



# Horfield Church of England Primary School

Inspection Report

**Unique Reference Number** 109143  
**LEA** Bristol, City of  
**Inspection number** 278137  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Stephen Lake RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Bishop Manor Road
<b>School category</b>	Community		Westbury-on-Trym
<b>Age range of pupils</b>	4 to 11		Bristol BS10 5BD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 9030041
<b>Number on roll</b>	345	<b>Fax number</b>	0117 9030042
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Anthony Smith
<b>Date of previous inspection</b>	16 January 2001	<b>Headteacher</b>	Mr Alan Sutton

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 12 October 2005 - 13 October 2005	<b>Inspection number</b> 278137
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a large primary school in a suburb of Bristol. The proportion of pupils entitled to free school meals is just above average. A small number of pupils are from minority ethnic groups. A few of these pupils are learning English as an additional language. The proportion of pupils with learning difficulties is broadly average but almost twice as many pupils than usual have statements of special educational need. Children start school with broadly average skills in all areas.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors find the school to be satisfactory overall with some significant areas of strength. The school grades itself as good but inspectors do not agree. Inspectors found that achievement was satisfactory rather than good and the school has several important areas in which improvement is needed. The school gives satisfactory value for money.

Most pupils achieve as well as might be expected and standards are broadly average. However, those pupils who should reach higher standards do not always do so. The main reason for this is because information from assessment of pupils' progress is not used effectively enough to set challenging targets.

The school has many areas of strength. The good quality curriculum includes outstanding provision for enrichment and for international links. The provision for pupils' social, moral, spiritual and cultural development is outstanding. Attendance is satisfactory and pupils behave well.

The leadership and management of the school are satisfactory. The school knows its strengths and weaknesses and takes action to bring about improvement. The checks, made by the senior management team to see how effective this action has been, need to be sharper. Improvement since the last inspection is satisfactory and the school is suitably placed to improve further.

Children enter reception with broadly average standards, although attainment on entry is gradually getting lower from year to year. They make satisfactory progress and the vast majority attain the levels expected by the end of the year. Children settle into school well and are prepared effectively for work in the National Curriculum in Years 1 to 6.

### What the school should do to improve further

- improve the way in which assessment information is used to help pupils to achieve as well as they should
- establish more systematic and rigorous ways of checking on the work done to bring about improvements.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and standards are broadly average overall. Standards in English are rising and are now slightly above average as a result of the work that the school has done to improve writing. Standards in mathematics and science are average. Targets for pupils' performance in national tests in English, mathematics and science set for this year have been met and in some cases exceeded. Individual pupils meet the targets set for them but in the case of more able pupils the targets are not always challenging enough. At the last inspection, higher attaining pupils in Year 2 were not

doing well enough. There has been improvement in the standards achieved by higher attaining pupils in Year 2, but the more able pupils in Year 6 could still do better.

Average and higher attaining pupils achieve at a similar rate throughout the school. Pupils with learning difficulties and looked after children make good progress in relation to their prior attainment. Pupils with English as an additional language make similar progress to other pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good, with some outstanding elements in their spiritual, moral, social and cultural development. For example, the way in which pupils' social development is encouraged can be seen clearly in enrichment lessons. Pupils' very good social skills are a significant strength. This is demonstrated in the way they provide help and encouragement to each other. This was apparent in a dance lesson where very young pupils were working with older pupils. This helped them to achieve at a much higher level than would normally be found. The school has a consistent approach to behaviour and pupils are encouraged to respect and care for each other and their community. The links with the local church enable pupils to be involved with the local community through contributions at services, such as the Harvest Festival. The strong cultural links with other countries have led to visits by pupils to Poland and shared work with Ugandan pupils. The flourishing school council encourages personal responsibility. The work that the school council members have done in setting up their own 'Eco School' and making contributions to debates about healthy eating are appreciated by other pupils. Activities such as these develop pupils' understanding of community and prepare them well for taking their place in society as they get older.

Attendance levels are broadly average but are affected by the number of families taking holidays in term time. Pupils enjoy school and contribute enthusiastically to school life, be it through the outstanding music that they play, the teams that they play in, or the help and consideration they give to learners less fortunate than themselves.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. This is the reason that pupils achieve broadly as well as they should. However, although some of the teaching is good, teachers do not use assessment information well enough to make sure that all potentially higher attaining pupils do as well as they could. Teachers are aware that some pupils could do better and are willing to try out new initiatives to improve attainment. For example, the new arrangements for grouping pupils by their abilities in mathematics that were introduced last year in January 2005 for the Year 6 group have already been introduced for the current Year 6. Although it is too early see if

there is any impact in terms of national test results, school records show that this strategy is starting to prove effective.

