

Blagdon Primary School

Bath Road, Blagdon, Bristol, BS40 7RW

Inspection dates 24–25 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is typically good and is outstanding at times. Leaders have ensured teaching and achievement have continued to improve throughout the school.
- Teaching and pupils' progress is typically good or better across the school.
- Senior leaders and teachers have made effective use of external support provided by the local authority to further improve teaching and pupils' progress.
- The early years provision is good. Developments to teaching and the outdoor spaces have supported improvements to pupil outcomes.
- Parents are very supportive of the school and its work. They value their children's educational experiences at the school.
- Governors strengthen the overall leadership of the school. They use detailed information on the school's performance to provide a high level of challenge to school leaders.
- Disadvantaged pupils and those with special educational needs are very well provided for and make good progress.
- Teachers' and teaching assistants' good knowledge of pupils' individual learning needs has enabled effective support and good progress.
- Strong relationships exist between adults and pupils, creating a very positive atmosphere for learning. As a result, pupils feel safe, happy, behave well and are successful learners.
- Pupils have a strong sense of community, through the school's close work with the village.

It is not yet an outstanding school because

- Middle leaders have not yet had the opportunity to play a full part in driving improvements to teaching and curriculum development.
- Not enough teaching is outstanding.
- Teachers' written feedback does not always provide specific guidance to enable all pupils to make the progress of which they are capable.

Information about this inspection

- The inspector observed nine lessons or part lessons, including examples of teaching in every year group. Two of these lesson observations were carried out jointly with the headteacher.
- The inspector looked at pupils' books in a range of subjects to establish the progress and quality of their work over time.
- The inspector talked with groups of pupil leaders as well as individual pupils during their lessons and at playtimes to find out their views about the school.
- The inspector heard pupils read and observed their behaviour in lessons and around the school.
- The inspector talked informally with parents to gauge their views of the school, took account of 27 recent responses to the online questionnaire (Parent View) and analysed 13 responses from the staff questionnaires.
- Meetings were held with the headteacher, school leaders, governors and a representative from the local authority who works closely with the school.
- The inspector looked at a wide range of documents, including the school's plans for improvement, external monitoring reports, records of checks made by leaders and information on pupils' attainment and their progress. He also scrutinised records relating to behaviour, attendance and safeguarding.

Inspection team

Stuart Bellworthy, Lead inspector

Seconded Inspector

Full report

Information about this school

- Blagdon Primary School is smaller than most primary schools.
- The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is very low.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for pupils known to be eligible to receive free school meals or who are looked after by the local authority.
- The proportion of pupils who have special educational needs is below average. There are no disabled pupils at the school.
- Children in the Reception class attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching to typically outstanding, so that more pupils consistently achieve the highest levels, by:
 - teachers giving direct and specific guidance when marking, to enable all pupils to make the progress of which they are capable
 - ensuring that pupils are given the time to respond to teachers' feedback to further improve their work.
- Improve the good leadership and management to outstanding by:
 - sharing roles and responsibilities to enable the skills and experience of middle leaders to drive improvements across curriculum subjects
 - leading by example to secure the highest levels of achievement for all pupils.

