

# Blaise Primary School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	109118
<b>Local Authority</b>	Bristol, City Of
<b>Inspection number</b>	375357
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Peter Sanderson HMI

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	379
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracy Ring
<b>Headteacher</b>	Kate Rowlands
<b>Date of previous school inspection</b>	17–18 March 2010
<b>School address</b>	Clavell Road Bristol BS10 7EJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 13 lessons taught by 13 teachers and observed an assembly. They held meetings with the Chair of the Governing Body and the chair of a governing body sub-committee, staff and groups of pupils. They also spoke informally to a few parents and carers at the start of the school day. They observed the school's work, and looked at the school's self-evaluation and planning documents, policy documents and pupils' books.

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

- The effectiveness of actions being taken to raise pupils' attainment.
- If actions to improve the quality of teaching and learning have been effective.
- Whether actions to improve pupils' attendance have been effective.
- How effectively leaders and managers, including the governing body, are taking actions to raise pupils' attainment.

## Information about the school

This is a larger than average-sized primary school. The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is similar to the national average, although the proportion of those who speak English as an additional language is half that seen nationally. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils identified as having special educational needs and/or disabilities is below average. The most common needs relate to speech, language and communication difficulties and, behavioural, emotional and social difficulties. Children in The Early Years Foundation Stage are taught in a Nursery class and two Reception classes. The school runs a breakfast club and holds Healthy School Plus status.

When Blaise Primary School and Nursery was inspected in March 2010, it was judged to require special measures. Subsequently, the school received three monitoring visits. At the last monitoring visit, the school was judged to be making good progress.

**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**

**1**

## 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. The school now provides a good education for its pupils.

The school has improved rapidly under the outstanding leadership of the headteacher. She is ably supported by a dedicated and hard-working leadership team. Senior leaders have maintained an unrelenting focus on improving the quality of teaching and pupils' achievement. In this, they have been very successful. The quality of teaching is now good and pupils' rate of progress has accelerated. Leadership at all levels has strengthened. The members of the governing body, ably led, are perceptive and provide the leadership team with good support and challenge. There is a determination and commitment across the school to provide the best possible education for every pupil. The staff are enthusiastic, well motivated and work well together. Lessons are routinely planned around clear learning outcomes, contain a range of activities that actively engage pupils in learning, and questioning is used well to check and develop pupils' learning. In the best lessons, tasks are well matched to the full ability needs of all pupils, particularly the most able, and lessons proceed at a high pace. However, this best practice is not consistently in place across all lessons.

Children get off to a good start in the Early Years Foundation Stage where they settle quickly and make good progress in all areas of learning. The progress made by pupils in Years 1 to 6 has improved substantially since the previous inspection and is now good. As a consequence, the attainment of pupils, across all year groups, has risen significantly. The attainment of Year 6 pupils taking the national Key Stage 2 tests in 2011 was similar to the national average. However, there is some difference in the progress made between subjects and between groups of pupils. For example, progress is better in mathematics than in English. The progress made by boys in writing is below that of girls, although the gap is closing quickly. Higher-attaining pupils do not make such good progress as their middle- and lower- attaining peers, particularly in English.

There is a welcoming, harmonious atmosphere in the school. There is a strong ethos of mutual respect which underpins all relationships. Pupils are known as individuals and their needs are the concern of all staff. Pupils behave well in lessons and around the school. They say they feel safe and appreciate the good care, guidance and support that staff provide. The curriculum has been developed well since the

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previous inspection and now provides pupils with a range of interesting and stimulating activities. This is one reason why pupils' enjoyment of school has increased, and their learning and attendance improved. Pupils' attendance has risen rapidly since the previous inspection and is now average. However, a few pupils are still not attending regularly enough and some are not arriving punctually to school.

The leadership team's proven track record of success in rapidly and significantly improving the quality of teaching and care of pupils, pupils' achievement and behaviour, combined with its robust monitoring, high quality self-evaluation and action planning, demonstrate the school has outstanding capacity for further improvement.

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

- Improve the quality of teaching further from good to outstanding by ensuring that:
  - tasks set in all lessons provide the right level of challenge for all pupils, particularly the more-able, so they achieve as well as they should
  - all lessons proceed at a high pace and no time is wasted.
- Strengthen improvements in attainment and progress in writing, particularly for boys, by extending opportunities for pupils to practise their writing skills across the curriculum.
- Continue efforts to drive up pupils' attendance and punctuality, and help a small minority of families to realise the link between attainment and regular attendance.

