

# Freshford CE Primary School

High Street, Freshford, Bath, BA2 7WE

**Inspection dates** 2–3 July 2014

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

- Pupils make good progress in reading, writing and mathematics from starting points which vary from year to year but are generally in line with those expected for their age.
- Pupils enjoy their lessons and work hard to achieve their best.
- Teaching is good. Relationships are strong, activities are carefully planned and pupils are keen to learn and do well.
- The support provided by highly skilled and dedicated teaching assistants makes a strong contribution to pupils' learning in lessons.
- A consistent approach to pupils' personal, as well as their academic, development results in their good behaviour and understanding of how to be and stay safe.
- The headteacher and senior leaders have been highly focused on improving the quality of teaching and raising pupils' achievement. As a result, the progress pupils make is quickening.
- The governing body is knowledgeable about the school. Its members challenge leaders and make a good contribution to school development.

### It is not yet an outstanding school because

- Teachers do not always make sure that all pupils have work that challenges them, especially the most able pupils. They do not consistently tell pupils how to improve their work or ensure pupils put into practice the advice given in comments in marking.
- Pupils do not do as well in writing as they do in reading and mathematics. This is because they do not practise writing high-quality sentences using accurate punctuation often enough or regularly write extended pieces of work.

## Information about this inspection

- The inspector observed eight lessons; in total, four teachers and their teaching assistants were seen. The inspector looked at examples of pupils' work and heard pupils read.
- Many opportunities were taken to talk with pupils.
- The inspector looked at a wide range of school documents, including development plans, policies and reports on the school's strengths and aspects for development, monitoring records and reports, safeguarding and curriculum materials, information provided for families, and governing body documents. The school's data, including records of checks on pupils' progress, were reviewed.
- Discussions and conversations were held with the headteacher and deputy headteacher, the Early Years Foundation Stage leader, subject leaders, administrative staff, members of the governing body and a representative of the local authority.
- The 35 responses to the online questionnaire, Parent View, and a letter from a parent were taken into consideration. The seven responses to the questionnaire for school staff were also taken into account.

## Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. There are five mixed-age classes.
- Most pupils come from a White British heritage.
- The proportion of pupils supported through the pupil premium is well below average. This is additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is lower than average. The proportions supported through school action plus or with a statement of special educational needs are above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The new headteacher started in September 2013.

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

- Improve the quality of teaching by:
  - making sure teachers make it clear to pupils how they can improve their work
  - ensuring that pupils put into practice the advice teachers provide in their marking
  - ensuring tasks always challenge pupils to do as well as they can, especially the most able pupils.
- Raising standards in writing further by:
  - making sure pupils practise skills for writing sentences and in using punctuation in their work more frequently
  - ensuring pupils learn more precisely how to make their writing varied and interesting
  - providing pupils opportunities to write longer pieces of work.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and understanding that are typical for this age. They settle quickly and make good progress because the classroom and outdoor areas are full of exciting things to do which are just right for the children.
- Pupils make good progress in all year groups across Key Stages 1 and 2. Pupils currently in Year 6 have made good progress across Key Stage 2 and the school's results are set to improve this year.
- Pupils make good progress because they are questioned by staff very effectively during lessons. This develops their thinking skills. For example, the high calibre questioning half way through a lesson in Year 4/5 encouraged pupils to busily compare their ideas and challenge each other. This improved the quality of their writing task about life as an evacuee in the Second World War.
- Attainment is above average. In the Year 6 national tests, pupils performed well in 2013, with levels of attainment which were about a term and a half ahead of other Year 6 pupils nationally.
- Disabled pupils and those with special educational needs, some of which are very complex, make good progress from their individual starting points. Their needs are assessed promptly and they receive the additional support or special programmes and resources that they need.
- Pupils eligible for support through the pupil premium funding make quick progress. There were too few of these pupils in Year 6 last year for their attainment to be compared with that of their classmates. The school has used its funding effectively to provide this group with extra support, for example with additional staff in lessons who work with them individually and in small groups.
- The progress of more able pupils is usually good because they are challenged, for example through good questioning and tasks that make them think deeply. However, there are times when teachers do not always demand enough of more able pupils and this sometimes slows their rates of progress.
- Progress in writing is not as strong as in reading and mathematics because pupils do not practise often enough skills for writing sentences. They do not write longer pieces of work often enough to ensure they can use a wide range of effective writing features. Consequently, pupils do not learn very precisely how to make their writing varied and interesting.

