

Bournville Community Primary School

Selworthy Road, Weston-super-Mare, BS23 3ST

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leadership and management are outstanding and have driven the school forward to improve teaching and pupils' learning very successfully since the previous inspection.
- The headteacher sustains high aspirations. He has moulded and leads a very skilled leadership team that fully shares and continues a strong drive to help all pupils achieve their full potential.
- Governors challenge and support the staff very effectively in their efforts to provide high quality teaching, and support and secure rapid progress for all groups of pupils.
- The behaviour of pupils is outstanding. Pupils feel valued and confident at school because they are treated equally and share excellent relationships with staff and with each other.
- A calm and extremely supportive community atmosphere pervades the school. It is clearly visible in the exemplary role models demonstrated by staff, which pupils strive willingly to follow as they give of their best in learning.
- The school's work to keep pupils safe and secure is outstanding. Consequently, pupils say that they feel very safe, and their parents agree.
- The school provides a stimulating curriculum that is highly successful in widening the pupils' experiences and promoting their spiritual, moral, social and cultural development.
- The quality of teaching is outstanding across the school. The teachers' skill and determination in securing the pupils' readiness to learn is successful in raising their aspirations and sustaining excellent progress.
- The school uses additional government funding, such as the pupil premium, highly effectively. As a result, disadvantaged pupils supported by the extra teaching and adult guidance provided through this funding make excellent progress in their academic and personal and social development.
- Children make an excellent start to school and achieve extremely well in the pre-school and Reception classes that form the school's early years provision.
- At times, opportunities are missed to extend further pupils' writing across the curriculum.

Information about this inspection

- Inspectors observed learning in 24 lessons and saw the work of 16 teachers. They were accompanied by the headteacher and deputy headteacher during some visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school’s analysis of how well it is improving. Inspectors examined the school’s systems for checking progress, records of checks on the quality of teaching, and reports of visits to the school made by the local authority.
- The inspectors talked to pupils about their work, and listened to individual pupils read. They also looked at samples of pupils’ work across a range of subjects and classes, especially writing.
- Inspectors held meetings with members of the governing body and staff. An inspector also met with members of the school council. Inspectors spoke to many individual pupils in lessons and around the school. The lead inspector met with a local authority educational adviser.
- Inspectors took account of the views expressed in the 44 online responses to Ofsted’s Parent View questionnaire. They also gathered the views of some parents during informal meetings at the school during the inspection. Inspectors took note of a letter from a parent. Questionnaires completed by 60 members of staff were also analysed.
- Inspectors considered the school’s use of the primary sport funding and the pupil premium.
- Inspectors examined the school’s work in updating procedures for checking pupils’ progress within the new National Curriculum.

Inspection team

Alexander Baxter, Lead inspector
 Andres Curtis, Team inspector
 Nouredin Khassal, Team inspector

Additional Inspector
 Additional Inspector
 Additional Inspector

Full report

Information about this school

- Bournville Community Primary School is well above average in size.
- The majority of pupils attending are of White British heritage.
- The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is below average, but has increased significantly in recent years.
- The proportion of disabled pupils or those who have special educational needs is well above average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after) is very high in relation to the national average.
- Most children in the early years initially attend the school's pre-school class on a part-time basis and then begin their full-time attendance in one of the two Reception classes.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides its own breakfast and after-school clubs.
- The school is a member of the Weston-Super-Mare Educational Trust. This is a group of five schools that work closely as a cooperative trust of schools. Each school retains its own headteacher and governing body.
- The headteacher is a local leader of education. The school provides support for several schools.
- A nursery for two-year-old children operates on the school site. This is registered separately with Ofsted and was not included in this inspection.

What does the school need to do to improve further?

- Provide more opportunities for pupils to take full advantage of the school's stimulating curriculum by developing their writing skills across the full range of subjects.

