

# Millpond Primary School

Baptist Street, Bristol, BS5 0YR

## Inspection dates

5–6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- All groups of pupils achieve well, because teaching is good and additional support for any pupils who need it is effective.
- At the end of Year 6 in 2012 pupils had made good progress and more attained expected levels of attainment in English and mathematics than in most other schools.
- Teamwork by staff with parents and carers and a wide range of others effectively helps pupils' achievement, safety and spiritual, moral, social and cultural development.
- Pupils behave well. They develop a very good understanding of, and respect for, a wide range of people and cultures in this very diverse and inclusive community.
- Leaders and managers are ambitious for the school and all its pupils. They have driven improvements in achievement, teaching and development of school buildings.
- Governors have a good understanding of the school. Their support and challenge have effectively helped school improvement, positive morale and partnerships with the wider community.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. Occasionally, teachers do not use their assessments of pupils' attainment and progress well enough to plan activities which are suitably challenging for them all.
- Occasionally, teachers talk for too long. Pupils do not spend enough time in active learning and some of them lose interest and are not as engaged as they could be.
- Teachers observe each other working but do not always transfer strengths which they see to improve their own practice.

## Information about this inspection

- Inspectors observed 29 lessons and part-lessons, taught by 17 teachers and two teaching assistants. Six of these observations were joint visits with the headteacher or senior leaders.
- Discussions were held with pupils, governors, a representative from the local authority, senior managers and teachers in charge of subjects, as well as parents and carers.
- Inspectors considered the views of parents and carers through informal discussions and about 30 responses to a school’s questionnaire. Inspectors were informed that some parents and carers had tried unsuccessfully to submit comments to Parent View. By the end of the inspection there were insufficient responses to the online Parent View website for it to be accessed.
- Inspectors considered 14 responses to the staff questionnaire and the views of pupils, through both informal and pre-arranged discussions.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current progress, pupils’ work, leaders’ reports on lesson observations, the school’s development plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.

## Inspection team

Jo Curd, Lead inspector	Additional Inspector
Matthew Cottrell	Additional Inspector
Lynn Thomas	Additional Inspector

## Full report

### Information about this school

- Millpond Primary School is bigger than most other primary schools. It is situated in densely populated inner city Bristol.
- The vast majority of pupils are from minority ethnic groups, most are of Somali descent. The proportion is much higher than in most other schools.
- The proportion of pupils who speak English as an additional language is much higher than the national average. Most start at the school with a very early acquisition of English.
- The proportion of pupils eligible for the pupil premium and additional funding given to the school to support specific groups of pupils is much larger than in most other schools. A few pupils are looked after by the local authority, most are known to be eligible for free school meals and none has parents in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly in line with the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly lower than the national average. Some of these have very complex learning, behavioural, social and emotional difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- An Ofsted monitoring visit in January 2012 said that the school was continuing to improve from its previous inspection.
- The school runs a free breakfast club, sponsored by a local business, every morning.
- The school's intake has doubled from one class to two. In 2012 the Year 6 cohort is the last single class year group. Extensive building work to accommodate all the additional pupils was taking place during the inspection.

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

- Raise the quality of teaching to outstanding by making sure that teachers:
  - use their assessments of pupils to plan work which takes account of what they already know and understand so that it is suitably challenging for them all
  - increase opportunities for all pupils to be active and engaged in their learning
  - transfer the good and better features of teaching to all lessons, especially in mathematics.

