

Cabot Primary School

Inspection report

Unique Reference Number	108992
Local Authority	Bristol, City of
Inspection number	309851
Inspection dates	14–15 January 2008
Reporting inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	184
Appropriate authority	The governing body
Chair	Lindsey Dowdell
Headteacher	Carmen Cadwgan
Date of previous school inspection	6 October 2003
School address	Halston Drive St Pauls Bristol BS2 9JE
Telephone number	01173 772630
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Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Cabot is a smaller-than-average school in the centre of Bristol. Pupils come from a small geographical area around the school, which is characterised by extreme deprivation. The vast majority of pupils are from minority ethnic groups and many have English as an additional language. There is a high level of mobility and the proportion of pupils with learning difficulties and/or disabilities is higher than the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Cabot is a satisfactory and improving school. Although the majority of pupils enter the school at a very low starting point, the good provision in the Foundation Stage enables them to make good progress. The pupils subsequently make satisfactory progress from Year 1 until the time they leave in Year 6. However, the rate of progress is improving, particularly for those who have English as an additional language, because of the effective leaders who track pupils individually. By the time pupils leave, standards are still well below average, although as the rate of progress improves, this is having a positive effect in raising standards.

The good leadership and management of the school have correctly identified their strengths and where they need to improve in order to continue this positive trend. Teaching and learning are satisfactory, although not consistent enough to bring about good achievement. Pupils' progress is held back because they are not given sufficient independence in lessons nor given regular opportunities to evaluate their own learning.

Although the curriculum is satisfactory, there are weaknesses in the support it gives to pupils in applying their literacy, numeracy and ICT skills. Nevertheless, there are opportunities for them to develop their knowledge and understanding of the world, including learning first-hand from visitors to the school and trips out.

The personal development of pupils is good. They make an excellent contribution to the development of the school and to the local community in which they live. Similarly, the staff deliver many projects that support both pupils and their families and it is clear that the school is at the heart of the community. Pupils enjoy school and are keen to learn. The school has worked tirelessly on improving attendance, which is now satisfactory. Pupil behaviour since the last inspection has improved, resulting in a large reduction in the number of exclusions.

The care of pupils is outstanding. They are highly valued and respected and this is reciprocated by pupils. There is a passion for the development of the local community that pervades the whole atmosphere and parents respond positively to opportunities for developing their own skills and helping their children to progress. Pupils are continually entering or leaving the school and this is managed very effectively, ensuring that disruption is kept to a minimum. There is a highly successful induction process that enables pupils to settle quickly and happily, ensuring that they make progress. This is a totally inclusive school.

The school is successfully assessing its effectiveness and making adjustments that will enhance the education pupils receive. Leaders listen and respond well to advice and support because they want the very best for all their pupils. They clearly demonstrate a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Children arrive at the school with skill levels that are well below expectations for their age, particularly in reading, writing and calculating. They also display poor emotional and social skills and lack creativity. They have strengths in their attitudes to learning, their knowledge and understanding of the world around them, and in their physical development. The good leadership in the Foundation Stage ensures that good progress is made despite still being well below expectations by the end of the year. The staff have a thorough understanding of each individual child and know how to support the next steps in their development. They liaise well with the nursery school and make home visits, although there is no summer holiday transition

programme to further support new children. They find it difficult to make choices and need more planned opportunities to further develop independence. They are not able to focus on activities without adult support. When directed, however, they make good progress in all six areas of learning. There are good relationships with parents, who appreciate the support that the school offers.

What the school should do to improve further

- Raise standards across the school through consistently good teaching that encourages pupils to work independently, and to assess how well they are doing.
- Ensure, through the sharing of good practice, that all teaching is up to the quality of the best.
- Improve literacy, numeracy and information and communication technology (ICT) skills by reinforcing their use in all subjects.

A small proportion of the school whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are well below expectations throughout the school. The majority of pupils begin from a very low starting point. They settle quickly and make good progress in their first year and make satisfactory progress from Year 1. Pupils with English as an additional language generally make good progress, although some pupils underachieve. The rate of progress accelerates where teaching is good, although this is not yet consistent across the school. This has been recognised by leaders and is being addressed through additional support. Nevertheless there is an upward trend in progress, impacting on improving standards.

