

Avonmouth Church of England Primary School

Catherine Street, Bristol, BS11 9LG.

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The achievement of pupils is good and has been improving year on year.
- Due to good teaching, pupils make good progress, often from starting points which are below the expected levels.
- The headteacher and deputy headteacher have successfully taken action which has improved the quality of teaching and the achievement of pupils.
- The governing body is knowledgeable about the school. It is becoming more closely involved and, as a result, has a good understanding of the school's strengths and weaknesses.
- Excellent provision for pupils' spiritual, moral, social and cultural development has ensured that pupils have a good understanding of, and respect for, diversity. It has promoted pupils' high self-esteem and independence, which can be seen in their good behaviour.
- Attendance is above average and has been rising steadily for the past five years. There are very few exclusions.
- Pupils feel safe and well cared for due to the warm and caring relationships they have with staff. Bullying is rare, and is dealt with promptly and effectively. Safeguarding arrangements and policies are robust.

It is not yet an outstanding school because

- Not all teaching is yet good or outstanding and there are variations in the effectiveness, which means that rates of progress are not always consistent across the school.
- Subject leaders are not fully involved in monitoring their areas of responsibility.
- The learning environment and activities do not always encourage pupils to improve their writing and communication skills.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, of which three were joint observations with senior leaders.
- Inspectors listened to pupils from Years 1, 2 and 6 reading, and held discussions with Year 6 pupils about their experiences of school.
- They looked at pupils' work in books as well as during lessons.
- School documentation was examined, including self-evaluation, monitoring records of the quality of teaching, school's data on pupils' progress, the school improvement plan, and the governing body minutes. Inspectors also looked at the school's records on behaviour, attendance and safeguarding.
- Meetings were held with two members of the governing body and a representative from the local authority.
- Inspectors took account of 17 responses to the online questionnaire (Parent View), as well as the parents' responses to the recent governing body questionnaire.

Inspection team

Anne Newall, Lead inspector

Additional inspector

Simon Bishop

Additional inspector

Full report

Information about this school

- This is a school of average size, with a higher proportion of girls than boys, although there is considerable difference in the number of boys and girls in different year groups.
- There is an above-average proportion of children entitled to extra support through the pupil premium funding initiative.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is lower than the national average.
- The proportion of disabled pupils or those with special educational needs supported by school action is lower than the national average, while the proportion supported by school action plus or with a statement of special educational needs is similar to the national picture. Their needs are mainly to do with speech, language and communication difficulties, or behavioural, social, and emotional difficulties.
- There is an on-site breakfast club, managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is all consistently good or outstanding across all year groups, through:
 - supporting and challenging teachers whose teaching is not yet consistently good to improve, through higher expectations and appropriate training
 - sharing the expertise of outstanding teachers within the school to develop the skills of all teachers
 - improving the quality of marking and feedback to that of the best within school so that pupils are given clear guidance on how to improve their work.
- Developing more shared leadership and extend the role of subject leaders by:
 - providing training in the use of assessment data so that they are able to accurately monitor pupils' progress
 - ensuring they are given time to carry out the full range of monitoring activities including lesson observations and scrutiny of pupils' work.
- Increasing the rate of pupils' progress in writing through improving their vocabulary, so that attainment in all year groups is increased, by:
 - in the early years and Key Stage 1, providing an environment which is richer in opportunities for pupils to make the link between spoken and written words, for example labelling and captions on storage trays and displays
 - creating role-play areas and opportunities where pupils of all ages can apply the skills and knowledge taught in other subjects.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in the Early Years Foundation Stage, often from starting points which are below the expected levels for their age, so that they enter Year 1 mostly having met their early learning goals. There is some variation between different year groups, with the current Year 3 pupils having been well below their expected levels for their age on entry to Year 1.
- Due to improvements in the quality of teaching and assessment, pupils currently in Key Stage 1 are making better progress than in previous years. In 2012, pupils achieved levels very close to national expectations in reading, writing and mathematics. This represents an improvement in attainment in Key Stage 1 since the last inspection.
- The rate of progress has also increased in Key Stage 2, with attainment in 2012 being above national expectation in both mathematics and English. This reflects a rising trend in attainment in mathematics over several years. In English, apart from a dip in 2011, attainment has risen steadily since 2008 and is now above the national average.
- The rate of progress is not always consistent across all year groups. This is due to variations in the quality of teaching, for example in marking, which are being addressed.
- Pupils supported through pupil premium funding make progress at least as good, and sometimes better, than their peers.
- Almost all disabled pupils and those with special educational needs make at least the expected progress and sometimes better.
- Pupils are enthusiastic about reading, and early reading skills are taught well, and this provides a good basis for further progress. In the recent phonics screening check for Year 1 pupils, the school achieved results similar to the national average.

