

# Charborough Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	109012
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	363741
<b>Inspection dates</b>	29–30 September 2010
<b>Reporting inspector</b>	Jane Burchall

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Wood
<b>Headteacher</b>	Nicola Bailey
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Charborough Road Bristol BS34 7RA
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. They observed the school's work and looked at the school's improvement planning and self-evaluation evidence as well as pupils' work. Questionnaires from 84 parents or carers were analysed. Ten teachers were seen in 15 lessons and an assembly was also observed. The inspectors met with the governors, the senior leadership team, staff and groups of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether pupils across the school make consistently good progress and whether their achievements are consistent in all subjects.
- How well the school supports pupils' understanding of national and international communities.
- How well the curriculum and the teaching meet the needs of all pupils in the school, including those in the resource base.

## Information about the school

Charborough Road Primary School is an average-sized school. The school has a resource base for up to 20 pupils with special educational needs and/or disabilities related to speech and language. The proportion of pupils who have special educational needs and/or disabilities is above average and this includes the proportion with a statement of special educational needs. The school has established a teaching area to nurture those who experience difficulty in settling into school life. The school provides pupils with a breakfast club at the start of each day, and an after-school club is privately run on the school site. The numbers of pupils from minority ethnic groups and who speak English as an additional language have risen recently although they remain below the national average. Since the last inspection there have been changes in the senior leadership team, including the appointment of two new deputy headteachers.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Charborough Road Primary School provides its pupils with a good and improving education. The school also has some outstanding features. For example, pupils are extremely well safeguarded while at school due to the implementation of exemplary procedures to protect them, they are exceptionally well aware of what constitutes a healthy lifestyle and they are keen participants in regular physical exercise.

The school has worked hard to consolidate previously good performance. Concerted efforts have resulted in pupils reaching high levels of attainment by the time they leave the school. An exceptionally high percentage of pupils reached the nationally expected level in English, science and mathematics at the end of Year 6 in 2010. A good proportion of pupils also gained the higher level, although results were better in mathematics than in English. The school is fully aware of this and is already implementing clear plans to raise attainment in English. While teaching and learning are good overall, the quality of teaching ranges from satisfactory to outstanding. As a result, the progress made by pupils is still not entirely consistent throughout their time at school.

Charborough Road Primary is a strong and cohesive school community. Pupils take pride in contributing positively to school life by taking on responsibilities such as being 'buddies' to their younger peers. They show excellent levels of care and patience. There are very good links in place between the school and the local community and pupils regularly become involved in community events. However, the school has yet to make enough links with national and international communities to broaden pupils' experience of the wider world.

After a period of significant staff changes, the senior leadership team has now stabilised. The team works well together and has quickly developed a clear picture of what the school needs to do to improve even further. The school's self-evaluation, although at times a little conservative, is thorough and provides an accurate picture of the school's strengths and weaknesses. A diligent approach to improvement has resulted in the school successfully addressing all of the key issues raised at the last inspection and plans are in place for further development. The track record of improvement is impressive and the school has a good capacity to improve further.

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

- Develop the consistency of teaching to ensure all pupils make good progress every year.
- Develop the school's provision for community cohesion to ensure it takes full account of communities across the United Kingdom and beyond and the changing pupil population of the school itself.

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## Outcomes for individuals and groups of pupils

2

Pupils often enter the school with skills and attributes which are below the levels expected at their age. They make good progress in Reception and Key Stage 1 so that by the end of Year 2 they reach levels of attainment broadly in line with national expectations. In the majority of lessons observed, pupils made good progress but there were a few lessons where the pace was slower and pupils did not make the maximum amount of progress within Key Stage 2 and the resource base. However, overall levels of attainment have increased over the past three years so that by the end of Year 6 they are now high. Generally good targeted support in the resource base and throughout the school means that the majority of pupils with special educational needs and/or disabilities also make good progress. Overall, pupils within the school enjoy their learning and achieve well.

