



# Brentry Primary School

## Inspection Report

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**Unique Reference Number** 108980  
**Local Authority** Bristol, City of  
**Inspection number** 288239  
**Inspection date** 14 February 2007  
**Reporting inspector** Chris Nye HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Brentry Lane
<b>School category</b>	Community		Brentry
<b>Age range of pupils</b>	4-11		Bristol BS10 6RG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 3532261
<b>Number on roll (school)</b>	205	<b>Fax number</b>	0117 3532262
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	David Price
		<b>Headteacher</b>	Angela White
<b>Date of previous school inspection</b>	19 November 2001		

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

The school, which is slightly smaller than average, serves an area of mixed social housing on the northern side of Bristol. The proportion of pupils entitled to free school meals is higher than average and the percentage of those with learning difficulties or disabilities is below average. Pupils are mainly of White British origin and almost all speak English as their first language. Pupils are taught in single age classes. They arrive in the Reception class with broadly average abilities, although many start with below average communication skills. There are slightly more boys than girls.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Brentry is a very good school with many outstanding features and very few weaknesses. It provides excellent value for money because it gives pupils a high standard of education and care. It is rigorous in evaluating its own performance and judges itself to be good. The inspector found that because it constantly strives to improve its performance, the school underestimates its own effectiveness.

Children make good progress in both the Reception class and in Key Stage 1, and very good progress in Key Stage 2. By the time they leave at the end of Year 6, standards are well above those expected in English, mathematics and science, although the presentation of some pupils' written work is a little untidy. Those with learning difficulties or disabilities make particularly good progress and most achieve standards in line with expectations even though they started school with ability levels well below those expected for their age, particularly in reading and writing. This is because the quality of teaching is very good, and often outstanding. Highly effective systems are in place to assess and track the progress of pupils. Teachers use this information very well to make sure that what they are teaching matches the needs of individual pupils. The school is successfully providing a rich and well balanced curriculum which is well planned and includes an impressive range of creative activities which are enjoyed by pupils of all ages and abilities.

The school rightly prides itself on its inclusive ethos and high standards of care, guidance and support. Pupils' attitudes towards their learning and each other are very positive and they enjoy coming to school. They are well behaved, polite and proud of their school. One pupil told the inspector that 'we want everyone to be happy here, and we are'. This positive attitude is also reflected in most parents' views of the school. One parent commented: 'My children have excelled within this positive working environment. The teachers take great pride in their work and are all exceptionally talented. As a parent, I believe that my children couldn't get a better education'.

The school is exceptionally well led and managed at all levels and has fully addressed the issues from the previous inspection. The headteacher, staff and governors work very well together to provide a clear direction for the school. Systems to monitor the quality of teaching and learning are effective and this ensures that all the staff have a very good understanding of their own areas of responsibility and the school's strengths and priorities for development. The school liaises very well with its community; for example, there are close links with the Children's Centre which shares the site.

Although the school has experienced considerable success in recent years, there is no sense of complacency and, as a result, its capacity to make further improvements is excellent.

### What the school should do to improve further

- improve the standard of presentation in the pupils' written work.

## Achievement and standards

### Grade: 1

Overall, pupils make very good progress as they move through the school and they achieve high standards as a result. Children enter the school in the Foundation Stage with standards generally in line with those expected for their age, except in communication, language and literacy, which is generally below average. However, they are well supported and make good progress so that almost all achieve expected levels by the end of their first year in school. Pupils' skills and self-confidence are built upon in Key Stage 1 so that by Year 2, standards are slightly above those expected for their age. In Key Stage 2, pupils of all abilities and backgrounds make very good progress because teachers set challenging targets based on a clear understanding of their needs. As a result, standards in English, mathematics and science at the end of Year 6 have been significantly better than the national picture for the past three years. However, much of the pupils' written work, although accurate, is untidy, particularly in Key Stage 2.

## Personal development and well-being

### Grade: 1

The school is very good in its promotion of pupils' personal development and well-being because there is a very positive atmosphere which permeates every aspect of the life of the school. The development of a number of excellent initiatives, such as the active links with two schools in India and Uganda, the class enterprise charity projects and very well planned assemblies, have a very positive impact on pupils' spiritual, moral, social and cultural development and their contribution to the global, as well as local, community.

The school expects high standards of behaviour and almost all pupils respond extremely well to this. There are effective systems in place to develop a strong sense of social and moral responsibility throughout the school. For example, Year 4 pupils take their 'buddying' responsibilities with younger pupils very seriously. Pupils' views and opinions are actively sought and valued and a very well organised school council has had a significant impact on raising awareness about environmental issues and making decisions about how to improve the quality of breaktimes. Pupils have a very good understanding of how to keep safe, for example through drugs awareness and road safety programmes. There is a strong commitment to developing physical fitness, for example through the 'Sport at Brentry' initiative. Healthy eating is also actively encouraged and pupils benefit from a 'healthy tuck shop' organised and run by older pupils.

