

Shirehampton Primary School

St Mary's Walk, Shirehampton, Bristol, BS11 9RR

Inspection dates 28 February–1 March 2013

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|--------------------------------|----------------------|--------------|----------|
| 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.

- Teaching throughout the school is good and some is outstanding. Lessons engage and excite pupils at all stages of their development.
- The school provides a safe, happy environment in which all pupils can thrive.
- Children in the Early Years Foundation Stage make good progress from their starting points.
- Pupils behave well in and around school and understand the code of fairness and responsibility that the school promotes at all times.
- All leaders and managers, including governors, have determination and drive that focuses fully on continuous school improvement.
- Pupil premium funding is used highly effectively to support individuals and groups of pupils.
- Teaching assistants work well with pupils who need extra support for a wide variety of needs.
- The school is important to the community it serves and parents are very positive about the work it does.

It is not yet an outstanding school because

- The relationship between marking, feedback to pupils and planning next steps in learning has yet to become fully consistent across the school. Teachers do not always use information on pupils' abilities to set work at the right level of difficulty. Occasionally, marking does not give clear guidance on what pupils need to do to improve their work.
- The curriculum can make better use of learning opportunities for all groups of pupils from the local area. The school does not take full advantage of learning opportunities in the local area to support and enrich pupils' progress.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, several of which were joint observations with the headteacher and members of the senior leadership team.
- Inspectors listened to pupils read and talked to groups of pupils about their work and attitudes to learning. They looked at pupils' work in exercise books across a range of subjects.
- They met with the headteacher, other school leaders and members of the governing body to explore the impact of leadership and management at all levels on pupils' learning and outcomes.
- Inspectors took account of the 18 responses to the online questionnaire for parents (Parent View) and looked also the school's own parental survey questionnaires carried out over time.
- Inspectors met with officers from the local authority to find out about the ways in which they support the school.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on the progress of pupils, planning and monitoring documentation, records relating to behaviour and attendance and evidence relating to safeguarding.

Inspection team

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|------------------------------|----------------------|
| Marion Hobbs, Lead inspector | Additional inspector |
| Lesley Voaden | Additional inspector |
| Christine Huard | Additional inspector |
| Richard Blackmore | Additional inspector |

Full report

Information about this school

- The school is a larger-than-average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. This is additional funding for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services
- The proportion of pupils who speak English as an additional language is lower than that seen nationally, as is the proportion of pupils identified as having special educational needs and/or disabilities. The proportion of pupils supported at school action is higher than that seen nationally but the proportion supported at school action plus or with a statement of special educational need is below the national average.
- There is a Nursery offering part-time places as well as two full-time Reception classes in the Early Years Foundation Stage.
- The school provides a wide range of extended services, including a daily breakfast club.
- The school meets the government's floor standard, which sets out the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Develop the consistency of assessment across the school so that:
 - teachers consistently set work that is at the right level of difficulty for pupils
 - teachers' marking always gives clear guidance on what pupils need to do to improve their work
 - all pupils are more actively involved in marking their own and each other's work.

Inspection judgements

The achievement of pupils is good

- Pupils join the school in the Early Years Foundation Stage with skill levels that are generally below those typical for their age. Strong provision and good teaching ensure that they make good rates of progress and leave Reception at levels that are broadly average.
- Continuing good progress is reflected in attainment at the end of Key Stage 1, which is usually above average in reading, writing and mathematics.
- Most groups of pupils, including those eligible for the pupil premium, make better progress than typically expected. Most disabled pupils and those with special educational needs also make good progress, although a few pupils with speech, language and communication difficulties make slower progress in writing. The school is addressing this area of need through well-targeted packages of support to individual pupils. The few pupils who speak English as an additional language are well supported in their learning and acquisition of a new language and, as a result, make good rates of progress.
- Pupils talk positively with each other as part of learning, showing interest and curiosity to explore fresh topics. However, they are not always given enough opportunities to assess their own work and that of their classmates.
- Pupils read well and widely. They are keen to discuss authors and texts and the school's emphasis on the reading for pleasure as a life-long skill is evident across all age groups.
- Standards at Key Stage 2, which are usually in line with national expectations, dipped below those expected nationally in 2012 for English, reading and mathematics but were above or in line in writing. The school can robustly account for this shortfall and has strong evidence to demonstrate expected and better-than-expected rates of progress for all groups and cohorts currently within the school.
- The wide range of targeted support sessions that the school has in place support good progress for the significant numbers of pupils eligible for the pupil premium. As a result, gaps between their average point scores in English and mathematics are being rapidly closed. The family link worker, learning mentor and teaching assistants all contribute to actions that make a real difference to improving outcomes for these children.

The quality of teaching is good

- Teaching across the school is good, and in some cases, outstanding. There is a strong shared understanding, led by the headteacher and her senior team, of what constitutes a good lesson and teachers show that they can use this effectively to support the good progress of different groups.
- The school is particularly skilful in the way that it deploys other adults to work with the large numbers of pupils who have complex learning and social needs. The pupil premium funding is spent imaginatively and innovatively to support children and families in a wide variety of ways that enhance their learning opportunities, always carefully targeted to particular circumstance.
- In most lessons, high expectations and brisk pace are used well to engage and excite pupils in their learning. Open-ended questions encourage children to speculate as well as reflect and consolidate their understanding. Talk for learning is well understood by all.
- The range of activities provided for pupils are appropriate and interesting. For example, Year 2 pupils explored volume and capacity in mathematics, leading them to weigh ingredients accurately so that they could make cakes in a subsequent lesson.
- Assessment, especially at the upper end of Key Stage 2, is effective in helping pupils see clearly what they have to do in order to improve their work further and aim for improved outcomes.
- This good practice is not widespread enough. Teachers do not always use assessment information to plan work at precisely the right level of difficulty. Occasionally, teachers' guidance

in marking is not clear enough to help pupils improve their work.

