

# Northleaze Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	109198
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	395420
<b>Inspection dates</b>	26–27 June 2012
<b>Lead inspector</b>	Sandra Woodman

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>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Uppington
<b>Headteacher</b>	Steve Davis
<b>Date of previous school inspection</b>	22 May 2008
<b>School address</b>	Brook Close Long Ashton Bristol BS41 9NG
<b>Telephone number</b>	01275 540077
<b>Fax number</b>	01275 395531
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	26–27 June 2012
<b>Inspection number</b>	395420



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## Introduction

Inspection team

Sandra Woodman

Additional inspector

Christine Huard

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons or parts of lessons carried out by seven teachers, some in partnership with the headteacher. Meetings were held with groups of pupils, members of the governing body and staff. Some parents and carers were consulted informally at the start of the school day. Inspectors observed the school's work, looked at the school's strategic plan for raising achievement and evaluated samples of pupils' work. Other documents scrutinised included those relating to the tracking of pupils' attainment and progress, the monitoring of teaching, curriculum planning, safeguarding and child protection. Inspection questionnaires received from pupils, staff and 106 parents and carers were analysed.

## Information about the school

The school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average as are the proportions of pupils supported at school action plus or with statements of special educational needs. Several of these pupils have complex needs. Most pupils are of White British heritage. The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress. The headteacher and deputy headteacher have joined the school since the last inspection. The school holds a variety of awards including Healthy School Plus, and acts as a development school for the National Profession Qualification for Headship programme.

A pre-school, and a before- and after-school club, managed by independent providers and situated on the school site, did not form part of 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. Pupils' achievement is good because pupils are well taught. Their behaviour is good. Senior leaders have taken effective action to address areas of concern. The school is not outstanding because there are some inconsistencies in the teaching that sometimes hamper the progress made by pupils in lessons. In addition, the targets set in the school development plan lack sharp focus which limits the effectiveness of monitoring.
- The school has quickly reversed the decline in achievement seen last year. The large majority of pupils make good progress from their starting points, especially in mathematics where progress has accelerated significantly. The achievement of girls has improved, closing the gap in progress made between boys and girls.
- Good and sometimes outstanding teaching has enabled pupils to make progress consistently across the school. Teachers have good subject knowledge and strategies for making learning accessible to pupils in ways that interest and motivate them. Occasionally they do not use the information gained to adapt activities to better match the needs of pupils. The pace of learning sometimes slows when teachers spend too long on the introductory input to a lesson.
- Behaviour and safety are good. Pupils engage readily in their learning and the playground is a safe and harmonious place. They like being at school and, as a consequence, their attendance is high.
- Leadership and management are good. Robust monitoring of teaching and learning has enabled senior leaders to identify where there were weaknesses and to rectify this in order to improve pupils' progress. They have a clear understanding of the school's strengths and weaknesses and use this information to plan improvements. These plans do not always have sufficiently precise targets and success criteria in order to monitor effectively and judge the improvements made.

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

- Improve the quality of teaching so that more is outstanding by:
  - ensuring the pace of learning is consistent in all lessons
  - making use of the outstanding practice that already exists in the school
  - using assessment consistently through lessons to reshape activities to maintain the level of challenge.
- Improve strategic planning by making the targets for development sharper so that it is easier for leaders and managers to monitor and judge the success of improvements made.

## Main report

### Achievement of pupils

Children join the school in the Reception class with skills that are at least in line with those expected for their age. They make good progress in all areas of learning, especially their language development. This is because the new scheme for teaching phonics (the sounds made by letters and combinations of letters) has provided a firm foundation for reading and writing. The adults make learning fun and interact with children well so that they develop good speaking and listening skills.

Progress for pupils has accelerated so that, by the end of each key stage, attainment has risen to be significantly above that expected. The gap between pupils' achievement in mathematics and English has closed significantly because lesson activities are planned more specifically to meet pupils' individual needs. Girls are now achieving as well as boys, because the school has tackled this issue rigorously. Teachers provide opportunities for girls to be as engaged as boys by ensuring they are fully involved in lessons and by giving them constructive feedback that enables them to keep improving.

In the large majority of lessons observed, pupils made good progress because work was matched carefully to ensure they were challenged at the right level. This has helped to close the gap in achievement between the higher and middle ability pupils. Disabled pupils and those with special educational needs are well supported so that they make good progress. The overwhelming majority of parents and carers agreed that their children were making good progress in the school.

Standards in reading are well above average by the end of Year 2 and Year 6. A consistent focus on teaching phonics in a structured way across Key Stage 1 has produced good results in both reading and writing. In one successful lesson seen in Year 2, pupils were able to explain with great confidence how adding 'y' to a word can change it into an adjective. The good opportunities for discussion helped to reinforce their learning. However a few older pupils in Key Stage 2 who have some

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difficulty with reading are occasionally less secure when tackling unfamiliar words. Consequently, the school has made the decision to further develop the phonics programme into Key Stage 2 next year.

### **Quality of teaching**

Inspection evidence shows that the large majority of teaching is good with some outstanding practice and a very small proportion that is satisfactory. Reading is taught very effectively due to good use of a new phonics programme which is being taught currently in Key Stage 1 and is to be further developed in Key Stage 2. Teachers use their good subject knowledge to plan interesting activities that are well matched to pupils' abilities. They have high expectations of what pupils can achieve. In the best lessons teachers give pupils good opportunities to learn independently. For example, in a good lesson in the Early Years Foundation Stage, children were exploring 'floating and sinking' related to the 'pirates' theme and being encouraged to hypothesise before trying things out. Occasionally, teachers spend too long explaining tasks and this gives pupils too little time to do their work and extend their learning. Questioning is usually well targeted to keep all pupils involved in lessons, helping to deepen pupils' understanding as well as find out what they have learnt. Sometimes teachers miss opportunities to adapt activities as a result of this questioning.

