

Compass Point: South Street School and Children's Centre

South Street, Bedminster, Bristol, BS3 3AU

Inspection dates 11–12 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are not making sufficient progress in reading, writing and mathematics.
- Teaching requires improvement as teachers' expectations of what pupils can achieve are too often not high enough.
- Marking does not consistently provide pupils with information about how they can improve their work.
- Leadership and management require improvement because the good achievement of pupils and the good teaching identified in the last report have not been maintained.
- Governors have not held school leaders to account for the decline in standards.
- The early years provision requires improvement as not enough children are making the progress they should.
- The work set for pupils is not always challenging and demanding enough, particularly for the most able and for disadvantaged pupils.
- Attendance remains below average.
- Recent improvements in developing subject and middle leaders in monitoring teaching and pupils' progress have not yet had time to contribute fully to improved achievement.

The school has the following strengths

- The headteacher's energetic and rigorous approach to all areas of school improvement is working well. In the short time the headteacher has been at the school, she has quickly gained the confidence of the staff.
- Staff are responding well to the new leadership and are both engaged and committed to improving the experience of pupils at the school. Staff morale is high.
- Pupils are responding well to the new requirements made of them and are now better engaged in their learning.
- Pupils who speak English as an additional language, including those who join at other than the start of the school year, are well supported and make good progress.
- The school provides well for pupils' spiritual, moral, social and cultural development through an exciting curriculum that offers interesting activities and opportunities for personal development. Pupils are well prepared for life in modern Britain.

Information about this inspection

- The inspectors observed teaching and learning in all classes. Several of these were jointly observed with senior leaders. In addition, inspectors observed small groups of pupils taught by learning support assistants.
- Inspectors heard pupils from Years 2 and 6 reading and they also held meetings with two groups of pupils, including the school council.
- Meetings were held with senior leaders, staff and six governors, including the Chair of the Governing Body and a representative from the local authority.
- Inspectors looked at a range of documents, including the school's data on pupils' current progress, planning and monitoring documents, and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for spending, including the additional funding for sports and the pupil premium.
- The inspectors took into account the 39 responses to Ofsted's online questionnaire (Parent View). The inspectors also had informal discussions with parents at the start of the school day.
- They took account of responses to the staff questionnaire from 22 members of staff.

Inspection team

Sarah Jones, Lead inspector	Additional Inspector
Sue Horsnell	Additional Inspector
Noureddin Khassal	Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- Pupils are from a range of ethnic heritages, with half from White British backgrounds. An above average number of pupils speak English as an additional language.
- The proportion of disabled pupils or those with special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional government funding which supports pupils known to be eligible for free school meals and children who are looked after) is nearly twice the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Early years provision is comprised of a part-time Nursery provision for three-year-olds and two Reception classes offering full-time education.
- The school is part of the Co-operative Trust, a group of three primary schools and one secondary school. The school's work together to help raise standards and improve experiences for pupils. Ashton Park Secondary School supports the school to help raise participation rates in sporting activities.
- The school provides a breakfast club that is managed by the governing body. The school also provides a number of after-school clubs, which include sporting activities and arts and crafts.
- The Children's Centre on the same site is inspected separately.
- The new interim headteacher was appointed from March 2015.

What does the school need to do to improve further?

- Improve the quality of teaching, so it is consistently good or better, so that pupils make good or better progress in reading, writing and mathematics, by:
 - ensuring that activities challenge all groups of pupils, particularly the most-able pupils and those eligible for additional funding
 - ensuring that pupils are given time to respond to the suggestions on how they can improve their work
 - providing pupils with further opportunities to develop their reading, writing and mathematical skills in different subject areas.
- Improve leadership and management, including governance, by:
 - ensuring that middle leaders have the skills to assess the quality of teaching, in order to challenge underachievement
 - monitoring the quality of teaching, and evaluating it accurately and thoroughly to provide staff with the right information to improve their teaching.
- Improve pupils' behaviour, so that it is at least good, by:
 - developing routines to support good behaviour and monitor behaviour both in and out of the classroom
 - refining and developing procedures to ensure better attendance.

