

# Frampton Cotterell Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	109160
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	377883
<b>Inspection dates</b>	13–14 June 2012
<b>Lead inspector</b>	Mike Phipps

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Kingscott
<b>Headteacher</b>	Rosie Brydon
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	Rectory Road Frampton Cotterell Bristol BS36 2BT
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<b>Age group</b>	4–11
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<b>Inspection number</b>	377883



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## Introduction

Inspection team

Mike Phipps Additional inspector

Hazel Callaghan Additional inspector

Mary Usher-Clark Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 18 lessons or part lessons, and carried out a number of shorter observations of teaching. In all 10 teachers or teaching assistants were seen. Meetings were held with school leaders, pupils, staff and governors. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work and looked at nationally published assessment data as well as the school's own assessment records. Inspectors scrutinised the school's improvement planning documents and school policies, and took account of the views of staff and pupils as well as the views of parents and carers in the 147 parental questionnaires that were received.

## Information about the school

Frampton Cotterell Church of England Primary School is slightly larger than the average-sized primary school. Over 93% of pupils are of White British heritage, and there are few who speak English as an additional language. The proportions of pupils from minority ethnic groups and those known to be eligible for free school meals are considerably below the national average. The proportion of disabled pupils and those with special educational needs who are supported at school action plus level or who have a statement of special educational needs is lower than in schools nationally. The school has received several external awards including the International School award, Healthy Schools status and the Eco-Schools award. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress. Privately-run childcare provision operates on the school site and runs a breakfast club and an after-school club. It was not included in this inspection.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The school’s motto is, ‘Becoming the best we can through faith, friendship and participation.’ Inspectors judge that the school lives up to this aspiration well. Children get off to a good start in the Early Years Foundation Stage, and make good progress in Key Stages 1 and 2. The school is not outstanding because, although good overall, some teaching remains satisfactory, and standards in reading and writing are not as consistently high as those in mathematics. Plans for improvement are successfully raising standards, but these plans do not always have clear criteria against which to evaluate their success.
- Pupils’ achievement is good. Teachers use very focused and consistent strategies to develop pupils’ writing skills, so that attainment in writing has risen sharply and is now above average. Standards in mathematics are higher than those achieved in reading and writing, although this gap is closing. Pupils through the school make better than expected progress from their various starting points.
- Pupils’ behaviour and attitudes to learning are good. Pupils are courteous and cooperate well together in class. Disruption to lessons, bullying and racism are rare. Pupils feel safe, enjoy school and attendance is above average.
- In the majority of lessons effective questioning and fast-paced activities that are well matched to their abilities get all pupils involved in learning. Consequently, pupils make rapid progress. Pupils routinely evaluate their work against their own targets for improvement, but in some lessons the more able could be challenged more effectively.
- Leadership and management are good. The effective management of teachers’ performance has led to an improvement in the quality of teaching and in rising attainment. The curriculum provides pupils with many memorable experiences, and makes a strong contribution to pupils’ spiritual, moral, social and cultural development.

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

- Raise pupils' attainment in English to the levels reached in mathematics by:
  - ensuring that all teaching is either good or outstanding
  - clarifying the quality and quantity of work expected from pupils of all abilities, particularly in reading and writing sessions
  - ensuring that teachers make clear to pupils, through consistent marking across all subjects, how to improve their writing
  - providing further challenge for more-able pupils so they consistently reach the higher levels.
- Ensure that plans for school improvement have sharply focused and measurable success criteria, so that the monitoring and evaluation of these plans can be carried out more precisely by both staff and the governing body.

## Main report

### Achievement of pupils

Pupils' achievement is good. Progress is good in the Early Years Foundation Stage, where children start with a range of knowledge and skills that is broadly in line with, or slightly below, age-related expectations. As a result of effective teaching and well-deployed support from teaching assistants, children go into Year 1 at a level that is at least in line with, and in some cases above, the average.