The quality of teaching is good

- Teaching has improved since the last inspection because senior staff have provided effective feedback to teachers on how to improve. Most teaching is now consistently good but there is not yet enough outstanding teaching to ensure more rapid rates of progress across the whole school.
- The learning mentor plays an important role in the school and effectively supports the personal development and learning of a large number of pupils.
- Teachers are fully committed to improving their own teaching, reflected in their performance management targets which are related to pupils' learning. Support from the local authority has been very effective, for example in helping teachers adjust their teaching styles to suit the different ways in which children learn. Excellent use is made of the rich local heritage to improve learning, such as the local Roman ruins, the nearby river Avon and the conservation area.
- Most teachers have consistently high expectations and match learning to individual need. Where the pace of learning slows, it is because the work is not closely matched to pupils' ability and they lose interest. In the most effective lessons, such as a mathematics lesson on weight in Year 4, careful planning ensured every pupil was actively engaged throughout and made excellent progress in their understanding. The support from teaching assistants is excellent, and plays a strong part in good learning throughout the school; it is particularly effective in the teaching of phonics (letters and their sounds).
- The majority of marking and feedback to pupils is of a high standard, giving them praise but also clear pointers for improving their work. In the best examples, pupils are given guidance through marking and also given time to act upon it, so that they become skilled at reviewing and improving their own work. However, this good practice is not yet consistent across the school and does not guarantee that pupils get as much benefit from the dialogue with staff as they should.

The behaviour and safety of pupils are good

- The vast majority of pupils behave well in lessons and have positive attitudes towards learning. Evidence in school documentation, staff questionnaires and the views of pupils and parents and carers indicates that this is typically the case
- Staff, and in particular the learning mentor, have been effective in improving the behaviour of the small minority of pupils who find it difficult to control themselves.
- Pupils say they feel safe in school. They say bullying is rare, and 'it is stamped on straight away'. They are taught about safety in a range of situations, including when using the internet, and have a good awareness of risk.
- A strength of the school is the way in which all pupils are valued as individuals, and there is no discrimination. Pupils get on well together and pupils from different cultures are welcomed. The breakfast club provides pupils with good opportunities to socialise and play together in a safe and caring environment at the beginning of the day.
- The majority of parents and carers, staff and governors believe that behaviour is good, and this is confirmed by observations of pupils in lessons and around the school.
- Pupils' attendance has increased year on year since 2008 and is now above average.

The leadership and management are good

- Very effective leadership by the headteacher and deputy headteacher have led to rapid improvement over the past two years.
- Accurate self-evaluation has led to successful implementation of plans to improve achievement and progress of all pupils. For example, changes to the curriculum have created more opportunities for practical activities, resulting in pupils being more interested in what they are learning. The decision by senior leaders to implement a whole-school story-making project meant a rapid improvement in the quality of pupils' writing.
- Any cases where pupils' individual needs are not met are identified promptly and catch-up programmes are put into place. Staff work as a very effective team, determined to make the most of all opportunities to enhance the experiences of their pupils. Staff who responded to the inspection questionnaire were overwhelmingly positive, and say the school is well led and managed.
- Performance management of staff linked to salary progression has contributed to improvements in the quality of teaching, and has raised the rate of progress of pupils, particularly those entitled to pupil premium support.
- Middle leaders are involved in monitoring their subjects but are not fully aware of achievement and progress in all year groups.
- The spiritual, moral, social and cultural development of pupils is strong and the curriculum provides a rich range of learning opportunities which captures pupils' interest and encourages them to learn. Equal opportunities permeate the school, which has a very inclusive culture.
- **The governance of the school:**
 - The governing body, which has several relatively new members and a new Chair, is knowledgeable about the work of the school, and regularly challenges the school's leaders by asking relevant questions about the school's performance and takes a full part in decisions regarding teachers' status and pay. They receive high-quality reports from the senior leaders, for example about pupils' progress and the use of the pupil premium. While most governors have been able to access training to help them in their role, further training would enable them to more fully understand the strengths and weaknesses of the school compared to all schools nationally. All statutory policies relating to the safeguarding of pupils are in place and are effective.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109140
Local authority	Bristol
Inspection number	401036

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	264 including Nursery
Appropriate authority	The governing body
Chair	John Sanger
Headteacher	Victoria Dupras
Date of previous school inspection	11–12 November 2009
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