### **Outcomes for individuals and groups of pupils**

**2**

Children enter the Early Years Foundation Stage with levels of skills and knowledge below those expected for their age. Attainment at the end of Key Stage 1 and Key Stage 2 have risen substantially since the previous inspection and are now similar to those seen nationally. This indicates that children are making good progress and achieving well from their below average starting points. Pupils made good progress in their learning in nearly all the lessons observed across all the key stages in the school. Pupils enjoy learning, and respond readily to the tasks set for them, especially when they are interesting and challenging. For example, in one Year 5 English lesson, children's sense of curiosity and their imagination were effectively stimulated by studying a piece of art work. They were skilfully encouraged to raise interesting questions about the picture and explore the impact of the picture on their senses and emotions. The activity led to them making good progress in using powerful vocabulary in their creative writing. Although pupils make good progress in both mathematics and English, it is slightly stronger in mathematics. The progress of boys in writing is below that of girls, and high-attaining pupils make less progress

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than their middle- and lower-attaining peers, particularly in English. Pupils with special educational needs and/or disabilities are well integrated into lessons and supported closely by staff to help them make good progress. Pupils known to be eligible for free school meals and those few pupils learning English as an additional language make similar good progress to their peers.

Behaviour around the school and in lessons is good. The school’s involvement in the ‘Rights Respecting’ project is making pupils aware that their behaviour can affect the learning of others, and this is having a positive impact on the way they behave. Pupils’ moral and social development is strong and this is reflected in their tolerance and respect for each other. Those very few pupils whose behaviour can at times be challenging are well supported and managed by staff. Pupils say they feel safe and they generally understand potential dangers. They report that any incidents of bullying are dealt with quickly and effectively by staff. Pupils are given a good grounding in citizenship and in contributing to the community through the range of opportunities to take on responsibility in school, and through their involvement in community events. The Healthy Schools Plus award reflects that pupils have a good knowledge of how to live a healthy lifestyle. Improvements in attendance have been driven by robust monitoring, and effective partnership work with parents and carers. Attendance is now average, although a few pupils still do not attend regularly enough. The leadership team has taken a number of appropriate actions to improve pupils’ punctuality at the start of the school day; this has had a positive impact and pupils’ punctuality is improving. However, some pupils are still not arriving on time. Pupils emerge as confident young people at the end of Year 6, with good personal qualities. However, preparation for the next stage of their education is satisfactory rather than good due to satisfactory achievement in information and communication technology (ICT), average attendance and the lack of punctuality to school of some pupils.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

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

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers are a keen and enthusiastic team who strongly encourage pupils in their learning. They plan lessons well around clear learning outcomes and these, plus what children need to do to be successful in the lesson, are made very clear to pupils. Teachers' classroom organisation is effective in enabling lessons to flow smoothly and relationships between staff and pupils are good. Teaching assistants provide good support to pupils, particularly those with learning difficulties and/or disabilities, which effectively aids their learning. Teachers make learning fun and interesting by actively involving pupils in a range of engaging activities and they ask questions that check and develop pupils' learning well and make them think hard. Teachers generally use their assessment of pupils' prior learning to plan activities that are well matched to their learning needs; however, this is not consistently the case. Progress also occasionally slows if teachers talk for too long or pupils are given too long to complete activities.

A thematic-based curriculum has been introduced well since the previous inspection. As a result, curriculum content is taught through contexts that are both interesting and relevant to pupils. This is having a positive impact on pupils' enjoyment of learning and of school. The impact of the creative nature of the curriculum is evident in the attractive and colourful displays around the school. The thematic topics make effective links between subjects, although opportunities for pupils to use their ICT skills to aid learning across subjects are underdeveloped. Programmes of learning in the earlier years of the school that effectively link letters and sounds are having a very positive impact on developing pupils' basic skills in reading and writing. In order to help more-able pupils reach the higher levels in writing, school leaders have rightly identified the need to provide pupils with more opportunities across the curriculum to write for a variety of different purposes and audiences. A broad range of well-attended extra-curricular activities are having a positive impact on pupils' learning and good personal development.

A strength of the school is the priority given to ensuring pupils' well-being alongside their academic development. Pupils are well known as individuals, and staff go to considerable lengths to ensure their particular needs are sensibly met. In particular, links with external agencies are used effectively to support pupils' learning and well-being. Pupils feel they are listened to and that they can talk to adults if they are worried about anything. The school's breakfast club provides some pupils with a calm and positive start to the day.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has a high sense of ambition for the school. She is highly committed to achieving the best for all pupils and has successfully driven improvement in many aspects of the school since the previous inspection. The senior leadership team share her high expectations and together, they have successfully challenged and improved any areas of underperformance. Morale in the school is high and staff have responded to the challenges set for them with a genuine commitment to improve provision for all pupils. Middle leaders are developing their skills to monitor and evaluate the impact of provision on pupils' outcomes in their curriculum areas. They are steadily becoming increasingly effective in driving improvement. Improvements in teaching have been very effectively driven by robust monitoring linked to a range of professional development opportunities, such as teaching improvement groups, links with other schools and consultant support. Members of the governing body have a good understanding of the school's strengths and areas in need of improvement. They provide senior leaders with an effective level of both support and challenge.

