

Frenchay Church of England Primary School

Inspection report

Unique Reference Number	109178
Local Authority	South Gloucestershire
Inspection number	356495
Inspection dates	9–10 March 2011
Reporting inspector	Michael Merchant

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Alan Jocelyn
Headteacher	Sandra Allen
Date of previous school inspection	11 June 2008
School address	Churchside Frenchay South Gloucestershire BS16 1NB
Telephone number	01454 868181
Fax number	01454 868182
Email address	FrenchayPrimary.school@southglos.gov.uk

Age group	4–11
Inspection dates	9–10 March 2011
Inspection number	356495

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The majority of the inspection time was spent looking at learning. Eight lessons or part lessons were observed, taught by six different teachers. Meetings were held with pupils, members of the governing body, representatives of the local authority, staff and the headteacher. Inspectors observed the school's work, and looked at a range of documentation including 54 questionnaires from parents and carers, the school's records of pupils' attainment and progress, school policies including safeguarding documentation, the school development plan, and 63 questionnaires from pupils and 10 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of strategies to improve attainment, particularly in writing.
- The accuracy of teacher assessments and the use of assessment information to plan further steps in learning.
- How well the school supports those pupils with particularly low levels of prior attainment and those who join the school mid-way through the school year.
- The impact of actions taken by the school's leaders and managers to raise the quality of teaching and learning.

Information about the school

This school is smaller than the average primary school. While most pupils are local, a significant minority travel some distance to school from the surrounding area. The vast majority of pupils are of White British backgrounds. A broadly average proportion of pupils have special educational needs and/or disabilities, covering a wide range of needs. Most classes contain two year groups. The school has achieved the Healthy Schools award and there is a breakfast club on the site. Since the last inspection there have been significant staff changes affecting most classes in the school.

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

Frenchay Church of England Primary School provides a good education for its pupils, which fully reflects its Christian ethos. It enables them to make good progress in both their academic and personal development. The leadership and management of teaching and learning are strong. As a result, despite many staff changes, teaching is good and is still improving. Pupils are learning well in the classroom and are catching up the lost ground made in previous years.

Children get a good start in Reception. By the end of Year 6 attainment is broadly average and pupils achieve well. The school has done well to reverse the downturn in attainment seen in 2008. Care, guidance and support for pupils are good as are safeguarding procedures. The curriculum is imaginative and exciting, and supports pupils' personal development well. As a result, pupils' spiritual, moral, social and cultural development is good and pupils keep themselves healthy and say they feel exceptionally safe.

Pupils with special educational needs and/or disabilities receive very good support, ♦ in class, in small groups or individual tuition sessions, which enables them to make good progress in their learning. Teachers skilfully use questioning in lessons to promote learning and to analyse and improve pupils' performance. Teachers mark books carefully and regularly. As a result, the advice teachers give to pupils on how to improve their work is effective and most pupils are clear about the next steps in their learning. In a minority of lessons, learning is held back because teachers do not always ensure that pupils are given sufficient time to work independently, to learn in an active way or to talk about their findings. Staff recognise that they have not yet sufficiently fine-tuned the use of assessment information so that the tasks they set in lessons provide maximum challenge for the potentially high-flying pupils. ♦

Relationships within the school are excellent, and the partnership with most parents and carers is strong. There are, however, differing views among parents and carers. The vast majority hold the school in high regard and commented on their children's good progress and the care and attention shown by all staff. However, there are a few parents and carers who expressed misgivings about the school and who, despite the many newsletters and updates, do not have a full picture of what is happening in the school. The school agrees this is an issue that must be tackled.

Even though the school already has many good features, staff and the governing body know that there is still more that can be done to lift pupils' attainment even further. The senior leaders' evaluation of teaching is highly perceptive, and a wide range of strategies are used to give the school a good understanding of how it needs to improve. This has led to significant improvements to teaching, pupils' achievement and the curriculum since the last inspection and the capacity to improve further is good.

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

What does the school need to do to improve further?

- Ensure that a higher proportion of teaching is consistently good or better so that all pupils can make exceptional progress by:
 - ensuring that teachers specifically use assessment data to plan for and extend the learning of the highest attainers at a consistently challenging pace throughout lessons
 - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.
- Ensure more effective communication with all parents and carers so that they are fully aware of all that is happening in the school and the opportunities their children have.

