

Glenfrome Primary School

Inspection report

Unique Reference Number	108931
Local Authority	City of Bristol
Inspection number	366524
Inspection dates	28–29 June 2011
Reporting inspector	Tony Shield

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Jon Symonds, Kelly Paterson
Headteacher	Susan Eriksson
Date of previous school inspection	24 November 2009
School address	Cottisford Road Eastville BS5 6TY
Telephone number	0117 3772247
Fax number	0117 3772248
Email address	glenfromep@bristol.gov.uk

Age group	4–11
Inspection dates	28–29 June 2011
Inspection number	366524

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

When Glenfrome Primary School was inspected in November 2009, it was judged to require special measures. Subsequently, the school was inspected on three occasions. This inspection was carried out by two additional inspectors. They visited 11 lessons or parts of lessons, and nine teachers were observed. Inspectors held meetings with members of the governing body, a representative from the local authority, members of staff and pupils. They observed the schools work and looked at a range of school documentation, including safeguarding and other policy documents, the school development plan and records of pupils progress. They also scrutinised the schools own analysis of the views of its parents and carers.

These are the areas for improvement identified during the inspection which took place in November 2009.

Take immediate action to rectify the weaknesses in procedures for safeguarding pupils so that pupils are kept safe at all times.

Improve teaching and the curriculum in Years 3 to 6 in order to accelerate pupils progress and raise their achievement.

Improve pupils personal development and well-being by ensuring there are high standards of behaviour and respect for others in lessons and around the school, by developing pupils contribution to the school community, particularly their involvement in identifying shortcomings and making improvements; and by working closely with pupils, parents and community leaders to improve attendance and punctuality.

Embed ambition and drive by rigorously evaluating the impact of the schools provision, particularly the teaching, on pupils progress, development and well-being and taking swift action to bring about improvement; and developing the roles of subject leaders and increasing the accountability of all teachers for pupils outcomes.

Information about the school

Glenfrome Primary School is an average sized primary school. Pupils are from a wide range of ethnic heritages, but with significant minorities from White British, Pakistani, Somali and Afro-Caribbean backgrounds. The proportion of pupils who speak English as an additional language is above average, as is the proportion known to be eligible for free school meals. The proportion of those with special educational needs and/or disabilities is broadly average, although higher in some year groups. These pupils have a range of learning difficulties, including speech and communication difficulties. Some have emotional and behavioural difficulties. The school has several awards reflecting its commitment to promoting healthy lifestyles and a sustainable future.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with Section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Glenfrome Primary is providing a satisfactory standard of education for its pupils and has made positive strides forward since its last inspection. Academic outcomes are improving and measures to accelerate progress further are having a positive impact. The declining trend in reading, writing and mathematics has been reversed, and attainment is broadly average. Teaching has improved and while judged satisfactory, much observed was good. Improvements are the result of confident and effective action taken by the headteacher and all her staff team. With a large number of new staff, and others taking on new roles, the school has a fresh drive for improvement. The school knows itself well and guided by rigorous monitoring and a detailed analysis of performance data, has clear plans for further development. Given its track record in tackling weaknesses and driving improvement, the school's capacity for sustaining its improvement is good.

There are a number of other key strengths and some areas of continuing weakness.

The school's commitment to the care and welfare of each pupil is at its core. Safeguarding procedures are robust. Well-targeted support and comprehensive procedures for the care of individual pupils ensure that all pupils feel safe and are happy at school. There is a high level of trust between pupils and all adults in the school.

Good relationships lie at the heart of the school's approach. The school is a harmonious community and pupils get on well with each other, and effectively targeted work to promote community cohesion is paying dividends. This culture of respect encourages pupils to develop confidence in their ability to succeed. Behaviour is good both in and out of classrooms. Pupils enjoy opportunities to contribute as members of the school council or eco group. They have a good understanding of how to lead a healthy and active lifestyle.

While attendance is rising, for some pupils it remains too low. The school has not fully convinced some parents and carers of the impact of poor attendance on their children's learning.

In the Reception classes, children settle quickly and make good progress. As a result, they are well prepared for entry into Year 1.

Attainment through the school is rising and progress is satisfactory. Standards in writing continue to lag a little behind those in reading and mathematics. Some pupils' skills in handwriting, grammar and punctuation are a barrier to more rapid progress.