Pupils report that they feel safe in school and that they know how to keep themselves safe. Behaviour is good, both in lessons and around the school. Pupils understand the boundaries that are set for them and usually comply willingly with these. For example, they move safely around the school and keep to the correct side of the corridor. Teaching assistants are used well to support pupils' behaviour in lessons and are skilled at intervening appropriately to reinforce expectations. Just occasionally pupils do not respond promptly to requests made by the teacher, for example when they are over excited, and the noise levels are high during physical activity.

Pupils enjoy plenty of robust physical activity in regular physical education lessons, playtimes and extra-curricular activities. Older pupils enjoy taking part in football activities provided by a local football team. Pupils explore the impact that exercise has on their bodies as they monitor their heart rates. They have a good understanding of how to eat healthily and enjoy taking part in the 'Lets Cook' project. They understand where food comes from as they grow their own food in the school garden, which they then cook in the purpose-built, family-style kitchen. A large majority of pupils say that their school helps to keep them healthy.

Pupils make a very strong contribution to the school community through the school council and by undertaking extra responsibilities such as managing technical equipment in assembly. They are aware of issues which affect the school community and have a developing understanding of the needs of differing faiths and cultures.

Good support is in place to enable pupils with special educational needs and/or disabilities to integrate and become part of the relevant year group once they are able to. Pupils who have particular talents, for example in mathematics, are supported well to excel.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is good overall due to close monitoring by senior leaders. In the good lessons observed teachers' sharp use of assessment throughout the lesson ensured all pupils made progress. Other good features included activities which were accurately planned according to pupils' different abilities, lesson objectives that were clear and specific to the needs of pupils and the effective integration of pupils with special educational needs and/or disabilities. Teaching was less effective where lesson objectives were not sufficiently targeted to the needs of pupils, where the pace was slow, where opportunities for pupils to clarify their ideas and extend their vocabulary were not maximised or where teachers' questioning was not sharp enough to ensure pupils learnt as much as they could.

Assessment processes are well embedded and tracking is used extremely effectively so that teachers have a good picture of what pupils have learnt. Good use is also made of assessment data to identify pupils who may be at risk of underachieving and effective strategies and intervention programmes are adopted to ensure they begin to catch up. Effective marking, which follows the school policy, gives pupils good feedback and makes it clear what steps they need to take to improve or where they need to revisit ideas. Targets are clearly recorded in pupils' books and they know what they are trying to achieve.

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The curriculum is exciting and special themes such as 'The World Cup' and 'Fit for life' weeks engage the pupils. Provision for music and art is strong. Good links are made across the curriculum. For example, pupils learning about the Second World War watched an old Path News clip on the computer to learn about the jitterbug and then had the opportunity to practise and learn the steps in physical education.

The school provides pupils with good care, guidance and support. The school 'goes the extra mile' for vulnerable children and for parents who may be nervous of engaging with the school. The appointment of a parent mentor has had a very positive impact on reaching potentially vulnerable families. The breakfast club provides pupils with a good start to the day. It is well managed and is an asset to the school. The school has raised expectations regarding attendance and has tackled issues sensitively. 'Alfie' the attendance bear is a very good incentive for class attendance and pupils take pride in getting personal recognition for 100% attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school is led by a dedicated headteacher who shows a huge commitment to improving the progress and attainment of the pupils at her school. She has a clear vision for the school which is shared by a strong senior leadership team. The headteacher shares her expertise widely, working with other schools as well. Good progress has been made in addressing the key issues which were raised at the last inspection. As a result, good use of pupil performance data and clear targets now help to ensure most pupils progress rapidly. High morale and a commitment to improvement are evident at all levels across the school; the school has a cohesive and happy staff team. Clear plans are already in place in order to develop all areas of provision, including the resource base, and staff are provided with good support in order to develop professionally.