Outcomes for individuals and groups of pupils

2

Children join the Reception class with skills and abilities, particularly their language, communication and social skills, which are below those expected for their age. The work seen by inspectors confirms that pupils are working at broadly the levels expected of them. Key to this success is the introduction of rigorous procedures for monitoring and evaluating the progress of each pupil towards challenging targets. ♦Pupils make good progress and achieve well because they are keen to do their best, work purposefully in lessons and greatly enjoy what they are doing. This enjoyment stems from the good rapport they have with each other and their teachers. In a fast paced Year 5/6 numeracy lesson, all groups of pupils made good progress in developing their number skills and really enjoyed the challenge of the task. Attainment is sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels, and some have difficulty in solving higher level written number problems.

There is very little difference in the progress made by the various groups of pupils, because the school is very conscious of their individual needs. For example, the school works very effectively to support pupils with special educational needs and/or disabilities, those with particularly low levels of prior attainment and the very high number who join the school mid♦way through the school year. Detailed plans to support these groups, coupled with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates.

Behaviour is good and has significantly improved. Pupils look after each other, and also support each other's learning. For example, Year 6 pupils act as playground buddies and mentor new arrivals to the school. The school council is very active. Pupils eagerly take advantage of the many opportunities to participate in the community and are very well informed about other people's needs. They develop impressive social and interpersonal skills and relish working collaboratively. This, together with secure and improving standards in the key skills in English and mathematics and their high attendance, means that they are well prepared for the next stages of their lives.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Typically, lessons are fast-paced and productive. Teaching is lively, tasks and concepts are clearly explained, and activities provide effective challenge so that most pupils learn at a swift pace. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of 'talking partners', drama, role play and letters and sounds (phonics) activities helps pupils to make good progress in their speaking and writing. Pupils have a good understanding of the quality of their work and what they need to do next in order to move forward. Learning is sometimes held back because all pupils work at the same pace, as directed by the teacher, and this leads to insufficient challenge for the more-able pupils. Teachers sometimes talk for too long when explaining activities and key concepts which limits the time pupils are actively and independently learning, resulting in slower progress and less time for pupils to articulate and build upon what they have learnt by the end of the lesson.

The school has recently revised its curriculum to make it more exciting and creative. The thematic approach provides many opportunities for pupils to practise their basic skills. However, the school has not yet fully evaluated the impact of this on the pupils' learning and has not ensured, for example, that pupils have opportunities to develop longer pieces of writing across all themes. The use of information and communication technology is fully integrated into all topics and the use of the internet means that pupils have a wide range

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

of opportunities to further extend their learning. An excellent range of out-of-school activities provides pupils with many additional opportunities to enhance their learning.

The atmosphere in the school is warm and welcoming and this encourages pupils who may feel vulnerable and those new to the school to feel secure. Pupils greatly enjoy the breakfast and after-school clubs which contribute well to their social skills. ♦ Individuals speak with great feeling about how the school has helped them overcome barriers and improve. One new pupil said, 'I have been to lots of schools and this one is the best because I feel safe and happy here.' Pupils are confident that they will get good advice. Detailed plans identify the strategies that will be adopted for pupils with special educational needs and/or disabilities and links with outside expertise are effective. Induction programmes are very effective for those who arrive throughout the year and those starting in the Reception class.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has tackled weaknesses tenaciously and swiftly reversed a recent downturn in attainment. This could not have occurred had not staff at all levels shared her vision and ambition to further improve standards and accelerate pupils' progress. Senior leaders track pupils' attainment closely, and ensure class teachers are aware of anyone in danger of falling behind. Expectations of what pupils can achieve are high, but the team acknowledges that there are still a few pupils who could achieve even more, especially in the more advanced level of writing. There is good commitment from all staff to achieve the best for all the pupils. Monitoring of teaching and learning is good and ensures that specific priorities for improvement are identified clearly and addressed swiftly, ensuring that pupils' good progress is sustained. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through careful monitoring and well-directed support. Outcomes for all groups of pupils, given their different starting points, are broadly similar, indicating that the school's commitment to equal opportunities is translated into practice.

The effectiveness of the governing body is good. Good use is made of the governing body's professional knowledge and members hold the school to account in a challenging but supportive manner. All safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work.