### The quality of teaching is good

- Teaching is consistently good and this helps lay the foundations for lifelong learning right from the Early Years Foundation Stage. Teachers are clear about what they want pupils to learn. Teachers and their assistants develop very positive working relationships with the pupils.
  - Teaching assistants are effective in speeding up the progress of, for example, small groups and individuals. They understand well the needs of their pupils and use questions, explanations and encouragement to support them.
  - Staff have accurate information about what pupils can do and understand, and most of the time use this to plan learning well. As a result, the level of challenge set for most pupils, including disabled pupils and those who have special educational needs, encourages pupils to make rapid progress.
  - Teachers have good subject knowledge. They explain tasks clearly and check throughout the lesson to make sure pupils are succeeding with their tasks. Lessons are a hive of purposeful activity and pupils produce a good amount of work.
  - A focus on teaching mathematics, with clear opportunities for pupils to solve problems, has increased their confidence in using these skills and raised standards. Pupils have improved their skills because teachers use suitable approaches and resources well.
- In 2013, standards in the Year 1 phonics screening check were below average, but this year the results are expected to be closer to average. This is because the teaching of phonics (the sounds that letters make) is effective. Further training has improved teachers' knowledge about the

teaching of early reading skills. Older pupils are very enthusiastic about reading and talked enthusiastically about the different kinds of books they enjoy.

- Activities are usually set at the right level and teachers ensure learning is secure, for example by going over work more than once. However, teachers do not always challenge more able pupils well enough to make them think deeply or require them justify their views in written work.
- Comments in teachers' marking usually give pupils helpful guidance about what they have done well. Teachers provide pupils with good oral feedback on their work. However, pupils are not always given clear enough guidance to enable them to improve their work. They do not have frequent enough opportunities to respond to this advice, in order to make their work better.

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

- The behaviour of pupils is good. They move around the school in an orderly manner and play well together at break times. When pupils come together, for instance for assembly, their good behaviour supports their spiritual, moral, social and cultural development well. There are consistent systems in place to encourage good behaviour, which the pupils understand and appreciate.
- In lessons, pupils are focused and engaged in their learning. They listen and concentrate, try hard and work well together. They have positive attitudes to learning and enjoy school. Pupils have good manners and show respect for one another and for adults.
- The school's work to keep pupils safe and secure is good. The records relating to behaviour show that the number of instances of poor behaviour has reduced considerably over time. This shows that the systems for dealing with poor behaviour are effective. There have been no exclusions in recent years.
- Pupils like school and this is reflected in their attendance, which is above average, and persistent absence is low.
- Pupils say they feel safe in school and most parents agree. Pupils know about the implications of bullying. The school has prepared them well to recognise and deal with different types of bullying and any threats they might meet in the wider world. They say that bullying is rare and show confidence that their teachers would act quickly to put things right if it occurred.

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

- The very effective headteacher and leadership team promote high aspirations for all pupils, regardless of their ability or background. The staff support these aims in striving for higher levels of achievement for pupils. The plans for improvement are ambitious but realistic. They set out clear targets by which to measure success. Plans include appropriate timescales, and identify who will be accountable for carrying out the different actions.
- The school has an accurate view of the next steps it needs to take and priorities are clear. Future plans are precise and success is evident in the rise in rates of progress. The school is well placed to move forward because there are good systems to check on the quality of teaching. Leaders, other than the headteacher, gather information, for example from watching teaching, checking teachers' planning and looking at pupils' work. They give teachers and teaching assistants clear guidance on how they can improve their practice.
- Subject leaders have opportunities to check on the work of colleagues, and are held accountable for carrying out aspects of the improvement plan which relate to their subject.
- The range of learning opportunities provided enables pupils to make good progress academically and in their spiritual, moral, social and cultural development. A particular strength is the way the school provides pupils with direct experiences to expand their horizons. Educational visits, (described by one pupil, which was typical of many, as 'really cool') and visitors to the school contribute to pupils' learning.

- Parents praise the 'community spirit' created by the school's leaders, and how this influences in a positive way their children's love of school and learning.
- Primary school sports funding has been used well to develop the skills of teachers and teaching assistants so they can provide a wider range of physical activities and to a higher standard. These activities include gymnastics and swimming. The wider range of activities is beginning to have a positive impact on pupils' performance and well-being.
- The local authority has an accurate view of the school's effectiveness. It has supported the school by advising on improvement planning, conducting joint observations of lessons and in contributing to judgements about pupils' achievement.
- **The governance of the school:**
  - The governing body, led by a very capable Chair, receives detailed reports and has regular meetings with leaders about particular areas. The governors have attended training to develop their skills in checking on the school's effectiveness. As a result, governors are very aware of pupils' progress because they know how to interpret data and compare the school's performance with others. Governors make sure that pupil premium funding is spent appropriately and check on the effect it is having. Members are well informed about the quality of teaching; they make sure that teachers' salaries reflect their effectiveness and that any underperformance is tackled rigorously. Governors are fully committed to making sure that everyone is treated equally and ensure that the school's safeguarding arrangements meet statutory requirements.

## 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>	109195
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	439543

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ingrid Maher-Roberts
<b>Headteacher</b>	Andrew Wishart
<b>Date of previous school inspection</b>	4 June 2009
<b>Telephone number</b>	01225 723331
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