The school has been very successful in recent years in improving attendance. Unauthorised absences have declined significantly, and attendance has improved as a result of the importance that the school places on this issue.

## Quality of provision

### Teaching and learning

#### Grade: 1

The quality of teaching and learning is consistently good throughout the school and much is inspirational. Lessons are lively, interesting and very well planned. Teachers are skilled at motivating the pupils and they ensure a brisk pace to the lessons, which are very well matched to the individual needs of the pupils. An area of particular strength is the way in which teachers use assessment information to track pupils' progress, set challenging targets and plan their lessons. As a result, pupils enjoy their lessons, are very well informed about what they need to do to improve and make very good progress.

Pupils' work is marked well, with detailed comments. This provides very helpful feedback to pupils on how well they are progressing towards their targets. In the best examples, pupils are encouraged to respond to the teachers' comments and evaluate their own performance. Assessment systems are very effective because they regularly assess pupils' abilities and accurately track their progress. These are well established systems that are particularly impressive in supporting all pupils, but in particular those who find learning difficult, through well focused support and booster sessions. As a result, very few such pupils fail to achieve standards expected for their age when they leave school in Year 6. Similarly, pupils who are gifted and talented are suitably supported through well-planned extension work.

### Curriculum and other activities

#### Grade: 1

The school provides a very broad and well balanced curriculum. As well as full coverage of the National Curriculum and Foundation Stage Curriculum, which are skilfully adapted to meet the needs of pupils, there is a wide range of other activities which enrich pupils' learning. Good examples of this include the work done with artists and writers in residence and the Welsh National Opera.

Curriculum planning is a particular strength and ensures that there is good progression from the youngest to the oldest classes. In the Reception class, very good use is made of the outdoor classroom and the successful way in which phonics is planned helps pupils to develop good reading and writing skills from an early age.

### Care, guidance and support

#### Grade: 1

The school cares very well for its pupils. Adults listen to pupils' concerns and there are very effective systems in place to identify these early. For example, a 'worry box' is well used by pupils to communicate any concerns to staff. Supervision at breaktimes is very good, a particular strength being the way in which adults engage with pupils

and clearly enjoy their company. As a result, bullying and poor behaviour are rare and appropriately responded to when they do occur.

Health and safety, child protection and risk assessment procedures are fully in place and rigorously applied. All adults are well trained and have a clear understanding of their responsibilities. Pupils are well guided and supported. They are aware of their targets and what they need to do to improve their work, and feel confident to talk to staff when they are worried. As a result, the school functions as a very caring and inclusive community.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school at all levels are outstanding because the well trained staff work as an effective team to ensure high standards throughout the school. The headteacher, ably supported by the deputy headteacher, successfully combines very effective monitoring and evaluation with a sensitive leadership style which is valued by staff, parents and pupils alike. Curriculum leaders rigorously monitor and evaluate the provision and outcomes in their subjects. They make very good use of the information they gather to plan improvements, and this effectively complements the strategic planning of the school as a whole. As a result, the strategic development of the school, as well as its day-to-day management, is efficient and pupil-focused, and the school strives for further improvement.

Support staff are well trained and managed so that they provide very good support to the teaching and learning. Although a number of governors are new to the role, they are well organised. Because most frequently visit the school and are well informed about its work, they provide an appropriate balance between support and challenge and fulfil their role of 'critical friend' effectively.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for being so friendly and welcoming when I visited your school. I really enjoyed seeing your lessons, talking to the school council and the grown-ups and looking at your work. You told me that you enjoy coming to school and your parents and carers are very happy with what you are learning. One of you told me that 'we want everyone to be happy here, and we are', and I think that she was speaking for almost all of you.

I think that yours is a very good school. The teachers provide exciting and interesting lessons. They know you all very well and this helps them to plan lessons that really help you all to make very good progress. You behave well in lessons and on the playground and you are very kind to each other. Well done!

The school provides you with lots of interesting and exciting things to do and learn, and I was really interested to hear about how you are working with schools in India and Uganda.

You work very hard and by the time you leave for secondary school, many of you are doing work that is well above the levels expected of children in Year 6, which is fantastic. One way in which your work could be even better is if it was a bit tidier, for example by using rulers to underline headings and by writing more neatly. I have asked your teachers to help you with this.

Mrs White and the adults work very hard to make yours a very happy and successful school. For me, visiting it was a joy! Many thanks!