In lessons, better teaching has been the key factor in this improvement. Teachers plan interesting lessons within a good curriculum which increasingly makes learning relevant

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

and meaningful. A purposeful climate for learning pervades all classrooms, and behaviour is consistently well managed. Planning is informed by regular and accurate assessment. While much has been done to improve teaching, there is still some variability in the rate of progress some pupils make. Progress slows when information on how well pupils are doing is not used with precision to raise aspirations and challenge pupils to work at levels beyond where they thought they could. The pace of learning also slows when teachers talk for too long, or when questioning is not incisive.

The school works increasingly successfully with parents and carers. Their views are canvassed regularly and they are encouraged to learn how to help their children at home.

Leadership and management at all levels have shown ambition and resolution. The headteacher articulates her vision clearly and others have relished the chance to contribute. Governors are both challenging and supportive, ensuring the school keeps on track.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Further raise attainment especially in writing by:
 - - providing more opportunities for pupils to write for different purposes and in different genres, to write imaginatively and at length and to develop a rich vocabulary
 - - ensuring that pupils skills in handwriting, grammar and punctuation are built on in a systematic way.
 - Ensure more consistently good progress by:
 - - having more consistently high expectations of what all pupils might aspire to and achieve
 - - raising the levels of challenge and making sharper use of assessment at classroom level to set work which builds on individual pupils prior attainment
 - - ensuring lessons have a consistently good pace and that pupils get down to work on their own earlier in lessons
 - - using questions more incisively to correct misconceptions, deepen understanding and build on prior learning
 - - sharing the good practice that exists in the school.
 - Improve attendance further and demonstrate the impact of absence on individual pupils learning and progress.

Outcomes for individuals and groups of pupils

3

Raising attainment has been and remains the schools key priority. Pupils are increasingly confident in manipulating numbers and shape and in using these across the curriculum. Pupils are also able to solve problems by looking for patterns as was evident from a Year 6 lesson observed. While poor spelling and presentation and a limited vocabulary remain a barrier to more rapid progress for some pupils, increasingly pupils are writing accurately

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

and convincingly. Although some variability in the rate of progress remains, this is being ironed out. Pupils with special educational needs and/or disabilities make satisfactory progress and some make good progress following intervention and one to one support. Pupils who speak English as an additional language are well supported at an early stage and soon catch up. There is no significant difference between the attainment and progress of the various ethnic groups and the school is alert to any potential problems through its careful collation and analysis of performance data.

Pupils say they enjoy learning and being at school. However, despite the schools strong promotion of the value of good attendance and tight procedures to follow up absences, a few pupils miss too much schooling. Positive attitudes to learning have been carefully nurtured by the school. Pupils say they feel safe and know how to keep safe. Pupils have a good awareness of the beliefs, feelings and values of others through the schools links with schools elsewhere in the United Kingdom and internationally. The schools award of the Green Flag for its work to promote sustainability and global ecological awareness reflects the strong commitment of the pupils to these issues. Pupils have a keen understanding of right and wrong, and of their rights and responsibilities within the community. Their spiritual, moral, social and cultural development is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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

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

How effective is the provision?

The school has rightly devoted much energy to developing the quality of teaching. As a result, teaching is improving and much is characterised by well-planned lessons and learning which is driven by the pupils themselves. In the most effective lessons, pupils are active participants, working on their own or negotiating in groups. However, this is not consistently the case, and ironing out this variability remains a key priority. While some good questioning prompting pupils to think more carefully about their work was observed, this is uneven. Planning is not always geared effectively to the personal needs of pupils and the range of pupils abilities in the class. Teaching assistants work in partnership with the teachers to ensure pupils with special educational needs and/or disabilities are well supported.

The curriculum has been carefully rewritten. This has successfully encouraged a cross-curricular approach to learning and ensured pupils understand the links between subjects. Basic skills are increasingly being used and applied in different subjects, but pupils have insufficient opportunities to practise their writing skills in different contexts and genres. The curriculum is enriched by a good range of visits, visitors and well-supported extra-curricular clubs. Sometimes whole days are devoted to one topic, such as the global food day when pupils learn to celebrate ethnic and cultural diversity. Provision for pupils with special educational needs and/or disabilities and English as an additional language is well targeted and there are good intervention programmes in reading and mathematics to support those pupils falling behind.