This inclusive school is committed to promoting equal opportunities and to eradicating any discrimination. The realisation of this ambition is demonstrated in the way the school identifies the performance of its various groups and strives to narrow the gaps in their performance. The school promotes community cohesion satisfactorily. Links with local places of worship encourage pupils' understanding of different religions and cultures. Opportunities to raise pupils' awareness of the diversity of faiths, ethnicities and cultures found within the United Kingdom and further afield are planned, but not yet fully in place.

Good procedures for safeguarding and child protection mean that the school ensures the safety of its pupils. Effective procedures for the safer recruitment of staff, regular training opportunities and systematic risk assessments help to ensure that pupils have a safe place in which to learn.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage has improved from satisfactory to good since the previous inspection. Most children enter the setting with skills below those expected for their age, especially in language and communication, and calculation. Good induction procedures ensure children settle easily into the routines of Nursery and Reception Years. They make good progress in their learning so that most children reach levels of skill expected for their age in all areas of learning by the time they enter Year 1. Their good progress is as a result of good teaching, and the excellent relationships with adults and each other.

Children's personal, emotional and social development is good. Children from the Nursery and Reception classes play and work together very well and keep themselves safe. Most of all, they enjoy their learning. For example, in one lesson, a group of children were enjoying working together drawing and retelling the story of 'The Gigantic Turnip' in their own words. There is a good balance of child-initiated and adult-led activities. Children are able to make choices and many decide to use the spacious and stimulating outside areas where a good range of activities covers all areas of learning. In particular, good physical development is encouraged by excellent wooden trim trail equipment.

The leader of the Early Years Foundation Stage provides the setting with clear and purposeful leadership. There is a clear focus on teamworking, ensuring that planning and assessment are thorough, and that play and exploration are purposeful for all. In particular, early intervention for any child with special educational needs and/or disabilities ensures they make similar good progress to their peers. The progress of children is tracked well through regular observations and assessments, and parents and carers are kept informed of their child's progress. Safeguarding and child protection procedures are in place.

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

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

## Views of parents and carers

As this was originally a section 8 inspection, Ofsted did not send out a questionnaire to parents and carers prior to the inspection. Those few parents and carers spoken to at the start of the school day were supportive of the school. They stated that their children enjoyed school and were happy to attend.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

20 October 2011

Dear Pupils



### **Inspection of Blaise Primary School and Nursery, Bristol BS10 7EJ**

Thank you for making us so welcome when we visited your school recently. We really enjoyed meeting and talking to many of you during our visit. As you know, your school has been receiving some extra help called 'special measures'. I am delighted to tell you that your school no longer needs this help because the school's governors, your headteacher and her staff have made some super improvements. I think your school now provides you with a good education. Here is a list of the main strengths of your school.

- Your headteacher leads the school very well. She wants the very best for all of you and other senior teachers give her good support.
- You are taught well and you are making good progress in your learning.
- Teachers provide you with a good range of interesting activities that make learning fun.
- The school is a very welcoming place. Your involvement in the 'Rights Respecting' project has helped you all be respectful of each other.
- You enjoy school, get involved in the activities arranged by your teachers and behave well.
- Staff in the school care for you well and give you good support

Although your school has improved, some things will make it even better. In most of your lessons, you are given activities to do that challenge all of you, and no time is wasted. We have asked the headteacher and staff to ensure that more of your lessons are like this, and in particular, those of you who are more-able are given suitably challenging work. We also think all of you, but particularly boys, should have more opportunities to practise your writing skills in a range of different subjects and for a range of purposes in order to improve your writing. Your attendance and punctuality at the start of the school day have improved well since the previous inspection. However, a few of you are still away from school too much or do not arrive on time. We have asked the school to continue to work with your parents and carers to ensure all of you attend regularly and arrive on time.

I am sure that you will all help by continuing to do your best. For a few of you, remember that if you are not in school you cannot learn well. You cannot help it if you are ill, but try to come to school whenever you can. I wish you every success in the future.

Yours sincerely  
Peter Sanderson  
Her Majesty's Inspector

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