- Each pupil's progress in reading, writing and mathematics is rigorously checked and tracked as they move through the school. Progress meetings are held six times a year to discuss the information gained. These ensure that teachers have a good understanding of how well pupils are doing and the action they need to take to help them reach their full potential.

The behaviour and safety of pupils are good

- Behaviour, both in lessons and around the school, is typically good and a major factor in the good progress pupils make in lessons. The school has an effective system of rewards and sanctions, which means that any poor behaviour is dealt with effectively and promptly.
- All adults in the school model fairness at all times and pupils appreciate this approach. The family link worker is working with a group of parents to explore methods of managing poor behaviour at home appropriately and in line with the experiences that pupils know they can expect at school.
- Pupils speak positively about their experiences at school. They have a firm understanding of different kinds of bullying, including that which may be encountered through social media and the internet.
- Pupils have a good understanding of how to keep safe, and are confident that any issues they raise will be dealt with swiftly. The school's emphasis on restorative justice is appreciated by all and encourages pupils to take responsibility for their own and others' behaviour.
- Parents and carers appreciate all the work that the school does for their children. This was evident in the online questionnaire (Parent View) as well as in the school's evidence of parental surveys carried out each year.
- Attendance has improved since the last inspection and is now broadly average. Absences are followed up rigorously as a matter of course and the low numbers of exclusions relate to individual pupils with particular needs.
- Strategies for managing pupils' behaviour are very effective so that lessons are calm and purposeful.
- Pupils are confident and friendly and well prepared for the next stage of their education.

The leadership and management are good

- The headteacher, senior leaders and governors consistently communicate high expectations and ambition for school improvement. This is shared by teachers and teaching assistants, who work hard to ensure good rates of progress for all pupils, many of whom often have complex needs.
- Teaching, learning and pupils' progress are monitored regularly and effectively by the headteacher and her senior team. Governors are unafraid to ask rigorous questions that hold the school to account.
- Performance management and professional development are used well to promote good teaching and are closely matched to the school development plan. The school also meets individual teachers' training needs.
- Leaders and governors have a clear and accurate view of the school's strengths and weaknesses and are swift to respond to any identified area of need. Again, governors are pro-active in working with the school to ensure that funding is available and effective to support provision.
- The school places great emphasis on the importance of promoting literacy for all pupils. The recently refurbished library, complete with mock fireplace, armchairs and extensive new stock, is testament to this and greatly appreciated by pupils. A boy in Year 4 was very proud to show the 'before and after' photographs on display as well as to talk about the exciting books available to borrow.
- The school works closely and effectively with a range of partners to drive improvements in teaching and learning as well as to care for the social, emotional and behavioural needs of

pupils. The pupil premium funding is very well deployed to provide a wide variety of resources that impact on outcomes for pupils.

- The local authority provides regular support through the school improvement adviser. He works effectively with senior leaders and governors to provide strategic pieces of work that impact on pupils' achievement. A good example of this was a training day that explored with the whole staff ways of creating a positive psychology in the classroom.
- The school provides a range of interesting activities that are well matched to the needs of pupils, including disabled pupils and those with special educational needs. This promotes pupils' spiritual, moral, social and cultural awareness. However, the school does not currently make the best use of sites and activities across the local area to enrich pupils' learning..
- The school places a suitable emphasis on equality of opportunity, so that no groups are disadvantaged. All pupils have equal access to all the school offers.
- The school works well with parents and carers, encouraging them to become part of the school day with the informal morning 'drop in' at the start of each morning as well as, for example, running parent groups during the day to support more potentially vulnerable families.
- **The governance of the school:**
 - The governing body is systematic and thorough in their work across all aspects of the school. They work closely with the headteacher and senior leaders on a regular basis, immersing themselves as much as possible in the life of the school. 'Governor of the month' days, attendance at staff training days, joining pupils and staff on school visits and 'tea and cake' stalls at parent evenings demonstrate just how seriously governors take their role. They are equally assiduous in holding the school to account for its outcomes and have a good grasp of progress data for all cohorts and groups within the school. They manage the school budget effectively and ensure that pupil premium funding is well targeted to particular need. Governors take advantage of training for themselves provided by the local authority. They involve themselves fully in the recruitment of new staff working with the headteacher to appoint high-calibre candidates. In this way, school improvement and improved outcomes for all pupils are both at the core of the governing body's work.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 132196 |
| Local authority | Bristol |
| Inspection number | 406476 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 450 |
| Appropriate authority | The governing body |
| Chair | Rebecca Golder |
| Headteacher | Louisa Munton |
| Date of previous school inspection | 8–9 December 2010 |
| Telephone number | 0117 9031447 |
| Fax number | |
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