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

Leaders ensure that pupils are developing into caring citizens who respect and value the views of others, and that a set of common shared values is embedded in every child. There is good involvement with the local community and a growing range of links with schools in other countries. Leaders recognise the need to strengthen aspects of community cohesion by forging links with other schools in more ethnically and socially diverse areas in the United Kingdom.

The school values parents' and carers' views, takes them seriously and endeavours to respond swiftly, which parents and carers appreciate. However, it was clear from the parent and carer questionnaire returns that, despite the school's best efforts, some parents and carers are still unclear and lack confidence about aspects of the school's provision. Partnerships with outside agencies such as the police, different religious groups, and health professionals are well developed.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle into the Reception class quickly, are keen to learn, readily play together and are very well behaved. Staff provide very well for children's welfare. The excellent space for the youngest children is used to good effect. It is effectively organised and well resourced, bright, airy, safe and secure. Inside spaces are fresh and clean, with clearly marked labels on drawers and containers so that children can find and put away equipment independently. The outside area offers much and is well used by adults to help develop children's climbing and clambering skills. Adults plan and organise activities well but some activities could be further enriched, such as those for creative role play or writing. Very good records are kept of children's achievements, in photographs, notes and samples of children's work. However, this information is not always used rigorously enough to ensure that next steps in learning are sharply focused on children's differing

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

needs. The children move into Year 1 working securely towards their early learning goals and this represents good progress in relation to their starting points.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The large majority of questionnaires showed that parents and carers are satisfied with the school, and several commented on its improvement. All parents and carers who responded to the questionnaire say that the school keeps their children safe and most are happy with their children's experience at the school, think their children enjoy school, that teaching is good and their children are making good progress. However, a number of questionnaire returns had a range of concerns particularly regarding the way the school helps parents and carers to support their children's learning. The school accepts that it could do more to work with parents and carers in this respect. While most parents and carers feel that unacceptable behaviour is effectively dealt with, a small minority expressed concerns. The inspection findings are that behaviour is good in and around the school. Although a very few pupils do occasionally present challenging behaviour, this is dealt with well. Any more serious incidents, which are few and far between, are fully documented and parents and carers are informed and consulted. The questionnaire responses show the school needs to communicate better with parents and carers, particularly about how well their children are doing and what the school is doing to support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frenchay Church of England 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	63	14	26	5	9	1	2
The school keeps my child safe	40	74	14	26	0	0	0	0
My school informs me about my child's progress	20	37	29	54	3	6	0	0
My child is making enough progress at this school	18	33	26	48	3	6	4	7
The teaching is good at this school	17	31	28	52	3	6	3	6
The school helps me to support my child's learning	20	37	21	39	9	17	0	0
The school helps my child to have a healthy lifestyle	20	37	31	57	1	2	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)	14	26	26	48	4	7	4	7
The school meets my child's particular needs	19	35	24	44	5	9	3	6
The school deals effectively with unacceptable behaviour	10	19	35	65	7	13	2	4
The school takes account of my suggestions and concerns	12	22	31	57	2	4	5	9
The school is led and managed effectively	14	26	29	54	4	7	3	6
Overall, I am happy with my child's experience at this school	25	46	20	37	3	6	3	6

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



11 March 2011

Dear Pupils

Inspection of Frenchay Church of England Primary School, Bristol BS16 1NB

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and are proud of how well you are doing. You are right to be pleased, because it is a good school. Here are some of the really good things we found out about it.

- You get off to a good start in Reception and you make good progress as you pass through the school. By the time you leave at the end of Year 6, you reach standards in all your subjects that are similar to and sometimes higher than those in most other schools. This is because your teachers teach you well and you also work hard.
- You behave well, both in class and out in the playground. You get on well with the other pupils and look after each other.
- The headteacher and governors are good at running the school and understand well how they could make it even better.
- You have a good understanding of how to live healthy lives and feel very safe in school.
- Your teachers work hard to plan interesting lessons and always mark your work carefully.

Even though you go to a good school, your headteacher, governors and staff want the school to get even better. They will be working to make sure that more of you make even faster progress by planning work for you that is at the right level of challenge and making sure that you are able to learn more things on your own. We have also asked the school to work more closely with your parents and carers so that they have a better idea of how well the school is doing and can help you in your learning.

You can help your school to do even better by always working as hard as you can. Good luck for the future. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Michael Merchant

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.