

Little Mead Primary School

Inspection report

Unique Reference Number	134863
Local Authority	Bristol City of
Inspection number	360646
Inspection dates	16–17 March 2011
Reporting inspector	Colin Lee

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	359
Appropriate authority	The governing body
Chair	Elizabeth Powell
Headteacher	Barbara Daykin
Date of previous school inspection	14 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons taught by 16 teachers. They observed the school's work and looked at the school's data on pupils' attainment and progress, the school development plan, school planning documents and procedures for keeping pupils safe. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors analysed 84 questionnaires completed by parents and carers, as well as speaking to a group of parents.

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

- The impact of initiatives to improve pupils' attainment and progress in mathematics.
- The extent to which provision for the more able pupils helps them reach their full potential.
- The action being taken by leaders and managers to evaluate the impact of the curriculum on pupil outcomes.

Information about the school

The school opened in September 2006 and a continuing rise in numbers on roll means it is now an above average-sized primary school with a nursery with 30 full-time places. Nursery children are taught in two groups, each attending for two and a half days a week. Pupils in other years are taught in two classes in Reception and Years 1, 2, 3 and 4, and three mixed-age classes of Years 5 and 6. The large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average as is the proportion with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is well above the national average. The school has received awards for several aspects of its work, including the Healthy Schools Plus and International Schools Intermediate awards.

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

This school has now established itself as a provider of a good quality of education. There are outstanding features in aspects of leadership and management and in the provision for the Early Years Foundation Stage. Pupils achieve well, they make good and sometimes outstanding progress, and levels of attainment are rising steadily. These outcomes are recognised by parents and carers, who have great confidence in the school and confirm the improvements they are seeing in their children's enjoyment of school and the progress they are making. The school has worked hard and extremely successfully to engage parents and carers in the life of the school and in supporting their children's education. The success of this is seen in the excellent contribution made by increasing numbers of parents and carers, as well as other members of the local community, to school activities. This gives the school itself a strong sense of community and there is an obvious collective pride in the school. Much of this is due to the headteacher's outstanding leadership, which provides a constant and excellent drive for improvement that is shared by all and has led to many improvements since the last inspection.

The quality of teaching is good and constantly improving due to the excellent management of this aspect of the school's work. This improved teaching is having a marked effect on pupils' attainment, which matches the national average by the time they leave in Year 6. Pupils' personal development has many good features, including their behaviour. The school works tirelessly with pupils and families to raise the level of attendance. It is now average, which represents a significant improvement over time. Pupils place great emphasis on helping others. They love physical activity and have a good understanding of its importance as well as the need for healthy eating as the basis for a healthy lifestyle. Pupils say that they feel very safe at school. They have been given a variety of responsibilities and the enthusiasm they show for these tasks is resulting in them making a good, valued contribution to the school community.

Teachers generally use assessment well, both for measuring pupils' starting points and then for regular checking of their progress over time. However, there are variations between teachers in the effectiveness of their assessment of pupils' learning and progress in lessons. This affects the quality of learning which, although good overall, is sometimes reduced where pupils are not given specific targets for improvement in literacy and numeracy or the overall aim and the purpose of activities in lessons are not explained clearly enough. Senior leaders have been quick to recognise this and are now working successfully on enabling staff to share good practice. Teachers make good use of the whole curriculum for extending learning in basic skills. Pupils very obviously enjoy the learning opportunities provided by the school's good curriculum. ♦

Equal opportunities and tackling any form of discrimination are at the heart of the school's ethos. Leaders' and managers' promotion of these values is one of the outstanding

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features of the school. This results in all groups of pupils, including pupils known to be eligible for free school meals, making at least good progress and is a key factor in the outstanding quality of care, guidance and support given to every single pupil. There is a significant number of pupils whose circumstances make them vulnerable. The school is an example of best practice in the way it works closely with other agencies in order to meet the needs of these pupils and their families.

There is a well-planned programme for monitoring and evaluating all aspects of the school's work. This means that the school knows itself well. Governance is good. The governing body has good working relationships with staff and governors have ensured that important responsibilities, such as safeguarding, are secure and highly effective. Pupils' attainment is rising rapidly and their progress is accelerating, and staff are constantly evaluating provision in order to make further improvements. This points to the school having a good capacity for improvement in the future.

What does the school need to do to improve further?

- Raise attainment, and move pupils' learning and progress from good to outstanding by:
 - setting individual targets for all pupils to work towards in their development of literacy and numeracy skills
 - ensuring that pupils always have clear understanding of the learning objectives of lessons and of activities within lessons.