The schools good care, guidance and support contribute strongly to pupils sense of well-being. A strong thread of care for individual pupils binds the school community together. This is best exemplified in the careful attention given to the schools most vulnerable pupils, including new arrivals who speak little, if any, English. This is reflected in the commitment given to removing any barriers to learning. Good practice is adopted and shared. The school is, for example, a lead school, for Gypsy/Roman Traveller education, and other schools with similar issues follow their approach. There are good links with external agencies to ensure pupils have access to specialist support when necessary.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 headteachers ambition and drive are shared by the whole school community. Consequently, leaders and managers at all levels make a good contribution to self-evaluation and school improvement. Initiatives taken during the last year through

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

improvements to teaching have made a significant difference to behaviour and in creating a purposeful atmosphere for learning. The rate of pupils progress has improved sharply and is continuing to get better as challenging targets are used to raise expectations. The school has used external support wisely and has forged good partnerships within the Five Schools Project in which good practice is shared and joint training undertaken. Realistic self-evaluation has been the springboard for these improvements. The governing body fulfils its statutory obligations well and plays a key part in both strategic planning and monitoring. The sensitive support and challenge provided by the co-chairs of the Governing Body and the governing body as a whole have been pivotal to the schools self-improvement.

Policies and procedures to ensure the safety and well-being of pupils are fully in place. Staff undertake regular training to keep themselves up to date and understand their responsibilities in respect of child protection and pupils safety. The school site is secure and the governing body takes its responsibility in this regard seriously. The school understands its social context well and adopted a coherent curriculum programme to encourage community cohesion. Most notably, this has included the development of links with schools with a very different ethnic and social mix.

The school is committed to equal opportunities, tackles any discrimination and looks to get the best from each pupil. Assessment data are carefully monitored and used in pupils progress reviews to plan interventions and strategies to support pupils falling behind. As a result, gaps between different groups are narrowing. Parents and carers are regarded as partners in their childrens education and the school provides opportunities for them to learn how to help their children at home.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

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

Early Years Foundation Stage

A vibrant, well-organised and stimulating learning environment greets children as they enter the Reception classroom. This helps them make good progress from their below average starting points. Spaces, including the outdoor area, are well organised to prompt particular learning, and there is a good balance of adult-led and child-initiated activities throughout the day. There are good opportunities for children to develop across the rich curriculum on offer. One classroom displays the submarine the children had made out of waste materials and they were able to talk about how they had made it. Confident teaching and good questioning ensure children develop their speaking and listening skills well. As a result, children talk confidently to adults, developing their language skills well. They work and play responsibly. Relationships are warm and positive. Adults routinely record individual childrens progress and use these observations to adapt future planning. Parents and carers are fully informed about their childs progress. Leadership and management of the Early Years Foundation Stage are good. There have been clear recent improvements in provision, based on an accurate evaluation of provision, and a clear direction set for future developments.

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

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



30 June 2011

Dear Pupils

Inspection of Glenfrome Primary School, Bristol BS5 6TY

Thank you for your help during the recent inspection of your school. We enjoyed meeting you and talking with some of you. I know you will be pleased to hear that we no longer feel your school needs special support to help it improve. Your work is getting better and better, though there is still work to be done to improve your writing. The school is now judged satisfactory. Here are some of the main findings from the report.

The school takes good care of you. As a result, you say you feel safe and enjoy school. It was really good to see you trying your best in lessons.

Your good behaviour is a key factor in the good progress you make.

Children in the Reception class get off to a good start.

The teachers make sure you have lots of fun things to learn about. The curriculum provides plenty of good opportunities for you to learn.

Although most of you attend regularly, a few of you miss too much school. You should all try your very best to be at school all the time as there is so much to learn about and enjoy.

Teaching is satisfactory overall, although much is good. We have asked the teachers to make sure that the tasks they give you really make you think hard and that you get down to work quickly.

You have a good understanding of how to live a healthy and active life. Many of you take responsible jobs in the school helping out on the school and eco councils.

The school works particularly well with your parents and carers. Everybody, including teachers other adults in school and your parents, are interested in making sure you do your very best.

Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Tony Shield

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.