Inspection judgements

The leadership and management are good

- Senior leaders have high aspirations for all pupils. Leaders and teachers make effective use of high-quality assessment information so that nearly all pupils are challenged and supported to achieve in line with, or better than, their capabilities.
- The school's evaluation of the quality of teaching and its impact on learning is accurate overall. Improvement plans set clear priorities and are checked carefully to decide whether the actions taken have been effective or not. Teaching is typically good and school records show that some teaching is outstanding. However there is not yet enough teaching of the highest quality throughout the school, to enable all pupils to reach the levels of which they are capable.
- Senior leaders and governors work together well and have a shared responsibility for checking on the progress of pupils. This has resulted in a highly individual approach to monitoring pupils' progress. Tailored programmes of support lead to good achievement for nearly all pupils. Pupils with special educational needs have particularly benefited from effective support.
- The local authority has worked closely with the school to bring about further improvements to the quality of teaching and to individual pupils' achievement. Regular adviser visits have successfully focused on improving the performance of less-able pupils and reviewing how pupils' work is marked. Middle leaders have been involved in this process and visited good practice recommended by the local authority. This work started in September 2014 and is therefore in its early stages of development.
- Visits from advisory teachers have supported improvements in the Early Years Foundation Stage and in the teaching of phonics (the sounds letters make). As a result of this, all children now make a good start to school. A higher-than-national proportion of children achieve a good level of development by the time they move into Year 1.
- Leadership roles have yet to be fully developed. Middle leaders have clear roles, but have not been given full responsibility to lead subject developments and take on the improvements in early years and phonics initiated by the local authority.
- Pupil premium funding is used effectively. Additional teaching and support has focused well on improving English, mathematics and personal confidence for eligible pupils. As a result, the progress of these pupils has improved and the attainment gap between disadvantaged pupils and other pupils, both in the school and nationally, has now closed.
- The school's curriculum provides a wide range of learning experiences for pupils. Pupils learn about democracy and equality of opportunity through the election of the school council and house captains. Pupils talked enthusiastically to the inspector about a residential camp they attended last year and their school responsibilities such as librarians, eco-council and buddies. These opportunities have further developed pupils' understanding of democracy and their preparation for life in modern Britain.
- Additional money to improve pupils' participation and ability in sport has been used well. A teacher from a local secondary school leads some physical education lessons and after-school clubs. Pupils enjoy sports and the schools teams have been successful in local competitions. The funding is also used to provide staff training and different sports for pupils, resulting in better staff skills and access to a wider range of sports for pupils.
- Pupils' social skills are well developed. All pupils are involved in the annual whole-school production and have the opportunity to audition for the main parts. The school works closely with the village community by inviting them to school productions and taking pupils to sing for the village Luncheon Club twice a year. These opportunities have developed pupils' social, moral, spiritual and cultural awareness.
- Pupils are safe. Senior leaders, staff, governors and pupils understand the importance of safeguarding. Statutory safeguarding requirements are met by senior leaders, although a small number of procedures could be more rigorous. All adults are regularly trained and individual cases of concern are followed up to ensure pupils are kept safe.
- **The governance of the school:**
 - Governors have a good understanding of how well the school is performing in relation to other schools nationally. The pupil assessment committee carefully analyses pupil achievement information, checking the progress of all pupils and taking action where necessary. It uses the high-quality information to analyse the school's performance and asks challenging questions to support and secure the improvements to teaching and pupils' achievement.
 - Governors manage the school's budget effectively. They have used resources well to both maintain the traditional buildings and provide new play surfaces and outdoor provision for early years.
 - Governors use their good understanding of performance management to monitor how improvements to

teaching and school development are linked to both the headteacher's and other teachers' pay progression.

- Governors check on how the pupil premium is spent and they are kept informed about the progress of eligible pupils as part of their assessment monitoring. This has resulted in these pupils making good progress in reading, writing and mathematics.
- The safeguarding governor attends training, checks the annual safeguarding audit and reports to the full governing body. This helps to ensure high importance is placed on safeguarding and that all statutory requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They conduct themselves well in lessons and around the school, and consistently demonstrate positive attitudes towards each other. Pupils show good respect for and enjoy assemblies.
- Staff promote good behaviour and manage pupils' needs well. Consequently, lessons are very rarely disrupted by poor behaviour. Staff and the majority of parents are positive about the management of behaviour in the school.
- Pupils report they enjoy learning at school and they like the new textbooks and reading books. They enjoy lessons and respond well to adults' questions and prompts such as during a Reception class tidy-up time. Most pupils move sensibly between activities in lessons and work thoughtfully during group work, considering each other's views and ideas.
- Pupils are well informed about issues such as racist behaviour and most types of bullying. They report there are a small number of behaviour issues at playtimes and there is room for this to improve. New equipment has been provided for playtimes, resulting in more pupils being active, using a wider range of resources.
- School leaders analyse behaviour logs carefully. Records show that exclusions are very rare and individuals have improved their behaviour through targeted support. Although a very small number of pupils display challenging behaviour, effective and appropriate measures are in place to manage this. This has resulted in pupils continuing to learn without disruption.
- A good system of nurture and pastoral support provision is in place. Staff work very closely with both parents and, where necessary, outside agencies to support pupils' emotional, social and behavioural needs.