The parents and carers who responded to the questionnaires endorse the inspectors' view that their children are taught well. Assessment has been a key focus for development and is used consistently well across the school. This means that the information that the school has about individuals and groups is accurate, enabling teachers to plan the next steps in their learning to good effect. The marking in books helps pupils to understand how well they are doing and what they need to do to improve, although occasionally pupils are not given the time to respond to these comments. Pupils have good opportunities to reflect on and assess their learning, and sometimes that of their peers, contributing to their personal skills as learners. Where teachers check learning during lessons and make appropriate adjustments the pace of learning is accelerated, although this is not always consistent across the school.

Disabled pupils and those with special educational needs are well supported by capable teaching assistants. Intervention work is tailored precisely to meet individual needs and there is flexibility in the way pupils access these programmes. There are good links with families to continue the support at home. Consequently the progress made by these pupils has improved, especially in reading and mathematics.

Adjustments to the curriculum, with an increased emphasis on calculation in mathematics, have improved the quality of teaching and had a positive impact on pupils' progress. The opportunities to reflect, together with carefully chosen topics, mean that teachers promote the spiritual, moral, social and cultural development of pupils well.

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## **Behaviour and safety of pupils**

Behaviour seen in lessons, in the playground and around the school throughout the inspection was good overall. Evidence from the behaviour logs and school documentation confirms that this is a typical picture. Pupils, parents and carers endorse this view. The school has implemented the use of behaviour logs for each class although these are not completed consistently to allow teachers to assess what is working well following incidents.

Throughout the school pupils enjoy their learning, listening well and responding thoughtfully to teachers' questions. They cooperate well and show resilience when tackling their tasks. In lessons, behaviour is typically good with no disruption but sometimes there is evidence of pupils losing concentration when the teaching input is too long. Pupils say that there is no bullying although they are aware of the different forms this can take, including cyber-bullying and prejudice-based bullying. Pupils who have difficulties managing their own behaviour are supported well and are starting to respond to the school's strategies for managing and improving behaviour.

Parents and carers endorse the views of pupils who report that they feel safe in school and attribute this to the warm and caring relationships between adults and pupils. 'You can always rely on teachers to be there for you, to listen and help' was a typical comment from one pupil. The school prepares them well for managing their own safety in the outside community through initiatives such as the 'Life Skills' programme. A good feature of the school's practice is the involvement of older pupils in risk assessment before undertaking certain activities, for example using modelling tools. Attendance is high and generally pupils are punctual.

## **Leadership and management**

The headteacher, together with other senior leaders, has evaluated most aspects of the school's work accurately and identified the key areas for development. These are addressed through widely shared development plans and reviewed regularly to ensure improvements are being made. Governors are very supportive and involved well in evaluating the work of the school. They have a clear understanding of the school's strengths and weaknesses but the lack of sharp focus in development plan targets has made their monitoring less effective as there are insufficient success criteria against which to measure improvement. The increase in the regularity of the tracking of achievement has enabled leaders at all levels to be clear about how well pupils are progressing. This means that they are able to respond quickly if progress slows for any individual or group.

The change in the focus of the curriculum to feature mathematics more prominently has been highly successful. Effective training activities, underpinned by the new calculation policy, and regular monitoring by senior leaders have helped to improve the quality of teaching. As a consequence the gap is rapidly closing in achievement between mathematics and English. There have been some opportunities for teachers to share and observe best practice. This development is at the early stages and has

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not yet been implemented extensively. Middle managers have played their parts well in driving forward improvements, for example the introduction of an effective programme for teaching phonics, further demonstrating the school's capacity to improve.

The curriculum is broad, balanced and well organised, based on a thematic approach but with a good emphasis on the areas for development, for example calculation. An interesting range of visits, visitors and events, for example the Multi-Faith week, supports pupils' learning and promotes their spiritual, moral, social and cultural development well. The school's arrangements for safeguarding meet statutory requirements.

Leaders take very seriously their duty to provide a positive learning climate and equal opportunities. The school ensures that there is no discrimination and carefully tracks the progress of all groups of pupils, so that there are no gaps and they make good progress. In particular the school has responded well to meet the needs of disabled pupils and those who have special educational needs.



## 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.**



28 June 2012

Dear Pupils

**Inspection of Northleaze Church of England Primary School, Long Ashton  
BS41 9NG**

It was a pleasure to meet such happy and polite pupils during the inspection. I would like to say a special thank you to the school councillors and eco-councillors who very sensibly told me about life at Northleaze Church of England Primary School. I can see why you are proud your school. It is a good one!

Here are some of the highlights that inspectors found.

- You enjoy school because you are taught well.
- Your teachers make learning interesting.
- The school takes good care of you and makes sure you understand how to keep yourselves safe.
- Your behaviour is good nearly all the time.
- Your attendance is much better than in most schools.
- You are making good progress so that you are reaching standards that are better than in most schools before you leave.

Your answers in your questionnaires show you agreed with us about these things. Your headteacher, the staff and governors know how to make your school even better and are working hard to achieve this. We have asked them to do two things that will help the school to improve even more.

- Make sure that more of the teaching is outstanding, so you do not spend too long listening in lessons and always have enough time to do your work.
- Have sharper targets in the school development plan so that it is easier to judge how much the school is improving.

It was good to see that you all have made much better progress in your mathematics. Keep up the good work!

Yours sincerely

Sandra Woodman  
Lead inspector

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