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Inger O'Callaghan
Headteacher
Glenfrome Primary School
Cottisford Road
Bristol
BS5 6TY

Dear Mrs O'Callaghan,

Requires improvement: monitoring inspection visit to Glenfrome Primary School

Following my visit to your school on 13 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Clarify the intended outcomes of the school improvement plan along with the actions necessary to bring about sustainable school improvements.

Evidence

During the visit, meetings were held with you, middle leaders and members of the Governing Body to discuss the actions taken since the last inspection. The impact of performance management and school improvement plans were evaluated.

Context

Since the inspection in October a member of the senior leadership team has returned from maternity leave, the school has appointed an assistant learning mentor, a reading recovery teacher, an additional teaching assistant and an inclusion leader.

Main findings

The lack of consistently good teaching remains a key issue for improvement. However, you are working determinedly to secure a culture of rigorous self-evaluation and high expectations throughout the school. With the support of an effective governing body you have incorporated the areas for improvement recommended at the time of the inspection into your school improvement plan. You maintain staff development as a priority and have strengthened the process of performance management in order to improve the quality of teaching throughout the school. For example, teachers have recently received training on how to use questioning in lessons more effectively to promote pupils' learning. There is a strong focus on developing writing seen within the classrooms and this is reflected in the curriculum that is carefully planned to engage pupils in their learning. Similarly, the quality and consistency of marking is being carefully monitored within the school. You have introduced ways to strengthen the leadership skills of your senior and middle leaders. They say this has enabled them to have a much clearer understanding of pupils' progress and at the same time a clearer understanding of individual pupils' achievements across the curriculum. For example, they regularly monitor teachers' planning and subject leaders are now involved in pupil progress meetings. You are maintaining a strong focus on being an inclusive school through developing pupils' spiritual, moral, social and cultural understanding. The school's values are being successfully shared and celebrated through the curriculum and within the life of the school.

Governors monitor the work you do closely and this allows them to provide the necessary challenge as well as support. The CoGs has a very clear knowledge and understanding of the work of the school, its strengths and areas for improvement. Along with senior leaders he is ensuring all members of the governing body, including those recently appointed, gain an accurate understanding of the school's strengths and areas for improvement. Consequently, leaders are demonstrating through the work they have set in place since the recent inspection a growing confidence in holding the school to account.

External support

The school makes good use of external partners to strengthen its provision. For example, in order to provide greater learning opportunities for all pupils you have begun to work more closely with three other schools in your locality.

The local authority knows the school well and as a result is able to provide a range of support to senior leaders. It has confidence in the work of the governing body and is currently working closely with you to build leadership capacity with the middle leaders. The local authority is also guiding the school in supporting newly qualified teachers within the school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bristol.

Yours sincerely

David Edwards

Her Majesty's Inspector