Safety

- The school's work to keep pupils safe and secure is good. Safe practices are emphasised and embedded in all aspects of the school's work. For example, the school places a high importance on pupils learning about road safety as soon as they start school, due to the busy main road nearby.
- Pupils are aware of how to keep themselves and others safe. They are knowledgeable about the dangers associated with the internet and what to do to keep safe online. Pupils say they feel safe at school because they can talk to the adults in school and the staff help sort out any problems.
- Safeguarding procedures meet requirements. Key staff communicate effectively with parents and work with outside agencies to ensure individual pupils are kept safe.
- The school promotes high attendance through reminders and newsletters. Pupil attendance rates have increased and are now in line with the national average. However, the attendance of a few disadvantaged pupils remains just below the national average for this group.
- Strong relationships exist between adults and pupils, creating a very positive atmosphere for learning. As a result, pupils are keen to come to school because they feel safe, happy and enjoy their learning.

The quality of teaching is good

- Teaching is typically good across the school. School records show that some teaching is outstanding, which is supported by examples of work in pupils' books. However, there is not yet enough teaching of the very highest quality to enable all pupils to reach the levels of which they are capable.
- Teachers and teaching assistants create a very positive climate for learning through openness and effective questioning. This has resulted in pupils taking more responsibility for their learning and progress. For example, the majority of pupils choose harder mathematics work when given the choice.
- Very good relationships exist between adults and pupils, enabling high-quality discussions to occur. A

good example of this was seen during a whole-class discussion about the characters in the book *'Treasure Island'*. The teacher used the opportunity effectively to discuss right and wrong. Pupils developed their ability to use the text to find evidence to support their thinking and viewpoints.

- The teaching of mathematics is good and standards of achievement in this subject are improving. Current assessment information shows that nearly all groups of pupils are making good progress. Pupils in Year 4 and Year 5 are making slightly less progress in mathematics compared to pupils in the school. However, teachers are aware of this and putting plans in place to ensure these pupils catch up. Pupils progress well in their understanding of symmetry when teachers reshape activities during lessons. For example, in one lesson seen, the teacher consolidated learning well by helping pupils to spot the link between the number of sides and the lines of symmetry of regular shapes.
- The teaching of phonics and reading has improved so that pupils are now achieving at the level they should be. While standards in Year 1 and Year 2 dipped slightly in 2014, the school has put appropriate plans in place to address the reasons for the dip. Teaching in single year groups and current assessment information suggests that pupil standards will exceed the national average in 2015.
- The teaching of writing is very effective and is supporting pupils' precise use of punctuation and better sentence construction. Consequently, all groups of pupils are making rapid progress in writing.
- Teachers' marking does not always provide specific guidance on how to improve a piece of work and suggestions are not always followed up. This hinders pupils' ability to rapidly improve their work and transfer these skills to their next piece of learning. Consequently, some pupils are not making the progress of which they are capable.
- Teaching assistants are well deployed and provide effective support for pupils. They use detailed questioning, both in lessons and with small groups, to maintain pupils' concentration and challenge them to deepen their thinking and understanding.