Although detailed assessment procedures are in place the information gained is not always used successfully to judge the effectiveness of the teaching. In particular, it is not always possible to check well enough on the progress that pupils make between reception and the end of Year 2. The school has recognised this and revised systems are being trialled in English to enable teachers to judge how well pupils are learning.

A particularly strong feature of the teaching is the way in which pupils' personal development is promoted. Teachers have very good relationships with pupils and this is a key factor in pupils' personal development. Questions are used well to stimulate pupils and keep them interested in the lessons. Teachers have secure subject knowledge and work closely with the teaching assistants to provide a stimulating learning environment.

## **Curriculum and other activities**

### **Grade: 2**

The school offers a good curriculum, with some very good elements. It meets the personal needs of its pupils well although it does not always provide well enough for their academic needs, particularly for more able pupils. A particular strength of the curriculum is the outstanding weekly enrichment programme. This brings opportunities for pupils to learn new skills, such as dance or African drumming. They learn how to make food for themselves, explore topics in science and enjoy their learning whilst developing important social skills. These activities give purpose to much of the other work that pupils do. For example, pupils realise that if they want to tell others about some of their ideas on conservation they need good writing skills. The enrichment activities are making a good contribution to the improvement in standards in English.

The broad range of activities after school, such as clubs to help with homework, sports and arts activities and visits to theatres and exhibitions, contributes well to pupils' learning. The school has a number of awards that indicate particular strengths in the curriculum including the ArtsMark Gold Award, the International School Award and an ActiveMark School award.

## **Care, guidance and support**

### **Grade: 3**

Pupils are well cared for. The school is a safe place where pupils care for each other and themselves. There is good support for pupils with learning difficulties. New procedures have been introduced to identify the needs of those who are more able. Pupils with complex needs are very effectively supported by teaching assistants.

The school emphasises the need to eat healthily and take exercise. The importance of healthy living is promoted well through arranging for pupils to run their own healthy tuck shop. This is also providing pupils with key skills that they can use in later life.

Assessment of pupils' work is carried out, but this is not rigorous enough. Information from regular tests is not fully analysed so that it can be used to inform teachers' planning. As a result, work is not always challenging enough for the more able pupils. Teachers' marking and target setting are good in some cases, but this is not consistent. As a result, pupils are often unsure about what they have to do to improve their work.

## **Leadership and management**

### **Grade: 3**

The quality of leadership and management is satisfactory overall with some areas of strength. The headteacher has a clear vision for the school and this has resulted in many high quality initiatives to support pupils' personal development. This vision is a key factor in establishing an outstanding range of international links to support and extend pupils' learning.

The school has satisfactory systems for checking on the quality of its work. The school has looked at where improvements are needed and has put suitable initiatives in place. These include the work on writing, which has been effective in raising standards in English, and the curriculum enrichment programme. However, the checks made by the senior management team on the success of planned improvements and initiatives are not as effective as they could be. For example, not enough attention has been given to checking up on the ways that more able pupils are being taught.

Several governors are new and the chair has only been in post for a few weeks. These recent changes in the governing body have been dealt with well to ensure that governors continue to hold the school to account. However, governors are aware that they could be better at this and rightly identify that they need a more detailed analysis of the assessment data to enable them to judge the effectiveness of the school more easily.

Budget management is satisfactory and the governors have initiated many good improvements to the school to benefit pupils. These include extending the hall and making specialist provision for pupils with learning difficulties and disabilities. The school takes the views of pupils and parents into consideration well through regular surveys of opinions and acting on suggestions where possible. Recent changes that have been made as a result of canvassing parents' and pupils' views include a plan to move the after-school club within the school site and providing better access to the building for pupils with complex needs.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us welcome in your school and talking to us. We particularly liked having lunch with the school council.

We found that:

your school does many good things that you enjoy very much, especially the extra activities such as the art, the dance and the very good music

you have outstanding opportunities to link with pupils in schools in other countries

the school looks after you well

you are given very good guidance on how to behave and mix with other people and you behave well

your school looks after pupils with different needs well

you are getting better at English.

We think that your school can get even better by:

using information on how well you are learning to find ways of helping you learn more

checking carefully on the work that it does to make sure that everything is as good as it can be.

Thank you again for making us welcome.