An external review of governors should be carried out in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be carried out in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement. Senior leaders have not monitored sufficiently well the quality of teaching, learning and pupils' behaviour to ensure all are consistently good since the last inspection.
- The arrangements for the management of teachers' performance require improvement to ensure that targets set to improve teachers' skills are linked to pupils' progress and to the school's priorities. Newly qualified teachers are well supported.
- The local authority recognises the weaknesses in the school's performance and has provided helpful support. This includes the appointment of an experienced interim headteacher.
- There is clear evidence of the positive impact of the interim headteacher at the school. The interim headteacher is driving forward with energy and enthusiasm improvements in teaching and learning. Pupils' behaviour has improved and a culture of wanting to learn is improving outcomes.
- The headteacher has improved systems to address poor behaviour with an emphasis on behaviour for learning. There are many opportunities for pupils' improved behaviour to be acknowledged.
- The middle leaders are beginning to have more of a role in checking the progress pupils make and for providing support and training for staff to ensure their subject knowledge is up to date.
- The pupils enjoy the topics they study and these provide a range of opportunities to capture pupils' interest. Pupils talk with enthusiasm about their work and the practical activities they enjoy. For example, all pupils have the opportunity to learn to play an instrument. All Year 5 were observed playing '*When the saints go marching in*' in a clarinet lesson.
- Pupils' spiritual, moral, social and cultural development is well promoted. The school uses opportunities to promote the pupils' achievements in weekly assemblies. These are appreciated by the pupils and they enjoy celebrating each other's success. The school promotes positive qualities, such as respect for each other and tolerance. Pupils show a good understanding of different cultures and faiths. They spoke with enthusiasm about their links with a school in Massindi, Uganda. Pupils have a good understanding of British values, including the voting system. They engage with it each year when voting for class representatives for the school council.
- The primary physical education and sport premium is used well to promote pupils' physical development and extend their sporting opportunities. The school is targeting pupils to engage further with activities in school as well as with after-school clubs. The school uses some of the money to engage coaches from Ashton Park Secondary School to work alongside teachers to improve their skills. Pupils participate well in local festivals with other schools, including cricket and tennis festivals.
- The pupil premium is used increasingly to provide pupils with extra help, particularly in literacy and numeracy, as well as support with their social development. The progress of these pupils is beginning to improve. However, it is not consistently good.
- The large majority of parents are positive about the school. The school has revised the newsletters and parents now appreciate the improvement in communication. Some parents have concerns about further changes in leadership in September.
- The school is inclusive and wants all pupils to be successful. The school promotes equality of opportunity and external partners are used with increasing effectiveness to meet the very special needs of some children.
- Safeguarding arrangements meet requirements. Procedures are well established and the safety of all pupils is a priority.
- **The governance of the school:**
 - The governing body aims to provide both support and challenge, based on their understanding of the school's strengths and areas for development. Training from the local authority and updates from staff help governors keep up to date. The governors are still developing their skills in reviewing their knowledge of the progress of the different groups of pupils in school and how these compare to other groups nationally.
 - Presently, governors do not challenge the school sufficiently. Governors have recently completed a skills audit to make sure they can support the school in all areas. They have a good understanding of the importance of the Teachers' Standards and how underperformance is tackled and good teaching rewarded. Governors monitor spending carefully and are aware of how the school is using the pupil premium funding to improve pupils' achievement. However, their understanding of the impact of expenditure is not clear enough. Governors make sure that statutory regulations for safeguarding are met.

The behaviour and safety of pupils**require improvement****Behaviour**

- The behaviour of pupils requires improvement.
- The school's behaviour records show that there has been a history of poor behaviour that has gone unaddressed. However, with the revised approach and support for some pupils who find managing their behaviour difficult, the number of incidents has fallen.
- Pupils, staff and parents all recognise the changes in behaviour and the improvement in the respect that pupils have for each other and their teachers. The large majority of parents believe the school makes sure pupils behave well.
- Pupils are calm when they walk around the school. They help the eco-team take care of the school site and ensure it is litter free.
- Pupils play with others well at breaktimes and appreciate the activities available to them.
- The pupils willingly take on extra responsibilities. For example, the school council spoke about their responsibilities in raising funds for the recent Nepal disaster. They would like more opportunities to get involved in the school and to make a difference.

Safety

- The school's work to keep pupils safe and secure requires improvement. There has been insufficient improvement in attendance since the last inspection. Absence rates remain above the national average for primary schools.
- Most parents in their response to the Parent View survey say their children feel safe at the school.
- Pupils are aware of the different forms of bullying, including cyber bullying. Incidents of racist or homophobic bullying are very rare but pupils report that there have been incidences. They are now confident that any incidents will be dealt with by teachers.
- Pupils have a clear understanding of how to keep themselves safe in different situations and are taught effectively about the risks associated with computers and mobile phones.
- A small number of pupils take advantage of the breakfast club provided by the school. It provides a healthy and calm start to the day, with good opportunities to develop socially.
- After-school clubs are well attended. Pupils were seen creating balloon designs in preparation for the Bristol Balloon Fiesta in August.