The achievement of pupils

is good

- Pupil achievement has continued to improve for nearly all groups for the last three years. In 2014, some Year 1 and Year 2 pupils did not achieve well in reading and writing. However, the work in pupils' books and the school's own assessment information on reading, writing and mathematics demonstrate that progress in all these subjects is now good throughout the school. Pupils have responded well to challenges set by teachers and produce work of a high quality.
- Provision across the early years is good and improving. Most children enter Reception with the skills at least typical for their age and make good progress in all areas of learning. The large majority of children leave Reception as confident learners and very well equipped to start Year 1.
- Children read well. The daily teaching of phonics has resulted in improved teaching and pupils' achievement in this area. Consequently, the proportion of pupils meeting the expected level in the Year 1 phonics check has been broadly in line with the national average for the last two years.
- Achievement by the end of Year 2 has continued to improve since 2012. Pupils have good mathematics skills and are able to confidently use information, shapes and solve number problems. By the time pupils leave Year 6, they have above average skills in reading, writing and mathematics. This is a result of strong teaching, particularly in Years 5 and 6. For example, pupils are able to carefully analyse text and use the skills they have learnt in their own writing.
- Provision for pupils with special educational needs is effective and their needs are met. Good-quality external support and effective programmes have resulted in a highly individual approach to support progress for pupils with special educational needs and those who need additional help to achieve well.
- Due to the very small numbers of pupils eligible for the pupil premium, meaningful comparison with national information is not possible. However, close monitoring and work in books indicates that across all year groups, these pupils are progressing at least in line with other pupils, both in school and nationally. In 2014, pupils eligible for the pupil premium in Year 6 closed the achievement gap to be in line with their peers and other pupils nationally.
- The achievement of the most-able pupils is above the national average in reading, writing and mathematics at the end of Year 2 and Year 6. These pupils are able to demonstrate their confidence, effective use of reading, writing and mathematics skills and their engagement in all areas of learning.
- The school ensures that all pupils are treated equally and that social skills are developed. Pupils listen attentively to teachers and other staff, and are successfully prepared for the next stage of their education. Pupils benefit from regular visits to the local secondary schools for swimming, sports and cluster events.

The early years provision is good

- The Early Years Foundation Stage is well led. The outdoor learning areas have been improved to particularly support physical and social development. Staff know the children very well individually, track how they improve their skills through play, and modify activities according to children's needs and abilities. Links with Blagdon Pre-school are very good, although links with other early years providers are less well developed.
- The majority of children start in the Reception class with skills at least typical for their age. A few children started school with lower speaking and listening skills. Assessment information shows that these weaknesses have been addressed and that all children are progressing well in all areas of learning. The early years leader has assessed the different areas of learning and identified that children are making less progress in technology and imagination. As a result of this, the school has recently bought new resources to support children's learning in these specific areas.
- Teaching in early years is good. Adults promote early reading skills through improved daily phonics sessions. Children's active participation helps to develop their enjoyment in learning letters and the sounds they make.
- Teachers plan effectively to meet the needs of pupils. Lessons challenge pupils and make good use of resources. A good example of this was following a phonics lesson, when the Reception children practised writing sentences using a range of resources. Consequently, these children demonstrated good understanding and use of the letter sounds they had been learning about.
- Well-focused teaching and effective provision enable children to make good progress in all areas of learning. For example, all children develop good skills in mathematics, speaking and self-confidence. As a result, the large majority of children are well prepared for learning in Year 1.
- Children's behaviour is good as a result of high-quality personal, social and emotional provision. They adapt well to new routines and respond positively to rewards. Whether playing and learning indoors or outdoors, children behave in ways that keep them safe.
- Children's positive attitudes are promoted well because the learning environments are engaging. Activities that children choose for themselves, such as painting, construction and using the space-themed role play area, encourage all children to work together and develop good social skills.
- All adults working in early years are well trained and make a good team. They work effectively to ensure that children have regular access to the outdoor learning area throughout the day and children's reading skills are supported on an individual basis.
- Parents are encouraged to play an active role in their child's learning by maintaining regular communication with the school. For example, parents contribute evidence of their child's development by sharing learning that has happened outside school.

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

Unique reference number	109091
Local authority	North Somerset
Inspection number	449567
Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	John Murphy
Headteacher	Andrew Rhys-Jones
Date of previous school inspection	10–11 May 2010
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