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Miss L Munton
The Headteacher
Shirehampton Primary School
St Mary's Walk
Bristol
BS11 9RR

Dear Miss Munton

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Shirehampton Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 27 March 2012 and for the information which you provided during the inspection. Please pass on my thanks to staff and the pupils.

A small number of changes have occurred since the last inspection. The International primary curriculum and the use of critical skills have been introduced to enrich curriculum experiences. A new teacher and a family link officer have been appointed.

As a result of the inspection on 8 December 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements, and the effectiveness of the school in improving pupils' behaviour is satisfactory.

Achievement of pupils at the school

Attainment by the end of Key Stage 1 and Key Stage 2 has been significantly below average for a number of years, including the proportion of pupils attaining the higher Level 3 and Level 5. Differences were apparent in the attainment of boys and girls and standards in writing were lower than in reading and mathematics. The progress pupils made has also been significantly below average. Work seen in pupils' books, lessons and the school's own assessment data indicate that the rate of progress is starting to accelerate, and the gap between the attainment of boys and girls is narrowing. However, progress is inconsistent between different classes especially in developing and using writing skills in different subjects. In mathematics,

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pupils are starting to show better progress particularly in the range of calculation methods and in the way they present their work. Too many pupils do not display a sense of pride in either their work or classrooms. Pupils identified as gifted and talented make rapid progress overall and higher attaining pupils in Year 2 make quick progress in English because of the quality of teaching and high expectations. More pupils are on track to make expected progress and attain levels closer to national averages.

This improving picture is a reflection of the positive actions taken by senior leaders. The International primary curriculum and use of critical skills programme have quickly created more enjoyment and engagement of pupils' learning and their achievement is starting to improve.

The quality of teaching

The school's focus on improving the quality and consistency of teaching is having a positive impact. Leaders at all levels have clearly set the expectations and procedures for use in classrooms, although inconsistency remains in their implementation. For example, all teachers use 'what went well' (www) and 'even better if' (EBI) in written marking, although the quality of comments varies. Where this is effective pupils know specifically their next step in learning and how to improve as well as what to improve, others are too vague or pupils have to interpret comments for themselves. Evidence shows that some pupils are asked to respond to marking. Where they do respond, pupils redrafted work shows improvement. Pupils' literacy and numeracy targets are displayed clearly in their books, although staff miss opportunities to reference these during verbal feedback in lessons and in written comments to help all pupils understand their relevance to learning.

Teachers' use of questioning is mainly good and helps pupils to find alternative answers and extend their own work. In one outstanding lesson, open-ended questions really probed pupils' understanding and set challenging next tasks suitable to their ability. As result, pupils made rapid progress in understanding, identifying and applying nouns and adjectives in their writing. Where teaching is effective work is matched well to meet the needs of pupils with different abilities in one class and to set challenges that help pupils reach their potential. Teachers have increasing opportunities for professional development, including observation of effective teaching, phase planning, team teaching and working with external consultants.

Behaviour and safety of pupils

The school's behaviour policy and classroom procedures have been strengthened. All pupils know and understand the rewards and sanctions, although many say these are not always applied or followed up consistently. Pupils are enthusiastic about the opportunity to earn commendations and most say this motivates them to behave well. Behaviour in lessons is generally good, but deteriorates in classes where expectations are not set high enough. Pupils say behaviour is usually good, although acknowledge that they are sometimes 'naughty' when they know they can 'get away

with it'. The school takes effective actions to monitor and improve behaviour including pupils working with the learning mentor. In successful lessons, pupils listen with respect to others' contributions, display positive attitudes and are keen to participate.

Although improving, pupils' behaviour in the playground is not consistently good because of pockets of over-boisterous play, deliberate interference with others games and not all pupils being willing to help put away the equipment they have used. Year 6 pupils have opportunities to become peer mediators and wear their named sweatshirts with pride. They make an effective contribution in including pupils in play and resolving issues between friends.

The quality of leadership and management of the school

Senior leaders have taken decisive actions since the last inspection that are starting to improve the quality of the school's work, indicating capacity for further improvement. A large number of procedures has been strengthened or introduced, although not all are yet embedded firmly across the school. The quality and consistency of teaching are improving and are starting to have a positive impact on the rate of pupils' progress. The use of assessment and monitoring information by leaders has been strengthened with more robust use of data. Analysis of information by senior and middle leaders enables sharper setting of targets and earlier identification and intervention with pupils falling behind in their progress. Staff are being held more to account for the progress pupils make in their class. Effective procedures are in place to moderate the quality of pupils' work, although occasionally there is over celebration of pupils' poor standards or presentation of work.

The curriculum has been revised successfully with the introduction of the International primary curriculum and critical skills programme this year. Evidence from pupils' work, observations in lessons and through discussions indicate higher levels of engagement and enjoyment in their work. This is beginning to spark enthusiasm and excitement for learning in a broad range of subjects. Pupils are starting to successfully use prior learning in new work. Year 6 pupils particularly enjoyed learning about the impact of oxygen for humans and plants in science and then designing houses to accommodate these needs through their Mission to Mars topic.

The local authority provides effective support. Teachers and middle managers have benefited from a range of professional development opportunities including working with local authority consultants. Senior leaders have been supported well with self-evaluation activities. Staff have also benefited from external consultant support whilst introducing and implementing the new critical skills work into lessons.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Judith Rundle
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in December 2010

- Improve attainment further by developing the consistency of teaching and raise it to a good level so all pupils make better progress.
- Review the effectiveness of the behaviour policy to ensure all children learn to develop more personal responsibility for their actions.
- Further enrich the curriculum to widen pupils' horizons and breadth of experience by increasing opportunities for pupils to develop their creativity and imagination, for example through areas such as information and communication technology (ICT), art and cookery.