Inspection judgements

The leadership and management are outstanding

- The very experienced and capable headteacher has established a very strong team of senior staff and governors that underpins outstanding leadership and management of the school. All leaders share a vision that pupils should become successful learners ready to take advantage of all that the school has to offer. They work extremely well together and with partners in the cooperative trust to make this vision a reality.
- As a local leader of education, the headteacher and staff provide very effective guidance and support in helping several other schools to become good.
- The school's outstanding performance in all its work, especially in securing a culture where teaching and behaviour flourish with equal success, demonstrates its capacity to improve. The leaders' skills in updating procedures for checking pupils' progress within the new National Curriculum further shows determination to sustain pupils' excellent learning into the future.
- Senior staff make sure that leadership and management roles are distributed very effectively. Strong leadership at all levels ensures that checks on pupils' differing needs are completed rigorously and very effectively. Senior and middle leaders are similarly diligent in ensuring that teaching and any extra support provided are equally effective in helping all pupils to make the best possible progress.
- Leaders ensure that procedures to safeguard pupils, including checks of the suitability of staff, fully meet statutory requirements. Staff provide high levels of care to keep pupils safe and free from discrimination.
- The school engages with parents exceptionally well. This is evident in the parents' very positive responses to the questionnaire. Parents who wrote or spoke to an inspector were also very praising of its work.
- Leaders provide very effective financial management. They also raise substantial funds to provide extra equipment and staffing to ensure that all pupils have an equal opportunity to learn.
- Leaders ensure that additional government funding is used very efficiently. As a result, disabled pupils, those who have special educational needs, and pupils supported by the pupil premium succeed at least as well as, and sometimes better than, their peers. For example, funds are used to provide extra staff and visits out of school to boost pupils' confidence and personal needs as well as their academic learning.
- The teachers ensure that the curriculum is exceptionally well planned. It is broad-based and designed to 'fill the gaps' in the pupils' learning and experiences. The curriculum is based on themes such as 'Ready-Steady-Cook' that link subjects together and stimulate pupils' interest and creativity.
- The school promotes the pupils' spiritual, moral, social and cultural development highly effectively. The pupils visit farms, the sea aquarium and parks to understand and appreciate their local community. Pupils learn about tolerance and to respect other beliefs and communities during religious education lessons, ensuring that there is no discrimination of any kind in the school. Pupils experience cultural days at school, when they are joined by their parents in studying the range of religions and cultures found in Britain and the wider world. The pupils' understanding of British values is further developed through elections to the school council and 'mock elections' to coincide with the recent general election. Their local member of parliament has also visited to discuss the democratic process.
- Staff use the additional sports funding very effectively to raise pupils' awareness of the importance of physical exercise to promote health and fitness. Leaders encourage links with other schools in the cooperative trust to fund additional specialist coaches to train staff and extend pupils' skills. Pupils experience a wide range of sports and competitions, including cross-country running, hockey, rugby and dance. Pupils take full advantage of these opportunities to improve their fitness and enjoyment of school. For example, the number of pupils participating in sports clubs has risen from 65 to more than 120 over the past year.
- The local authority continues to provide valued training for governors and staff and guidance in appraising the performance of senior leaders.
- **The governance of the school:**
 - Governors are very well organised. They have strengthened the way they check the performance of the school since the previous inspection. Governors provide a high level of support, but also challenge senior leaders and hold them to account for all aspects of the school's performance. This ensures that they are very effectively informed about the school's strengths and areas for development.
 - Governors undertake regular training. They also meet with colleagues across the cooperative trust to extend their skills. By these means governors ensure that they fully meet their statutory responsibilities, especially with regards to safeguarding pupils. Governors join with staff leaders to examine and discuss national data and school checks of pupils' achievement. This enables them to secure an accurate view

of how pupils are performing in relation to national information.