Outcomes for individuals and groups of pupils

2

Many pupils have an obvious love of learning and talk excitedly about their work. A group of Reception children were keen to show an inspector their collages of fruit and vegetables and were quick to explain how important it is to eat these. Such enthusiasm was also evident when some Year 5 and 6 pupils showed their mathematics work from a previous lesson and explained how this learning helped them with their current task. These are signs of the very positive attitudes that pupils have about what they do in school.

Children's attainment is generally very low when they start in the nursery especially in their personal, social and emotional development and their language development. The school has high expectations of the progress to be made by all pupils, and the vast majority are meeting these expectations. Progress is consistently good in reading and writing. It is also now good in mathematics, which is currently a main priority in the school's improvement planning. Initiatives have had an immediate effect, with rates of progress increasing and attainment rising quickly in all year groups. Pupils show a capacity for hard work. Those with special educational needs and/or disabilities work equally hard, whether they have adult support or work independently, and their progress is equally good.

Pupils' feeling of being completely safe in school reflects not only the high quality of care but also pupils' consideration of the needs of others. Those with special responsibilities, for example as school and eco councillors, play leaders or reading buddies, are very conscientious. Others take on responsibilities without being asked, for example, by regularly checking on the school's chickens. The school's focus on developing pupils' cultural awareness is giving them a very good understanding of their own as well as other

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cultures and faith groups. The outcomes in pupils' personal development and their improving basic literacy and numeracy skills mean that pupils are satisfactorily prepared for the next stage in their education and their future economic well-being.

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	2
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	3
Taking into account:	
Pupils' attendance ¹	3
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?

There is a consistency of good teaching throughout the school. Some teaching is outstanding and this has a marked effect on progress, as was seen in mathematics in Years 5 and 6 and in the very rapid gains in personal and social skills in the Nursery.

Teachers plan the content of each lesson so that it builds carefully on the pupils' prior learning. Pupils are provided with learning activities that are closely matched to their abilities and needs, ensuring that the more able are suitably challenged and achieve well. The thorough checking of pupils' progress over time leads to a quick reaction to underachievement by any pupil. Programmes are immediately put in place to address the pupils' needs. Such intervention proves very effective and the pupils quickly catch up.

The curriculum is innovative and creative and follows a programme of topics that are covered by all classes at the same time. The topic sequence is planned so that there is a gradual progression in pupils' learning of skills in the different subjects, for example, in the use of different sources for research in history, or the fieldwork skills in geography. Topics focus on personal development outcomes as well as subject knowledge. The depth of

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knowledge pupils acquire in the 'You are what you eat' topic helps their understanding of healthy lifestyles and this has helped the school achieve the Healthy Schools award. Similarly, studies of other countries, and pupils' correspondence with Indian pupils, have contributed to the school receiving the intermediate level of the International Schools award. Teachers maximise opportunities for pupils to apply their learning in literacy, numeracy and information and communication technology (ICT). There is an excellent range of clubs and activities outside the school day. Take-up of these activities is good and all provide a popular extension of good learning opportunities for pupils. ♦

The outstanding quality of pastoral care, guidance and support has considerable impact on pupils' personal development, particularly their social skills. The needs of the many pupils whose circumstances have made them vulnerable are fully met and there is extra help and support for these and all other pupils whenever they need it. The school works very closely with families, providing support for any parents or carers seeking help or advice.

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	1

How effective are leadership and management?

The headteacher and senior leadership team lead and manage the school very effectively and this has resulted in significant improvements since the previous inspection. The meticulous planning of all aspects of provision, and a drive for school improvement, lead to many successes. One of the most significant is the outstanding home-school partnership that has developed over time. There is excellent communication with parents and carers, keeping them fully informed of school events and developments, of pupils' progress and of how they can support the pupils' learning. Parents and carers have responded by becoming actively involved in the school in a variety of ways. A very active parent forum provides constructive feedback on aspects such as school policies. The help of the many reading volunteers is one of the reasons for pupils making such good progress in reading. Helpers show the same concern for pupils' welfare as school staff, as was exemplified by a parent's guidance on the safe use of tools to pupils in the gardening club. ♦

Senior and middle leaders monitor teaching and learning very thoroughly and the effectiveness of many teachers has improved greatly as a result of feedback and guidance. Teachers work in small teams which plan, monitor and evaluate the different aspects of the curriculum. This provides continuous, very effective checking of the impact of the curriculum on all aspects of pupils' learning and development. The school's outstanding promotion of equal opportunities ensures that no member of the school community