The governing body knows the school well and has a good insight into what steps are needed to bring about further improvement. Its members provide the school with appropriate levels of challenge which is well balanced with support when needed. While the governors have developed a plan to address the gaps that remain in developing pupils' understanding of wider communities this is not yet focused enough to drive rapid improvement. Safeguarding systems are extremely robust and exceed expectations. Staff are well trained in child protection issues and both the designated person and safeguarding governor are extremely knowledgeable. The implementation of clear policies, strategies and procedures means that pupils are kept extremely safe. All pupils are fully included in the school as a result of the good focus given to inclusive practice.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the school with levels of skill which are often below that expected of their age group, but they make good progress and quickly start to catch up. Good use is made of transition information which gives the school a holistic picture of each child. Links made with local pre-schools and home visits help children settle into school life. Pupils who are emotionally vulnerable are offered good support through attendance in the nurture group. Effective systems are in place to assess children's starting points and their subsequent progress. Information about children's interests gained through communication with parents and staff's observations is used well to plan a curriculum which stimulates children and meets their individual needs.

Good teaching and strong provision support children's progress well. The classroom provides children with a very good range of easily accessible activities which promote all areas of learning. Teachers are creative in their support of children's learning. For example, when an 'alien' came to speak to the children they found it needed help to pronounce words correctly. The outdoors is used to good effect and fully reflects the curriculum. However, while children in the Reception class are able to flow freely between the outdoor and indoor classroom, children in class 1 are not afforded the same ease of access.

The Early Years Foundation Stage is led by a strong, recently-formed team who work well together and meet regularly to plan their teaching. Good systems are in place to evaluate the effectiveness of provision and a clear, realistic action plan is in place to develop provision further.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are highly supportive of the school. 'It's an exciting place to learn', 'teachers are working hard' and 'Charborough Road is wonderfully child-centred' are typical of the comments made. Respondents overwhelmingly agreed that the school keeps their children safe and the vast majority confirmed that their children enjoy school. Inspectors fully endorse these and the other positive comments made. The negative issues raised were few. A small percentage of parents thought their children were not making enough progress. The inspectors looked at this carefully during the inspection and found that the rates of progress, while good overall, were not entirely consistent across the school. A few parents and carers also raised concerns about levels of playground safety at the end of the school day. The inspectors also considered this carefully and found that appropriate steps are taken, as staff are present in the playground at the end of each day.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charborough Road Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	63	29	35	2	2	0	0
The school keeps my child safe	54	64	30	36	0	0	0	0
My school informs me about my child's progress	32	38	46	55	5	6	0	0
My child is making enough progress at this school	33	39	43	51	7	8	0	0
The teaching is good at this school	42	50	40	48	2	2	0	0
The school helps me to support my child's learning	44	52	32	38	3	4	0	0
The school helps my child to have a healthy lifestyle	42	50	40	48	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	42	39	46	3	4	1	1
The school meets my child's particular needs	40	48	39	46	4	5	1	1
The school deals effectively with unacceptable behaviour	34	40	40	48	4	5	1	1
The school takes account of my suggestions and concerns	38	40	42	50	7	8	0	0
The school is led and managed effectively	49	58	32	38	0	0	0	0
Overall, I am happy with my child's experience at this school	50	60	32	38	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



1 October 2010

◆ Dear Pupils

◆ Inspection of Charborough Road Primary School, Bristol BS34 7RA

◆ I am writing to say how much we enjoyed visiting your school and seeing all the exciting things you are learning. Thank you to those of you who came to speak to the inspectors. We could see how hard you have all been working and how really well you are all doing with your reading, writing, science and mathematics.

◆ Your headteacher and all your teachers do a great job and give you lots of interesting things to do in school which you really enjoy. We saw that teachers and their assistants keep a close eye on each of you and make sure you are safe. They also make sure that they help you to be very healthy. We agree that you should be very proud of how you help each other and the teachers. We also agree that you go to a good school that cares for you very well.

◆ We asked your teachers and governors to do two things to help make your school even better. Firstly, we asked them to make sure that all lessons are as good as the best. This will make sure you all learn as much as you can. Secondly, we asked them to make sure they help you to learn about people who live in other parts of the United Kingdom and those who live in other countries.

◆ You can help your teachers by continuing to work hard. I hope you continue to enjoy your learning at Charborough Road Primary School.

◆ Yours sincerely

◆

Jane Burchall

Her Majesty's Inspector

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