The quality of teaching**requires improvement**

- The quality of teaching requires improvement. Much of the current teaching is good but, over time, it has not enabled the pupils to make sufficient progress.
- Teachers regularly mark pupils' work and many provide the next steps to assist pupils with their learning. However, pupils do not routinely have time to respond to the suggestions made.
- Some activities for pupils are not always challenging enough because staff do not always intervene and question the most-able pupils to extend their learning.
- Learning support assistants are generally well deployed but there are occasions when they do not challenge pupils further in their learning.
- Pupils are not always given enough opportunities to develop their reading, writing and mathematical skills in different subject areas and so make the rapid progress of which they are capable.
- The teaching of reading skills is good. Well-structured lessons on letters and sounds, and guided reading, give pupils the tools to improve their learning.
- The teaching of mathematics is improving. Pupils make good progress when provided with more challenging opportunities to apply and practise their skills to solve more demanding problems.

The achievement of pupils**requires improvement**

- Children enter early years with knowledge, understanding and skills below those typical for their age.
- Pupils' progress across the school requires improvement because too few pupils exceed the expected rate of progress in most year groups.
- Over the last few years, the pupils' attainment in reading, writing and mathematics has varied across classes, reflecting variations in teaching and poor attitudes to learning. At the end of Key Stage 2 in 2014, pupils' attainment was below average in reading, writing and mathematics. This group of pupils did not make good enough progress because of inaccuracies in information about their starting points.
- There is evidence from pupils' books and teachers' assessments that the outcomes for 2015 are on track to exceed those in 2014, particularly in writing and mathematics.
- The achievement of the most-able pupils is improving. With stronger teaching, more pupils are attaining the highest available levels. However, there are occasions when the work they are given is not sufficiently demanding.
- Pupils' achievement in reading is improving. The proportion of pupils that reach the required standard in the Year 1 phonics (the sounds that letters make) check is improving, but remains below the average figures. Older pupils apply their reading skills well to gather information and when reading fiction books.
- Disabled pupils and those who have special educational needs benefit from the support both in the classroom and the planned activities when working in small groups. Individual support is specific to their needs and is effective. They make progress that is in line with their peers.
- Pupils known to be eligible for the pupil premium are now beginning to make progress broadly at the same rate as their peers. By the end of Year 6 last year, gaps between their attainment and that of other pupils nationally was about seven terms behind for mathematics, four terms behind for reading and just over three terms behind in writing. In comparison with their peers in school, the gap in attainment for mathematics was about six terms behind, and reading and writing four terms behind.
- Pupils who speak English as additional language make good progress from their various starting points. Individual support is effective.
- Over time, achievement fluctuates and still requires improvement. Raised expectations, however, are beginning to bring about the changes required to improve the achievement of pupils.

The early years provision**requires improvement**

- The leadership and management of early years require improvement. Leaders and managers have not ensured that the teaching is consistently good and, therefore, the early years provision is not as effective as it could be in preparing children for the start of Key Stage 1.
- The progress children make has not been consistently good over time. In 2014, a below average proportion of children achieved a good level of development. There is evidence that the outcomes for 2015 will exceed those in 2014. The school has recently engaged with an external system for self-evaluation for early years to assist with the monitoring of children's progress through Nursery and Reception.
- Teaching is improving, but there are occasions when activities are not demanding enough to extend the learning of the most able.
- Children quickly settle into the welcoming and safe environment provided both in Nursery and in Reception. Home visits take place on entry to Nursery and Reception. This establishes good relationships with parents and provides staff with the information to plan for children's specific needs.
- Positive steps have been taken to strengthen relationships. Nursery and Reception staff regularly meet with the on-site Children's Centre Manager and Year 1 teachers to help provide a smooth transition for children when they move onto the next stage of their education.
- Children are making good progress in their personal and social development. They enjoy their learning and play well alongside each other. Adults ensure they are kept safe. The headteacher provided details on plans improve the outside area before the end of term.
- The children have access to a wide range of activities, including forest school, and make effective use of both the indoor and outdoor space.

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	109124
Local authority	Bristol City of
Inspection number	456236

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

Type of school	Primary
School category	Co-operative Trust
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Jo Wright
Interim Head teacher	Vanessa Bingham
Date of previous school inspection	7 February 2012
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