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experiences any form of discrimination and that all pupils experience the same good quality of provision and are helped to make good progress. The school promotes community cohesion well. Pupils have quickly become involved in activities in the local community and the school is developing links with several schools overseas. The school is working closely in partnership with other schools and professional and community organisations and this has a good impact on provision. ♦

Governors have good strategies to make them fully informed about the day-to-day life of the school. Governance is clearly focused on evaluating the school's provision and its impact on pupils' attainment, learning and progress. The governing body ensures that safeguarding arrangements are thorough and that staff are appropriately and regularly trained in attending to health and safety, risk assessment and child protection issues.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
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 in the Nursery and Reception classes are taught in three separate classrooms but share an excellent, large, well-resourced outdoor learning area. These indoor and outdoor spaces are a very stimulating learning environment. There is close cooperation between staff and all show high levels of concern for all children's welfare. Children experience a rich curriculum in both year groups that results in tremendous enjoyment of school. The children are inquisitive and love learning new things. They talk excitedly about their discoveries. Their learning opportunities are carefully planned to provide a balance of indoor and outdoor learning and they move to and fro between these environments throughout the day. In all areas of learning, there is constant assessment of children's learning by recording observations of their successes and areas for development. ♦

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The outstanding provision is helping the large majority get close to average levels of attainment by the end of the Reception Year. Overall, outcomes are good in relation to the typically low starting points. There is a high proportion of pupils with special educational needs and/or disabilities in current Reception classes. With excellent support from teachers and teaching assistants, these children are making the same good or better progress as their peers.

The good outcomes and outstanding provision are the product of high quality monitoring, evaluation, and collective action by all staff, who are led and managed exceptionally well. Together they ensure that all children have an ideal start to school life. ♦ ♦

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There were 23% of parents and carers who returned the questionnaire. This is quite a low return rate but may have been influenced by the school issuing its own questionnaire a week before the inspection. The vast majority of parents and carers are very happy with the school and levels of satisfaction are well above average. Parents and carers see many strengths and are particularly appreciative of how the school keeps their children safe and keeps them informed of their children's progress. A small minority show a concern with how unacceptable behaviour is dealt with. Inspectors judged behaviour to be good and all staff's behaviour management to be consistent and effective. Those questionnaires that had additional positive comments referred to their children's enjoyment of school and the way in which the school has helped children with special educational needs and/or disabilities. Inspection evidence leads inspectors to endorse these positive views. A very few comments related to a minor concern that was specific to the respondent. The inspection team is unable to comment on these individual cases.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little Mead 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 359 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	73	21	25	2	2	0	0
The school keeps my child safe	59	70	24	29	0	0	0	0
My school informs me about my child's progress	57	68	25	30	0	0	0	0
My child is making enough progress at this school	53	63	30	36	1	1	0	0
The teaching is good at this school	58	69	25	30	0	0	1	1
The school helps me to support my child's learning	56	67	28	33	0	0	0	0
The school helps my child to have a healthy lifestyle	48	57	34	40	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)	39	46	40	48	1	1	0	0
The school meets my child's particular needs	42	50	37	44	0	0	1	1
The school deals effectively with unacceptable behaviour	37	44	38	45	5	6	0	0
The school takes account of my suggestions and concerns	42	50	36	43	3	4	1	1
The school is led and managed effectively	57	68	25	30	1	1	0	0
Overall, I am happy with my child's experience at this school	56	67	25	30	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



18 March 2011

Dear Pupils

Inspection of Little Mead Primary School, Bristol BS19 6DS

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking to you and listening to your views. We have taken these views into account in writing this report. Little Mead Primary School is a good school, with some things that are outstanding. Here are some of the main findings from the report.

- You said how much you enjoy school and we saw this in your enthusiasm in lessons and your ability to work hard.
- All of you are making at least good progress. We think you can make even more progress in literacy and numeracy. We have asked all teachers to set you individual targets to help your learning, and to explain what all the work you do in lessons is going to help you to learn.
- You are taught well and teachers plan a good curriculum that gives you many exciting learning opportunities.
- Your behaviour is good and we saw how well you all look out for one another. This makes your school a very happy place.
- You do many jobs around the school that help it run smoothly. ♦♦♦
- You say you feel very safe in school ? this is because all the adults do an outstanding job in looking after you and making sure that you get help whenever you need it.
- The headteacher leads and manages the school outstandingly well and all the adults work well together to help the school to improve.

All of you can help your teachers to make Little Mead Primary School an even better school by continuing to work hard and enjoying your learning. Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Colin Lee

Lead inspector

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