## Inspection judgements

### The achievement of pupils is good

- Most pupils start at the school in the Nursery or Reception classes, or higher up the school, with academic knowledge, skills and experience well below those nationally expected for their age. Skills in English language and personal and social development are usually particularly low.
- Children make good progress in the Nursery and Reception classes. This is because relationships between staff, pupils and families are good, activities and resources are accessible and practical and staff use their accurate understanding of children and their development well.
- Pupils continue to make good progress throughout Key Stages 1 and 2. In 2012, the progress of most pupils, including Somali pupils, was significantly better than the national average in both English and mathematics.
- By the end of Years 2 and 6, attainment is still below average, but increasingly close to the national average. The proportions of pupils who reach the levels expected for each age are rising throughout the school. In 2012 the proportion that reached Level 4 in English and mathematics, the expected level for this age, was above the national average.
- Pupils learn to read well because phonics (linking of letters with the sounds they make) are taught daily to those who need it and they often read aloud to adults, as well as reading frequently in a variety of lessons. The proportion of six-year-old pupils who did well in the national phonics check was not far below the national average, which reflects good progress from their low starting points.
- Pupils achieve well because the overall quality of teaching is good. No groups underachieve and over time there are no significant differences between the achievement of any groups. Any differences are usually due to the complex learning, emotional or social needs of individual pupils from any gender, ethnic or social group.
- More-able pupils achieve well because teachers question pupils well. In 2012 the proportion of pupils who reached the higher Level 5 in English and mathematics was in line with the national average and one pupil attained a Level 6 in writing.
- Pupils who start the school after the Early Years Foundation Stage achieve well because they are assessed quickly and are given effective support for any language, learning or emotional needs they have.
- Pupils who are eligible for pupil premium funding achieve well. Funding is used well to employ additional staff, including specialist teachers, to support their emotional, social and learning needs. In 2012 they made faster progress over Key Stage 2 than most pupils nationally in both English and mathematics, even though this was not quite as good as other pupils at the school. Because of their very low starting points, their attainment is about two terms behind others at the school in English and one term behind in mathematics, but these gaps are closing.
- Disabled pupils and those with special educational needs progress well, given their starting points, because they are assessed carefully and their varying needs are met by skilled and experienced staff.

### The quality of teaching is good

- Teaching has improved to be good through training and teachers observing each other's work. A very few teachers have not transferred the good practice observed into their own work, however, and a few inconsistencies persist. This occasionally slows progress and slightly limits equal opportunities across the school.
- Teaching in the Early Years Foundation Stage is effective. Staff provide good opportunities for children to choose their own resources and activities, as well as to play and work inside and outside. There is a good balance of adult-led activities and ones children choose for themselves.
- Teachers plan interesting lessons which motivate pupils and so raise achievement, as well as

promoting their spiritual, moral, social and cultural development. For example, pupils in Year 6 developed skills in English and history as they learned to empathise with children who were evacuated during the war.

- Effective teaching, strong partnerships and good use of time, help develop pupils' reading skills. Phonics are effectively taught daily and teaching assistants and volunteers use time throughout the day well to hear children read.
- Reading, writing, communicating and mathematics are used well in a range of subjects. For example, pupils developed their English and mathematical vocabulary as they enthusiastically researched and asked questions about volcanoes in a geography lesson.
- Teachers generally provide suitable activities to engage and stimulate all pupils. For example, lower-attaining pupils in Years 5 and 6 enthusiastically progressed well when using construction kits to find nets for cubes. On another occasion, all the pupils in Year 6 made excellent progress in their language and mathematical skills, as they excitedly investigated patterns. Occasionally, teachers talk for too long; insufficient time is allocated to active learning, and some pupils lose interest and concentration and progress slows.
- Teachers know pupils well through frequently marking their work and assessing their knowledge and understanding. Most use this knowledge well to plan interesting lessons and adapt their questions and explanations for different pupils. Occasionally, all pupils in the class are given the same tasks, which are too difficult for some and too easy for others. This slows progress in these lessons.