Pupils enjoy lessons. They make good progress in their learning in Key Stages 1 and 2, with most year groups making better than expected progress. This is particularly the case in lessons where pupils know exactly what is expected of them, and can evaluate their work against their personal targets. This was evident in an outstanding English lesson in Year 4 in which pupils worked in pairs to check whether each other's writing met their personalised writing target for the week.

Attainment in reading and writing in Year 2 and in Year 6 is typically above national averages. Reading is taught well. The school provides a wide range of books and stories which pupils enjoy reading for themselves. Attainment in reading and writing, although improving strongly, is not yet as secure as in mathematics. By the end of Key Stage 2 pupils' attainment in mathematics is consistently well above national averages, and a much higher proportion of pupils make expected progress in mathematics than in schools nationally.

There is no significant difference in the achievement of boys and girls, and pupils who are eligible for free school meals achieve well. The few pupils who speak English as an additional language also achieve well. Provision for disabled pupils and those with special educational needs is good, so they make good progress, with the gap between their attainment and that of all pupils closing rapidly.

The very large majority of replies from parental questionnaires agree with inspectors'

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judgements that pupils are making good progress. One commented, 'My son wasn't very interested in reading before he came to the school, but his progress in reading and writing since he started has exceeded our expectations.'

## **Quality of teaching**

Teaching is good overall and helps pupils to achieve well. In the many lessons where it was good or better, relationships between teachers and pupils were very positive. Teachers praise pupils' contributions, producing confident and resilient learners. Lessons are usually fast paced, questioning effectively probes pupils' understanding, and pupils routinely evaluate their own and each other's work. Teachers' effective use of interactive whiteboards makes teaching clear to pupils and engages their interest, for example the use of video clips helped pupils in Years 3 and 4 to appreciate the use of persuasive language in a television advertisement. In the lessons where teaching is satisfactory, very positive relationships between teachers and pupils are maintained, but the pace of learning is slower, teachers sometimes talk for too long and there is sometimes a lack of challenge for more-able pupils.

The teaching of reading is effective. The personalised phonics programme (learning about the letters and the sounds they make), which starts in Reception and continues into Year 1, is having a markedly positive impact in producing higher reading levels. Whole school reading sessions three times a week give opportunities for Year 5 pupils to act as reading buddies with younger children. Both groups enjoy and benefit from this activity. In other year groups this time is not always as well utilised, and pupils are not always given sufficiently clear expectations as to what they should be achieving.

The teaching of disabled pupils and those with special educational needs is good. Teaching assistants provide very effective support for these pupils, particularly for a small number of pupils with significant behavioural, emotional or social difficulties, so they can play an effective part in lessons. One parent commented, 'My child has not found learning easy, but the school has been excellent in finding ways to encourage her, and has explained well how we can help at home.' Parents generally agree that teaching is good.

Teachers' marking generally gives pupils effective feedback on the next steps they need to take to improve their learning. The very large majority of pupils feel that adults in school explain to them how to improve their work. The marking of writing when used as a tool in other subjects is not as consistently useful as marking in English lessons.

## **Behaviour and safety of pupils**

The vast majority of pupils behave well. The few pupils who have behavioural, emotional or social difficulties are well managed by the staff and their behaviour is rapidly improving. Good relationships between adults and pupils and between the pupils themselves promote positive attitudes to school and to learning. Pupils are

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polite and considerate around school, and willingly participate in a wide range of school activities. They respond confidently in class and in all dealings with adults.

Pupils are articulate and are able to express their views well. They say that they feel safe in school, and that bullying of any kind and racism are very rare. There is a little low-level name calling, but no cyber- or gender-bullying. Pupils have a good understanding of potential risks that they face and how to keep themselves safe, particularly regarding internet safety.

