff are always friendly and have time to talk.

### **Behaviour and safety of pupils**

Inspection evidence, including parent and carer and pupil questionnaires, incident logs and discussions with pupils, shows that behaviour over time is good, and there is an accurate assertion that pupils are safe in school. Pupils report that incidents of bullying are rare and usually consist of minor name calling; they have a good awareness of other forms of bullying, including cyber-bullying. Pupils are adamant that should bullying occur, it would be tackled swiftly. Pupils are friendly and conduct relationships, with each other and adults, with respect and courtesy.

Attendance has improved rapidly since the last inspection and is now average. This is because of concerted efforts by the school to address individual issues to reduce the number of persistent absentees, for example picking up some pupils from home in a minibus and working well with education welfare officers. Pupils of all ages are fully aware of the school's behaviour management system and it is effectively used. The small minority of pupils who join the school at other than the usual times report that they settle quickly, make friends and enjoy the lessons. Learning mentors, lunchtime assistants and other staff provide an excellent range of interventions and clubs at lunchtime to ensure that disabled pupils and those with special educational needs, particularly those with emotional and behavioural difficulties, are well supported. This maintains a calm and purposeful atmosphere in the school.

### **Leadership and management**

The headteacher and senior leadership team have inspirationally steered the school through major changes, most recently into a new building, minimising disruption. They were fully involved in designing an excellent purpose built environment for learning that also provides for good links with the local community. The school is now settled and has good systems in place to support improvements in teaching and

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learning and raise attainment. Leaders and managers at all levels are involved in using assessment data and effective tools for self-evaluation so that there is good planning for further improvement. The cycle of monitoring and evaluation of teaching is well planned and executed to provide an accurate assessment of individual teachers' skills and the progress of pupils within their classes, and this is used effectively in performance management and professional development. Partnerships with the local authority and with other schools are strong; members of school staff support colleagues' development locally and nationally by the sharing of good practice. Training for the school's middle leaders is effective in ensuring that they are able to play a key role in school development. The school therefore has capacity for further improvement.

The curriculum has been designed well to meet the needs of the pupils. There are partnerships with other schools in different areas and visitors to the school from other cultures but it does not yet sufficiently extend their knowledge of other cultures represented in modern Britain and the global community. Other aspects of pupils' spiritual, moral, social and cultural development are promoted well.

The school engages well with parents and carers; they report that communication with them has improved in the last year and that the new building is welcoming and a good environment where their children can learn. The governing body effectively holds the school to account and shares the ambition to raise attainment further. School leaders and governors ensure safeguarding arrangements are comprehensive and the school works very well with a range of agencies to support pupils. Staff are well trained for safeguarding. Leaders and staff work very well to promote equal opportunities and eliminate discrimination both through the school's policies and the quality of relationships at all levels.



## 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](http://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.**



7 March 2012

Dear Pupils

**Inspection of Bournville Community Primary School, Weston-super-Mare  
BS23 3ST**

Thank you very much for making us so welcome at your school and for telling us about how much you are enjoying the activities, your new building and playground.

Yours is a good school. All the staff know and care for you very well and you make good progress with your learning. You make a good start in the Nursery and Reception classes, learning how to communicate well. You behave well and work well together in lessons. Those of you who find school and work more challenging are helped well, especially with your behaviour and improving your reading.

Staff plan interesting 'Wow' days and practical experiences which help you write about all you have done. You make good progress with calculating and working out problems. As you said, all the staff are good at asking you questions that help you to explain what you have learnt. Many of your teachers are helping your headteacher work out how to make the school even better and to help you to reach higher levels when you leave.

So that the school continues to improve, we have asked your teachers to make sure that you spend more time on activities in lessons that challenge you, have more opportunities to find things out for yourselves, and that you know exactly what to do to succeed. We have also said that you need to know more about people from other cultures, especially if you go to live and work in another part of Great Britain when you are older. We know that you will continue to work hard. Have great fun in your playground and reading in the learning resource centre, and we wish you all the best as you go on learning.

Yours sincerely

Janet Dinsmore  
Lead inspector

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