### **The behaviour and safety of pupils are good**

- Pupils enjoy school. Attendance has risen and is now broadly in line with the national average. Those who attend very regularly receive praise and attractive rewards. Pupils run happily into school and are keen to learn and see friends.
- Pupils have positive attitudes to learning: for example, a pupil in a Year 1 mathematics lesson showed great determination and resilience in her attempts to place a teddy 'under' the chair on the interactive whiteboard saying, 'I'll just try again, I'll try another one'.
- Pupils generally behave well in and out of lessons. They occasionally become distracted in lessons when they are not actively engaged in learning and sometimes fidget and chat.
- Pupils learn to take responsibility for their actions and responses to others. For example, pupils remind themselves of alternative ways to respond to frustrations or disagreements, by using 'The Wheel of Choice' which is displayed around the school. These include walking away, counting to 10 or saying sorry. Pupils learn to 'try three of these' before they ask an adult to intervene. By doing this, pupils learn to resolve their own issues and keep themselves and others safe.
- The challenging behaviour of a few pupils is managed well through effective support, counselling, art therapy and consistent application of the school's behaviour management policy. The number of exclusions, almost exclusively for violent outbursts, is decreasing and exclusions are now much more rare.
- Pupils say they feel safe because they learn to manage their own behaviour, know what to do to support others and learn to take risks safely. For example, they learn to use equipment safely, such as wooden tapping sticks in music lessons, and play actively outside, safely jumping over ropes and swinging from the branches of a large tree.
- Pupils have a good understanding of inappropriate behaviour including cyber, verbal and physical bullying. They are confident that such incidents are rare and that they know what to do if or when they happen.
- Pupils speak positively about 'the mixed cultures' at their school. They enjoy a wide range of visitors and visits, such as parents who come into school to cook traditional recipes or going to

visit different places of worship and cultural importance.

- Pupils' spiritual, moral, social and cultural development is promoted from the moment they enter the school and see six clocks in the foyer showing different times around the world. They also hear snatches of the 'language of the month' and are welcomed by a very wide diversity of staff and pupils. They develop respect for a wide range of people and take an active part in counteracting stereotypes and combatting discrimination.

## **The leadership and management** are good

- Since the previous inspection, leaders have successfully improved attainment, the quality of teaching and pupils' attitudes towards learning. All aspects of the school are now good, even though a few inconsistencies in teaching across the school remain and achievement is not yet outstanding.
- Senior leaders work well as a cohesive and close team, cooperating well to meet all the different needs of pupils. They successfully lead teams which support pupils' well-being, competence in the English language and overall academic achievement. For example, the 'teaching and learning' coordinator helps subject leaders to improve the approach and quality of teaching, while the 'inclusion' coordinator works with families, therapists and teaching assistants to ensure that support is effective for all.
- Leaders and managers recognise that many pupils start, and leave the school, at many times during the year. Along with all staff, they make sure that new pupils and families are welcomed and introduced to the school and its expectations. They follow a well-focused induction programme, which considers pupils' academic, emotional and social needs as well as work in a coordinated way to meet each of these.
- Effective policies help staff, other partners and volunteers to use consistent approaches with pupils and their parents and carers. For example, a strong emphasis and similar approach from all has raised rates of attendance and awareness of the importance of pupils being present at all times.
- Advisors and officers from the local authority have successfully supported the school since its previous inspection. They have effectively trained leaders, teachers and governors and carried out joint lesson observations to sharpen leaders' evaluative skills. These officers recognise how much the school has improved and now consider that it is good.
- **The governance of the school:**
  - Governors' skills and levels of challenge have improved since the previous inspection. They are now effectively helping to drive improvements. They have a good knowledge of the school through detailed reports from the headteacher and regular planned visits to classes and school events. They have an accurate understanding about the quality of teaching, how well pupils are doing in relation to others nationally and the impact of pupil premium funding. They are very positive about and supportive of the school and all that it does for the local community. Systems for managing and improving the performance of all teaching staff, including leaders, are effective. Governors take full responsibility for managing the performance and salary of the headteacher and are fully aware of systems for rewarding teachers for the impact they have on pupils' achievement. They know what the school is doing to reward good teaching and address any underperformance, thereby successfully driving equality of opportunity and combating discrimination. Their direct involvement in this is at an early stage. They give high priority to safety and see that all aspects of safeguarding meet requirements and are secure.

## 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

<b>Unique reference number</b>	109137
<b>Local authority</b>	Bristol
<b>Inspection number</b>	405217

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Drummond
<b>Headteacher</b>	Mary Wyatt
<b>Date of previous school inspection</b>	9–10 November 2010
<b>Telephone number</b>	0117 3773085
<b>Fax number</b>	0117 3773086
<b>Email address</b>	millpond.p@bristol.gov.uk



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