The vast majority of parents' and carers' views expressed in parental questionnaires agreed with the inspectors' judgements that pupils are kept safe and that behaviour at the school is good. A small minority of pupils said this was true only some of the time, but inspectors found evidence of typically good behaviour.

### **Leadership and management**

The headteacher has overcome a number of challenges in driving improvement at the school. She has been ably supported by senior staff in successfully instilling a sense of ambition and a desire to improve the school.

The school has an accurate and detailed picture of current pupil progress. This enables senior leaders, in regular pupil progress meetings, to focus on those pupils who are likely to underachieve and put strategies into place to address the concerns. An appropriate and well-focused professional development programme, a recently implemented teaching and learning policy, and regular and effective monitoring of teaching have led to improvements in the quality of teaching and learning. Teachers' performance management arrangements set appropriately challenging targets for teachers, which are appropriately focused on pupil progress, particularly in writing. As a result of these actions, pupil attainment and progress continue to rise. This record of improvement over time indicates that the school has the capacity to improve further.

The carefully planned curriculum successfully engages the interest and enthusiasm of pupils, and helps to develop their confidence and self-esteem. Additional activities and visits are used well to enhance the pupils' learning. For example, pupils really enjoyed a recent Victorian tea party. It provided them with a memorable experience and was used very effectively as the basis for some high quality written work. All aspects of pupils' spiritual, moral, social and cultural development are planned and delivered well in curriculum topics, personal and social education and in whole school activities. Pupils are encouraged to reflect on the experiences of others. For example, when a disabled athlete visited the school, pupils were encouraged to empathise with disabled people and consider their abilities rather than their disabilities. Pupils are encouraged to take on responsibilities and show initiative. One boy prompted a change of the charity to be supported by the annual sponsored run and another group of pupils planned and organised a drama club, which then put on a performance for pupils and parents. A wide range of extra-curricular activities encourages high levels of pupil participation, particularly in music and sport. The

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school promotes equality for all pupils and tackles discrimination successfully, enabling all groups of pupils to achieve well.

Leadership is good across the school. The Early Years Foundation Stage is well led, as is the school's provision for pupils with disabilities and special educational needs. In both cases this leads to good, and improving, outcomes for pupils. Middle leadership in the school is developing well, and the capacity of this group to drive improvement is growing. The governing body is well informed and enthusiastic in its support for the school and its ambition to improve still further. It has a clear idea of the school's strengths and weaknesses, and it holds the school to account well, providing a good degree of challenge.

Effective safeguarding and health and safety arrangements comply with statutory requirements. Pupils and their parents and carers agree with the inspection findings. They indicate that the school provides a safe environment and feel that the leadership of the school is effective. One parent's comments were typically of many, 'Frampton Cotterell School seems to be improving all the time. There are high expectations of the children to achieve their potential academically, and to be aware of others as well as themselves.'



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



15 June 2012

Dear Pupils

**Inspection of Frampton Cotterell Church of England Primary School, Bristol BS36 2BT**

Thank you for being so very friendly and welcoming when we visited your school recently. We enjoyed talking to you, and listening to what you had to say. We were really impressed by your good behaviour and by your enthusiasm to learn. We have judged that yours is a good school. Here are some of the best things we found.

- You enjoy school and get on well with your teachers and with each other.
- Your teachers help you to achieve well, especially in mathematics.
- You behave well in lessons and around the school.
- You take part enthusiastically in the wide range of opportunities and activities that your school provides for you.

Even though Frampton Cotterell is a good school, we have asked your headteacher, teachers and governors to do two things to make your school even better.

- Help you to do as well in English as you do in mathematics by making teaching even better, by checking you know how much work is expected of you, and how good it has to be, especially in reading and writing, by teachers marking your writing carefully in all subjects and by providing more challenging work for more-able pupils.
- Make it easier for senior leaders and governors to check that the school's plans to get better are working.

You can all help too by continuing to work very hard and doing your best.

Yours sincerely

Mike Phipps  
Lead inspector

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