

Cabot Primary School

Halston Drive, St Pauls, Bristol, BS2 9JE

Inspection dates

5–6 February 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in mathematics are lower than in reading and writing. Too few pupils are working at or above the expected levels for their age.
- Progress in writing is not rapid enough because pupils have too few opportunities to write at length.
- Teaching in the past has been inadequate in some classes and is not yet consistently good throughout the school. As a result, not enough pupils make good progress.
- Although teaching is improving rapidly, a minority of lessons do not sufficiently engage pupils or provide enough support for those who are struggling to understand new learning.
- The work set does not always provide more-able pupils with the right level of challenge.
- In a small number of lessons, the progress pupils make is adversely affected by inappropriate behaviour.

The school has the following strengths

- The headteacher and acting deputy headteacher offer strong and clear leadership which is helping to ensure rapid improvement.
- Children in Reception make good progress because they are taught well.
- The support from the governors and the local authority is helping to foster sustainable improvement.
- Some teaching is good or better and this is enabling pupils to make faster progress in reading, writing and mathematics.
- Pupils feel valued and safe and have a good awareness of dangers and risks.
- Attendance has improved and is now above average.

Information about this inspection

- Inspectors observed 19 lessons of which six were joint observations with the headteacher and deputy headteacher. In addition, the inspection team made a number of other short visits to lessons and small group work taught by learning support assistants.
- Inspectors heard some pupils read from both Years 3 and 6 and meetings were held with two groups of pupils. They also used lunchtimes and break times to talk to pupils around the school.
- Inspectors spoke to members of the governing body, members of the school management team and a representative of the local authority.
- Inspectors observed the school's work, looked at a range of documents, including school improvement plans, achievement data, school's data on pupils' current progress and documents relating to safeguarding.
- Inspectors also met with some parents and carers at the start of the school day.
- Inspectors took account of the 21 responses to the online questionnaire (Parent View) and one letter from a parent.
- Questionnaires from 21 staff were analysed.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Jonathan Moore

Additional Inspector

Full report

Information about this school

- Cabot Primary School is a smaller than average primary school situated in an area of deprivation. Nearly all the pupils come from the local community.
- The proportion of pupils supported through school action, is above average and pupils supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium, additional government funding for specific groups including those known to be eligible for free school meals, is above average.
- Most pupils are from a range of minority ethnic groups, with Somali the largest group at the school, and a large proportion speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision.
- The school has a number of recent awards including Playpod engagement, Greenfinger, Every Child Counts and Every Child a Reader, Science and Engineering Award with links to the local area.
- The headteacher was appointed as substantive headteacher in December 2012, and was previously acting headteacher at the school.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better by:
 - reducing the amount of time teachers talk in a few lessons in order to ensure all pupils are interested and engaged in learning
 - giving pupils more opportunities for independent work and to take responsibility for their own learning
 - making sure that all lessons provide sufficient challenge for all pupils, particularly the more able
 - making sure that learning is not disrupted by inappropriate behaviour.
- Raise the achievement of pupils in mathematics and writing by:
 - providing pupils with more opportunities to write at length
 - giving pupils more chances to practise their writing and mathematical skills in other subjects
 - ensuring that disabled pupils and those with special educational needs are given good support to overcome their learning difficulties in mathematics .

Inspection judgements

The achievement of pupils

requires improvement

- Rates of progress are inconsistent as pupils move through the school. At Key Stage 2, pupils do less well in mathematics than in English. Although this gap has narrowed, it has not yet been fully eradicated.
- More-able pupils are not achieving well enough because the tasks they are set are not always difficult enough and do not extend their thinking sufficiently.
- Progress has been more rapid since September 2012 in writing, reading and mathematics, and, as a result, considerably more pupils in Years 3, 4 and 6 are on track to achieve their targets through improved teaching and support in intervention groups.
- The progress made by pupils in Year 5 has been slower because of some inadequate teaching when the pupils were further down the school. They are now making up lost ground.
- Progress in writing requires improvement because pupils do not have enough opportunities to practise their skills by writing at length in a range of different subjects.
- Children enter Reception with basic skills that are below those expected of their age, particularly in problem solving, reasoning and numeracy and creative development. They are quick to settle into the welcoming safe environment provided, make good progress over time and meet the expected levels of development by the time they enter Year 1.
- Pupils continue to make good progress from their varying starting points at Key Stage 1. Standards in Year 2 have shown a marked improvement in the past two years.
- Pupils read regularly and enjoy reading. They are beginning to use their knowledge of the sounds letters make to read difficult words. Pupils do not always read at home which hinders their progress.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language make progress in line with others, as their learning needs are assessed and responded to appropriately, enabling them to settle quickly.
- Disabled pupils and those who have special educational needs make progress similar to other pupils in English; however, they do not always make sufficient progress in mathematics because they do not receive enough support.
- Pupils known to be eligible for pupil premium funding make progress broadly at the same rate as or better than other pupils because funding is well used to provide a range of support such as differentiated literacy support, additional inclusion hours and a learning mentor.
- The success of this support means that the attainment of pupils known to be eligible for free schools meals is similar to that of other pupils, as shown by their average point scores in national tests. Sensitive, well-organised support from teachers usually enables these pupils to gain confidence in their own ability and promotes their learning well.

