



# Southville Primary School

## Inspection Report

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**Unique Reference Number** 108964  
**Local Authority** Bristol, City of  
**Inspection number** 295361  
**Inspection dates** 9–10 January 2007  
**Reporting inspector** Christine Huard

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>	Merrywood Road
<b>School category</b>	Community		Southville
<b>Age range of pupils</b>	3–11		Bristol BS3 1EB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 3772671
<b>Number on roll (school)</b>	236	<b>Fax number</b>	0117 3772671
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Julia Townend
		<b>Headteacher</b>	Sandra Smith
<b>Date of previous school inspection</b>	1 March 2004		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This primary school is close to the centre of Bristol. It serves a mainly White British community, and the proportion of pupils with learning difficulties or disabilities is broadly average. Attainment on entry into the Nursery varies from group to group between average and above average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school, providing a sound education for its pupils. It has the overwhelming support of parents; one comment - 'our children have developed into happy and confident learners' - was typical of many received by inspectors.

The school has improved significantly over the past year because the headteacher has identified areas of weakness and taken appropriate action to tackle them. As a result, standards are average overall and pupils' achievement is satisfactory. Standards in English and mathematics have considerably improved. This is because the school has enhanced its procedures for identifying pupils who may not be achieving as well as they should, and also those with learning difficulties. Consequently, all are now receiving the support they need to fully meet their potential. Standards in science are not high enough. Too little work has been recorded and assessment procedures have not been used consistently enough to identify weaknesses.

Children receive a good start in the Nursery within a vibrant learning atmosphere. However, progress slows in Reception because children have too few opportunities to explore things for themselves and practise new skills. Pupils' personal development and well-being are good. Pupils enjoy school and want to do well. This is illustrated by their good behaviour, positive attitudes towards their work and desire to do well. The curriculum is satisfactory and there is a good range of extra-curricular and enrichment activities. There are particular strengths in music, illustrated by pupils' joyous singing in assembly, which illustrate their self-confidence and well-honed performance skills. There are satisfactory opportunities for pupils to engage in collaborative activities and problem-solving, all of which will prepare them appropriately for the future. Pupils are well looked after and their care, guidance and support are sound overall.

Pupils enjoy positive relationships with their teachers and interact well with them, and most of the lessons observed were good or better. Lessons are made fun through the use of drama, music and, in Years 1 and 2, the use of puppets. These strategies stimulate and inspire the pupils who respond well and learn effectively because they are interested in what is being taught. However, teaching and learning are only satisfactory overall. This is because although pupils have a broad overview of how well they are doing, they do not receive enough information through marking and target setting as to how exactly they can improve their work and what they need to do to achieve the next level. The leadership and management of the school is satisfactory overall. The headteacher and senior leadership team are strong and provide clear direction to the school. They know how well the school is doing, and their self-evaluation is accurate. Some teachers are new to key roles of subject leadership and recognise the need for further training in order to consolidate their growing expertise. Governors challenge the school effectively on what is being done to improve further. The school has made sound progress since the last inspection, and is well placed to make further improvements.

## What the school should do to improve further

- develop the provision in the Reception class to ensure that children's good achievement and excitement in learning is sustained throughout the whole of the Foundation Stage
- use assessment information more effectively to identify and remedy weaknesses in science and ensure it has a greater priority in the timetable
- improve the quality of marking and target setting, so that all pupils know what they have to do to improve their work.

## Achievement and standards

### Grade: 3

Children make good progress in the Nursery, but this slows in Reception and is only just satisfactory because children have too few opportunities to independently practise their new skills in writing and mathematics. However, most join Year 1 having achieved the goals expected. In Years 1 and 2, the imaginative use of a structured programme to improve reading and writing skills is having a positive effect on pupils' achievement. In Years 3 to 6, the school's data shows that pupils are on target to improve their achievement and standards further as a result of actions taken to improve standards in both mathematics and English. However, standards in science are not high enough because too little time has been spent on it and pupils' progress is not tracked rigorously enough to identify weaknesses. Pupils with learning difficulties or disabilities achieve satisfactorily because they receive sound support in the classroom well matched to their individual targets for improvement.