- Governors also examine detailed reports about the quality of teaching and its impact upon pupils' progress. As a result, they are very aware of how checks of teachers' performance are used to prevent underperformance and to reward good teaching.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- All pupils have strong relationships with each other and with the adults who support them so well. These contribute to their outstanding attitudes to learning, in and out of lessons.
- Pupils do their very best to adhere to the school's vision statement, 'We look after ourselves and others'. The pupils' commitment to this vision develops their self-responsibility. Their whole-hearted efforts to work hard in lessons help them to achieve the school aim of 'Better Learning' at all times.
- Pupils are very eager to help each other to learn as well as they can. Pupils' excellent behaviour extends out of lessons and underpins their strong sense of community spirit. They work as 'play buddies' during break times to provide friendship when needed. Pupils also enjoy their time together in breakfast and after-school clubs and make lasting friendships that continue into lessons to enrich their learning.
- The school carefully records any incidents of unacceptable behaviour. In recent years, incidents have been reduced by over two thirds and records show that pupils have responded well to very effective adult support. Pupils say that behaviour is excellent and that they feel very safe.
- Pupils accept and undertake additional responsibility very willingly. For example, pupils on the school council undertake their roles seriously. They say, 'We listen to everyone and share their ideas with the class teacher.' Pupils organise their own fund-raising events, for example sales of work and non-uniform days to raise funds for charities such as the Bristol Baby Unit. They decorate the hall and help other pupils to participate in Christmas shows.
- Attendance is above average when compared to similar schools. It reflects the pupils' enjoyment of school and the improved and supportive partnership between the staff and parents.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe at school.
- All staff, including the school's pastoral support team, ensure that the school's detailed child protection procedures are extremely well implemented to help keep pupils safe. The school's safeguarding arrangements fully meet statutory requirements.
- Pupils have a clear understanding of the different forms that bullying might take. They say that it is rare at this school 'because we respect each other'.
- Pupils know what is meant by physical and racial abuse. They are aware of what cyber bullying is and say that 'e-safety keeps us safe when using computers'.
- The overwhelming majority of parents who responded to the questionnaire, and all who spoke to an inspector, unreservedly agreed that the school makes sure pupils behave well and keeps them very safe.

The quality of teaching is outstanding

- Outstanding teaching sustains the pupils' exemplary attitudes and readiness for learning and their excellent progress over time.
- Teachers and teaching assistants present excellent role models and promote very encouraging and supportive relationships with the pupils. Pupils appreciate the respect shown by adults and respond very positively, quickly adhering to the school's ethos of 'Better Learning'.
- All staff take extra care in checking pupils' developing skills and, in particular, their ability to persist at their work so that they learn effectively.
- Teachers and teaching assistants use the information gathered very effectively to gauge pupils' understanding. They adjust and re-focus their questioning and the range of activities and work given to the pupils. By these means, staff ensure that the work is hard enough, stimulates pupils' interest and is sufficiently supported, as necessary, by additional adult support. For example, during phonics (letters and the sounds they make) in Year 1, all groups of pupils responded eagerly to the teacher's praise and, when necessary, an occasional reminder, by pronouncing the letter sounds accurately.
- A scrutiny of pupils' work in books and on display shows that they learn very well and complete their tasks very carefully. Pupils' full engagement in learning in class also shows that all groups, including those who

have special educational needs and others with most ability, work and achieve extremely well.

- Teachers explain tasks clearly so pupils know what they are required to learn. Pupils are also encouraged to think carefully about their work. As a result, all pupils respond eagerly to teachers' guidance. They understand what they have to do and are motivated and enabled to make excellent progress.
- Teachers and teaching assistants manage pupils' behaviour extremely effectively and supportively. They ensure that pupils' needs and self-confidence are supported in a way that does not disrupt the calm atmosphere in all classes that underpins pupils' excellent learning. For example, pupils with emotional needs and others who might show a level of anxiety have their confidence skilfully restored by very caring adult guidance. This often takes place in The Haven room where pupils are supported and helped to regain their self-control.
- Teachers use their excellent subject knowledge to provide thought-provoking and stimulating work across the curriculum. Pupils clearly enjoy the variety of activities provided for them, and work hard to please. For example, as part of the school's Arts Week activities, pupils in Year 1, aided by visiting parents, sustained good concentration when painting the dragon from a favourite *The Knight and the Dragon* story.
- The rich variety of the pupils' work and supportive guidance on display in all classrooms show the way their reading, writing and numeracy skills are used and extended productively across other subjects. This includes, for example, posters about British values completed by pupils working alongside their peers in other schools across the cooperative trust.
- Teachers' high quality questioning and precise use of technical terms strongly widen pupils' range of vocabulary and enrich their writing. On occasion, opportunities are missed to extend further pupils' writing across the curriculum.
- The teaching of reading and phonics is a significant strength. It is boosted by providing pupils with frequent opportunities to read regularly and explore favourite stories and texts with adults in school. Teachers also promote supportive links with parents to encourage reading at home. As a result, pupils develop an interest in books and make excellent progress in extending their reading skills.