The quality of teaching

requires improvement

- There are inconsistencies in the quality of teaching that result in variations in the rate of pupils' progress as they move through the school.
- The pace of lessons is sometimes not brisk enough because teachers spend too long talking to the whole class when explaining what they are going to learn. This limits the time available for pupils to work independently and they have too few opportunities to take responsibility for their own learning. The leadership team are aware and are working with teachers to improve these elements.
- On a few occasions teachers are not rigorous enough in dealing with unacceptable behaviour during lessons.
- Senior and middle leaders strongly focus on the quality of teaching and there is good

evidence of improvement. For example, where teaching is good, tasks are well matched to the pupils' abilities and they are appropriately supported or challenged by the tasks set. In some lessons, however, the more-able pupils are given work that is too easy.

- The support for disabled pupils and those with special educational needs is variable. There is an appropriate balance of pupils working outside the classroom in small groups and the provision of additional adult support in class. However, progress is not always as good as it should be because tasks are not matched precisely enough to the pupils' needs.
- Teachers generally demonstrate secure subject knowledge and use a wide range of teaching methods effectively. For example, 'talking partners' help pupils explore and express their ideas and understanding. Teachers' questioning is often searching, making pupils explain their thinking accurately and carefully.
- Teachers mark work regularly, and provide clear guidance on what pupils have done well and how they can improve their work even further.
- There is a high proportion of learning support assistants who are generally well deployed. They provide appropriate support for pupils both in and out of the classroom.

The behaviour and safety of pupils

require improvement

- Behaviour requires improvement because a very small minority of pupils still do not behave well enough. In a small number of lessons there is some low-level disruptive behaviour that is not managed adequately and this causes the pace of learning to slip.
- In lessons, most pupils have positive attitudes to their work, settling down to work quickly. Relationships between pupils and adults are good. Pupils work cooperatively and are respectful of each other's ideas.
- The well-being of the pupils is a high priority, with a number who require specific support. The pastoral care structure has a positive impact on the behaviour and self-esteem of pupils who require the additional support.
- Pupils' behaviour at playtime is good with school council pupils providing playground mathematics activities to engage Key Stage 2 pupils, while Key Stage 1 pupils have access to the Play Pod which encourages and supports free and creative play.
- Behaviour logs provided by the school indicate that the number of incidents of unacceptable behaviour is reducing. The logs show that, when incidents do occur, the school follows through procedures with care, involving parents and carers where this is appropriate.
- All parents and carers agree that the school deals effectively with bullying. Pupils have a good understanding of the different kinds of bullying, such as name-calling or cyber bullying. They say that bullying is unusual. They feel confident that if anything did worry them teachers would sort it out quickly.
- In the recent past, exclusions have been high and attendance below average. Exclusions are now reducing fast and attendance is improving and above average. This is a result of the school's successful strategies to encourage pupils to attend school and avoid taking time off during term time. There remain a few persistent absences that both staff and governors are monitoring carefully.

The leadership and management

are good

- The relentless ambition of the senior leadership team, driven by the passionate and highly effective headteacher and acting deputy headteacher, has brought about considerable changes to the attitudes of pupils to learning and their desire to succeed.
- Weaknesses identified by the previous inspection and monitoring visits have been addressed. Leaders have brought about rapid and sustained improvement in pupils' progress through robust tracking systems, rigorous monitoring and well-focused action planning. This shows

their strong capacity to continue to raise standards.

- The leadership team and governors have a clear vision of how they want the school to be, having good achievement and high quality teaching at its heart. They have taken decisive action to improve teaching and are supporting staff well to develop their skills.
- The performance management process is well structured, with good links to school targets. Teachers find the process supportive with effective opportunities in place for professional development.
- Self-evaluation by senior leaders is accurate and reflected in the priorities for improvement in the school's development plan. School improvement is mainly led by the headteacher and acting deputy headteacher, along with the literacy and numeracy teams, who have brought about improvement through various interventions, particularly in reading and mathematics.
- Parents and carers are pleased with the school, they say it is well led and staff are approachable. One parent reported, 'My child has never had a day when he didn't want to go to school.'
- The school leaders and subject coordinators have a clear strategy for the support allocated to pupils eligible for pupil premium funding. Progress is carefully monitored to make sure these pupils receive the right support.
- The curriculum is well planned and managed and provides a range of activities in response to pupils' needs and interests; this includes some effective intervention groups. However, it gives pupils too few opportunities to practise their writing and mathematics skills in other subjects.
- Tolerance and understanding of other people's values and beliefs are effectively embedded in learning, and this promotes pupils' spiritual, moral, social and cultural development well. During the inspection, a Key Stage 2 assembly linked Year 3's class work effectively to music week. Pupils spoke about their work on Indian culture and presented an Indian dance wearing authentic clothing.
- Links to the local authority are strong, as part of the school's programme of professional development to improve teaching.

■ **The governance of the school:**

- Governors have a clear understanding of the strengths and weaknesses of the school, the community it serves and the needs of the pupils, in relation to similar schools. They provide a high level of challenge as well as support to the senior staff at the school. They have an understanding of the quality of teaching, performance management procedures and their impact on teachers' salary progression. The governors carefully monitor the school's finances, including the pupil premium funding, which provides in-class support to target pupils not reaching age-related expectations in writing and mathematics. Governors are aware of their changing role and the importance of training and development to include support when interpreting pupil progress data. The governing body ensures that procedures for safeguarding are robust. It checks all requirements are fully met, and that the processes for appointing staff are secure.

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	108992
Local authority	Bristol
Inspection number	405205
Type of school	Primary
School category	Community
Age range of pupils	4–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Miss Sarah Cooper
Headteacher	Mr Tom Burton
Date of previous school inspection	16–17 September 2010
Telephone number	0117 3772630
Fax number	0117 3772631
Email address	cabot.p@bristol.gov.uk

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