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Mrs Rosie Brydon
Headteacher
Frampton Cotterell Church of England Primary School
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Dear Mrs Brydon

Short inspection of Frampton Cotterell Church of England Primary School

Following my visit to the school on 10 January 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Pupils, parents and staff are overwhelmingly positive about the school. They hold you in high regard for your approachable manner and clear vision. The school is a calm and orderly place to learn where warm relationships contribute strongly to pupils' achievement. Pupils behave well and attend school regularly. They are eager to learn and can talk about how they want to improve their work.

You and other senior leaders have retained your energy and commitment to the school's ethos and values while successfully tackling the recommendations from the previous inspection. You have maintained and continued to develop good teaching and leadership, increasingly sharing your expertise with other local schools. Teachers work together to plan lessons which challenge pupils, particularly the most able, and skilled teaching assistants give good support to pupils of all abilities. As a result, pupils continue to make good progress, and sometimes better, such as in Year 6 mathematics.

Governors are very well informed about pupils' achievement and can explain why decisions are being made, for instance about the funding to support the achievement of disadvantaged pupils. Governors rigorously review the impact of the funding, enabling all staff to be clear about which strategies to support these pupils are successful. Consequently, disadvantaged pupils are given good support by

teachers and teaching assistants. Occasionally, the links between the analysis of pupils' achievement and the school's priorities for improvement are not clear enough.

Safeguarding is effective.

You have developed a culture where all staff are vigilant about the safety of pupils. Staff are perceptive in identifying when pupils could be at risk of harm. All staff are prompt and confident in reporting any concerns, guided by the regular and relevant training they receive, which also helps them to understand the risks to pupils of exposure to extreme ideas.

Very positive relationships across the school community mean pupils trust staff to listen to their concerns, particularly the staff that supervise them at lunchtime. Pupils have been taught how to use the internet and social media safely and responsibly. Parents and pupils rightly believe that the school is a safe and harmonious community and the pupils say 'nobody is mean because we are trying to be the best we can be'.

Governors regularly check that the school's safeguarding processes are working well. Rigorous checks are made and documented at every stage of the recruitment of staff. The checks on volunteers who provide support in the classrooms are robust. Overall, you, other leaders and governors have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality.

Inspection findings

- Pupils' confidence, good attitudes to learning and courteous, friendly behaviour are testament to the principles of self-belief and self-improvement you have instilled in them. Pupils typically begin their tasks promptly and are keen to improve their work.
- Pupils consistently achieve well in reading and writing in the Reception classes. A higher proportion of pupils reach the expected standard in the phonics screening check than do so nationally. Those same high standards of reading are now consistent at the end of Year 2 after you successfully tackled some variability in standards following the previous inspection.
- Improvements over time to the teaching of reading are evident. Standards were above average in all year groups by 2015. Pupils are eager readers and read widely, making good choices from the high-quality '100 texts' that you promote. In 2016, Year 6 pupils were less successful in the reading test than you had predicted. A recent review of the teaching of reading and updated training for teachers is beginning to develop pupils' comprehension skills in a more systematic way across the school.
- When pupils move into Year 3 with standards in writing below those expected for their age, you respond quickly with extra support to help them catch up. The high-quality teaching is having a good impact on their progress.

- The teaching of writing has improved. By the time they left school in 2016, Year 6 pupils made impressive progress over time. Current pupils use a good range of vocabulary well and show good skills in punctuation and grammar in their writing across a range of subjects. You and other leaders know that further work is needed to improve standards of spelling and handwriting. Pupils do not routinely check their spelling and so repeat the same mistakes. The presentation of pupils' work varies because their handwriting is not consistently at the expected standard.
- Disadvantaged pupils currently in school achieve well because you regularly check on the impact of the support they get and now more closely target it to their next steps in achievement.
- As a group, disadvantaged pupils do not attend as well as other pupils but you are rigorous in working with other agencies to support families to help their children attend regularly.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the systematic teaching of the comprehension skills identified in the national curriculum for reading is swiftly embedded so that pupils, including disadvantaged pupils, make consistent and strong progress in reading
- pupils across the school develop handwriting which consistently meets the expected standard for their age and contributes to high-quality presentation of work in all subjects
- pupils improve their spelling in all areas of their writing.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Bristol, the regional schools commissioner and the director of children's services for South Gloucestershire. This letter will be published on the Ofsted website.

Yours sincerely

Wendy Marriott
Ofsted Inspector

Information about the inspection

During the inspection, meetings were held with you, your deputy headteacher, and pupils and with four members of the governing body. A range of school documentation, including assessment information, documents relating to attendance and safeguarding, and policies on the school's website were evaluated. The responses to 11 staff questionnaires and six parental questionnaires were reviewed. A series of short visits to lessons were jointly observed with you to evaluate the

impact of teaching on pupils' learning, review the quality of pupils' work over time and talk to pupils informally about their experiences of the school. A range of pupils' work and reading records were evaluated.

The key lines of enquiry were:

- How well leaders and governors have brought about sustainable improvements to pupils' attainment and progress in reading and writing.
- How well disadvantaged pupils are achieving and whether the plans for the spending of additional funding to promote their achievement are regularly reviewed.
- How pupils not reaching the expected standard in writing in Year 2 are being helped to catch up.
- How effectively the school keeps pupils safe.