## Personal development and well-being

### Grade: 2

Pupils enjoy school and this is reflected in their good attendance. They feel valued and secure because of the positive relationships that exist between adults and pupils. As one parent commented, 'The atmosphere around the school always seems very happy and positive'. Pupils' spiritual, moral, social and cultural development is good. Spiritual development is well promoted in assemblies, with pupils reflecting thoughtfully on the issues raised. Pupils also benefit from a whole-school programme which effectively promotes their social, moral and emotional development. They work together amicably and respond positively when given responsibility, for example as playground 'buddies' or members of the school council. Pupils' understanding of cultural diversity is less well developed but nevertheless satisfactory. Pupils are aware of the need to lead safe, healthy and active lifestyles, reflecting their involvement in activities such as 'Bristol's biggest bike ride' and making healthy food choices. They also make a positive contribution to the community, for example fundraising for good causes and participating in locally projects such as the 'Homezone'.

## Quality of provision

### Teaching and learning

#### Grade: 3

Children learn effectively in the Nursery, where the teaching is consistently good and, following effective measures taken by the senior leadership team, good teaching is becoming more widespread in Years 1 to 6. Teachers develop good relationships with pupils and there is a positive working atmosphere throughout the school. Planning is thorough, with clear learning objectives for each lesson which are appropriately shared with pupils. Tasks are clearly explained and, as a consequence, pupils usually settle quickly and confidently to activities which meet their individual needs. Teaching assistants make a useful contribution, particularly to the learning of pupils with learning difficulties or disabilities and those at an early stage of learning English. Assessment procedures and the use of assessment information are sound. They have improved since the last inspection and have helped to raise standards in English and mathematics, but lack consistency in science. All teachers regularly mark pupils' work and provide encouraging comments. However, pupils are not always sure about what they need to do to improve, and are insufficiently involved in evaluating their progress towards their individual targets.

### Curriculum and other activities

#### Grade: 3

Provision for children in the Foundation Stage is satisfactory. It is very good in the Nursery class, but the quality of resources and displays in the Reception class is not high enough and they fail to stimulate or excite the children's imagination. The curriculum is generally broad and balanced but too little time is spent on science, which means that pupils are not making enough progress. The provision for pupils with learning difficulties or disabilities has been considerably improved in the last year and is now satisfactory. There is good provision for pupils' personal development, and a good range of visits, visitors and school clubs enriches pupils' learning and promotes positive attitudes towards school.

### Care, guidance and support

#### Grade: 3

The arrangements for the care, guidance and support of pupils are satisfactory. All staff sustain the good levels of care and concern for the well-being of all pupils, and systems are reviewed on a regular basis. Good arrangements for ensuring health and safety are in place. Child protection procedures are secure, with staff being well informed and alert. Pupils say that they feel safe and know whom to turn to if and when in need. Teachers know their pupils well and support their personal development effectively. Their support for pupils' academic development is satisfactory. Assessments of their needs are helpfully informed by the school's improved tracking procedures.

However, although most pupils know their targets in English and mathematics, current target setting arrangements are relatively new and not yet embedded across the school.

## **Leadership and management**

### **Grade: 3**

The headteacher, staff and governors have worked together to create an environment where pupils enjoy coming to school and show real enthusiasm for learning. The leadership team is strong. It acted swiftly to reverse the poor results of 2005 and inadequate achievement of pupils. Senior staff analysed the work of the school thoroughly, acted effectively to deal with inadequacies in teaching, and have welded together a team strongly committed to raising standards. As a result, there is a good capacity for further improvement even though subject co-ordinators are not yet fully involved in self-evaluation. Staff with management responsibilities are developing an understanding of their role in monitoring the effectiveness of their subjects, although more needs to be done, particularly in science, to ensure that standards continue to rise. Governors show a good understanding of the school's strengths and weaknesses and are fully involved in strategic planning. The school uses data appropriately to check its own performance. For example, shape and space was identified as a problem in mathematics. The success of actions taken is evident in the improved performance of the pupils. Rigorous monitoring of planning, lessons and pupils' work assesses the quality of teaching and learning in order to identify weaknesses and improve pupils' achievement. Parents have great confidence in the school. Their views are taken into account and the school endeavours to respond to their concerns and ideas appropriately.

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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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 the warm welcome you gave us when we visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. We think your school gives you a sound education and is working hard to make it even better than this. This is what we thought about your school:

- you behave well and are really keen to learn
- the Reception classroom needs to be more exciting and have more activity areas where children can practise their new skills
- you are doing much better in English and mathematics this year, but you do not do enough in science which means you don't achieve as well as you should
- you take seriously the importance of eating healthily at school and taking physical exercise
- teachers make learning fun for you, but you need to know more about how to improve your work from marking and target setting
- the teachers and staff take good care of you while you are in school
- your headteacher, senior staff and governors lead the school well and know what must be done to make it even better.

We are glad you enjoy your school and hope you will continue to work hard.