The achievement of pupils

is outstanding

- The pupils' above average levels of attainment by the end of Year 6 show a good improvement in standards since the previous inspection.
- School records show that children make excellent progress through early years and Key Stage 1 classes from levels of skill on entry that are below those typical or their age. School and national data of pupils' progress also show continuing above average proportions of pupils making expected and better than expected progress through Key Stage 2. Overall, in relation to their starting points this represents outstanding achievement by the pupils in reading, writing and mathematics.
- In response to excellent teaching, an above average proportion of pupils are working at levels above those expected for their age. This is seen in school checks of pupils' progress over time and in inspection evidence, which included an examination of work in books.
- The most-able pupils respond enthusiastically to the stimulating challenges presented to them and make excellent progress. During mathematics in Year 4, pupils demonstrated their secure understanding of coinage in response to the teacher's questions about the price structure needed for their opera.
- Pupils' reading skills are developed rapidly as they move through the school. Strong teaching of phonics, good links with parents to encourage reading at home, and use of popular story books to raise pupils' interest sustain pupils' excellent learning.
- Disadvantaged pupils receive highly effective additional teaching and guidance for their personal needs. As a result, they make excellent progress throughout the school from their starting points. This successful use of the pupil premium was recognised this year when the school was 'runner-up' in the national Pupil Premium Awards.
- Across the school, over 40% of pupils in receipt of pupil premium support also have special educational needs. Even so, in 2014, disadvantaged pupils in Year 6 matched the performance of their peers in the school in reading and writing; they were about three terms behind in mathematics. In relation to other pupils nationally, their attainment was above in reading and similar in writing and mathematics.
- Across the school, disadvantaged pupils currently demonstrate higher levels of skill for their age than their classmates in school and other pupils nationally in all three subjects. This is notably the case in Year 6, for example, where 80% of the pupils benefit from the extra support provided by the funding. Compared to pupils' attainment the previous year, this also shows a significant improvement, especially in mathematics.
- Disabled pupils and those who have special educational needs make the same outstanding progress as their fellow pupils in relation to their starting points. This is because they receive exemplary support from teachers and teaching assistants, in and out of classes. For example, pupils' confidence is boosted in The

Haven by the sensitive way that adults tackle their personal needs.

- Pupils participate wholeheartedly in learning and appreciate the close help they receive, for example to develop their speaking and listening skills confidently and effectively. This includes pupils joining the school other than at the normal time, those from minority ethnic backgrounds, and pupils who speak English as an additional language; all make excellent progress.

The early years provision

is outstanding

- The leadership of the early years is outstanding. Leaders ensure that staff in the pre-school and Reception classes work very effectively together to present consistently caring role models to the children.
- Staff are diligent and thorough in safeguarding the children. They work very supportively with parents to make sure that children's personal and emotional needs are developed just as effectively as their academic learning. Consequently, children feel very safe and their attitudes to learning are extremely positive.
- Staff encourage very supportive relationships with the children and are highly successful in securing the children's confidence so they are at ease in learning together. As a result, children derive great pleasure from learning with each other. This underpins their excellent progress in the pre-school and in the Reception classes, especially in developing their communication, language and literacy skills. For example, children diligently followed the teacher's instructions closely during a dance session. This led to strong relationships, which enabled them to happily co-ordinate their movements and extend their social development.
- Children also make significant gains in developing their self-confidence and readiness to learn. Children greatly enjoy their learning in all the early years classes and behave extremely well. This is because they are equally included across a stimulating range of indoor and outdoor learning experiences.
- Teaching is outstanding. All staff use praise highly effectively to keep the children fully engaged in learning. For example, during a phonics session Reception children congratulated each other when using technical terms such as digraphs and trigraphs accurately to extend their understanding.
- Children learn equally successfully when choosing their own practical work. This is because the moment any child shows any sign of disengaging from an activity staff act quickly to support. In addition, if necessary, staff move children swiftly into a different activity to restore their interest and excellent progress.
- Teachers and teaching assistants observe children regularly, keeping thorough individual records of their developing skills. Staff use this information very effectively to plan the next steps in each child's learning journey. Staff also make sure that resources are readily available to widen the children's experiences and to stimulate their interest. For example, children in the pre-school developed their creative skills very successfully indoors by making dragons out of a range of materials including modelling clay. When ready, they moved outdoors to further extend their imagination in role play.
- Activities such as these ensure that children achieve extremely well in relation to their starting points. In particular, the children's significant enthusiasm and ability to sustain effective learning secure their excellent readiness for Year 1.

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	135190
Local authority	North Somerset
Inspection number	461799

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Justin Harvey-Bennett
Headteacher	Adam Matthews
Date of previous school inspection	5–6 March 2012
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