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Mr T Burton
Headteacher
Cabot Primary School
Halston Drive
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Dear Mr Burton

No formal designation monitoring inspection of Cabot Primary School

Following my visit to your school on 7 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the school.

Evidence

The inspector gathered a range of evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- scrutiny of documentary evidence
- discussions with leaders and staff.

Having considered all the evidence I am of the opinion that at this time behaviour and safety require improvement.

Context

Cabot Primary is smaller than the average-sized primary school. The proportions of pupils that are from minority ethnic backgrounds and those that speak English as an additional language are much higher than are found in most other schools. Around two thirds of pupils are known to be eligible for free school meals. The proportion of pupils that are supported at school action is higher than the average. A lower-than-average proportion of pupils are supported by school action plus or have a statement of special educational needs. Fewer pupils join or leave the school, other than at the usual times, than is typical. Staffing at the school is stable and there are no vacancies.

Behaviour and safety of pupils

Pupils' behaviour requires improvement because incidents of low-level disruption occur too frequently and, until recently, too many pupils have been excluded. Since the last full Ofsted inspection in February 2013, the headteacher and the other leaders have taken determined action to establish their high expectations and adopt a firm line when pupils' behaviour has fallen below the standard expected. Rates of exclusion are declining and the standard of behaviour has improved substantially over the last 12 months.

The beginning and ending of the school day are managed well. Lessons start promptly because the headteacher and the staff are on hand to greet pupils and urge and guide them into class. This results in an orderly start to the school day. In lessons, most pupils are attentive and interested in their learning. Teachers are good role models because they manage pupils' behaviour with courtesy and respect. Teachers insist on high standards such as asking pupils to apologise when they talk over another class member. However, low-level disruption is not uncommon and teachers do not always act quickly enough to intervene. Pupils are correct in their assessment that behaviour is mostly good, but they are also aware that it is not always so. The school's procedures for rewarding good conduct and the consequences of poor behaviour are understood widely. For example, Year 2 pupils could explain how their good conduct had been rewarded with extra time using the play equipment. Similarly, several pupils proudly described how they had earned the privilege of eating lunch with staff at a specially laid out table. Pupils that misbehave know how their behaviour falls short of the school's values and this helps them to take personal responsibility for their actions.

Outside formal lesson time, organised playground activities are well supervised and provide plenty of opportunities for pupils to play safely with others. For those pupils who prefer a quieter playtime, adequate provision is also made. Leaders ensure that pupils move sensibly and safely around the school site. This is particularly evident in the very orderly way that pupils enter and leave the hall at lunchtimes and in their good behaviour in assemblies. However, some pupils are inconsiderate of others when they are not supervised closely such as when moving between the school

building and the playgrounds. On these occasions, the staff-on-duty do not always challenge misbehaviour swiftly enough.

Leaders pay close attention to pupils' behaviour. Detailed records are kept and checked frequently to identify any patterns that may emerge. Fewer pupils are excluded from school because they have carefully planned programmes of support. Individual sessions of counselling or play therapy enable pupils to manage their behaviour more successfully. However, the rates of fixed-term exclusion remain higher than most other schools.

Pupils feel safe in school and are confident in the way that the school deals with their concerns. Pupils show a good understanding of how bullying behaviour affects others by activities that encourage them to 'walk in another's shoes'. They know that bullying is not limited to physical or verbal harm and that technology can be used to bully others. While pupils' understanding of prejudiced-based bullying is less developed, they know that teachers would challenge those who use derogatory language.

While most pupils follow the school's dress code, it is not enforced rigorously and this results in a small number of pupils being dressed inappropriately for school. Pupils' attendance is in line with the national average.

Priorities for further improvement

- Ensure the rigorous application of the school policy and procedures for managing behaviour to reduce incidents of low-level disruption and ensure the declining trend in exclusions is maintained.
- Ensure that all staff monitor the behaviour of pupils that are not supervised closely, especially during lunchtimes, so that inappropriate behaviour can be challenged swiftly.
- Work with parents and carers to ensure that all pupils follow the school's dress code.

I am copying this letter to the Director of Children's Services for Bristol, the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Ian Hancock
Her Majesty's Inspector