Personal development and well-being

Grade: 2

Pupils' response to spiritual issues is outstanding. They show great appreciation for the qualities of their peers and enjoy expressing themselves about the future. In assemblies they sing well, with enthusiasm and sincerity. Their moral, social and cultural development is good. Pupils say that they like the school because 'they find out about the lives and beliefs of other people'. They feel that there is very little bullying or racism, reacting to instances that occur by saying that 'we soon learn that it is wrong'. When they have problems they know who can help. They therefore feel safe in school. Good involvement in organised games at playtimes coupled with enjoyment of high quality school meals keeps them healthy. The school council is able to influence school issues and they take consultation seriously. Older children enjoy helping others with reading. An outstanding contribution is made to the local community such as entertaining old people and taking part in community 'clean-ups'. Pupils enjoy lessons, behaving well and working well together. Attendance is slightly below average but has improved steadily over the past few years as a result of the outstanding efforts of staff. Although pupils do not usually act independently, they are compliant and make satisfactory progress in key skills that promote their economic well-being. A very small minority of parents expressed concern about pupil behaviour, although only good behaviour was seen by inspectors.

Quality of provision

Teaching and learning

Grade: 3

Lessons are characterised by a positive attitude of care and support that enables pupils to make progress. Relationships are very positive and teachers make lessons interesting to engage them in learning. The pupils are supported well by enthusiastic teaching assistants. They use their initiative in responding to needs as they arise. Work is well planned and activities support the needs of all pupils, although more-able pupils are not challenged sufficiently in some classes. Pupils at an early stage of learning English are well served in small group sessions. Assessment is beginning to be used to influence future plans, although this is not yet consistent. There are not enough opportunities for pupils to work independently and pupils have not been taught how to assess their work to improve their learning. Teaching is good in some classes but expertise is not shared sufficiently to ensure good progress for all pupils in all lessons.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall, with good aspects that are thoughtfully designed to match pupils' learning and social needs. Focusing on the development of pride in their cultures and community, the curriculum has a good impact on pupils' personal development. Encouraged by topics and activities to which they relate well, pupils enjoy lessons and other school events. They appreciate having visitors to the school and trips out. Recent strong emphasis on literacy has had a positive impact on learning. Although this slowed progress in other areas such as numeracy, the school is now redressing the balance. There is, however, too little reinforcement of literacy, numeracy and ICT skills in other subjects. Sporting activities are very well developed, to the extent that almost all take part in organised games during breaks, and pupils are well informed about healthy living. However, there are not enough clubs to support pupils with other interests.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, with outstanding practice in the school's care for its pupils. Individual social, emotional and learning needs are quickly identified and effectively addressed by specialist staff who understand the community, work very well with parents and have the trust of the pupils. They use external agencies and local associations to promote pupils' well-being by dealing with problems and promoting positive activities. Arrangements for safeguarding pupils are in place and the school is a safe environment. An atmosphere in which pupils' achievements, however minor, are celebrated encourages them to work hard and appreciate others. Pupils with learning needs and/or disabilities are well supported by skilled teaching assistants, while those at an early stage of speaking English have a well-designed programme that focuses well on developing their understanding. While pupils know their targets and are informed about what they need to do next, there is inconsistency in the quality of regular feedback.

Leadership and management

Grade: 2

The senior leadership team, led by an able headteacher, has shared values and aims that shape the ethos of the school. Their outstanding and total commitment to the well-being and education of all is recognised and valued by pupils, parents and the local community. They promote courses for parents and deliver extended care throughout the year, including to other pupils in the area who need support. The appointment of a 'parent and the wider community leader' has resulted in a very positive partnership that enables pupils to be at school and ready to learn. They are equally determined to improve the progress of their pupils and consequently raise standards in the school. However, there is insufficient focus on raising the quality of teaching so that it is consistently good or better. They work well with the local authority in promoting initiatives to support learning, such as the introduction of a reading programme, although skills learnt in literacy and numeracy are not practised enough throughout the curriculum. Leaders, including governors, have a good knowledge of the school, supporting and challenging where necessary. Appropriate targets are set and there is clear evidence that both attainment and achievement are improving year on year.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Dear Pupils

Inspection of Cabot Primary School, St Paul's, Bristol BS2 9JE

Thank you for your lovely welcome to us when we inspected your school recently. We really enjoyed meeting you all and sharing time together.

You told us that you liked coming to school because the adults there take great care of you and want the very best for you. You have interesting lessons that you enjoy and these help you to learn new things. Sometimes you have visitors who share their knowledge with you and sometimes you go on school trips, which are fun.

You behave very well and are polite to visitors. We know that you are very proud of your school and like to help in making it even better. You know how to keep healthy and safe and who to go to if you have any problems or difficulties.

You like to do things together, such as acting, and we really enjoyed your singing in assembly. It is good that you like to help in the area where you live, giving help and enjoyment to others like singing to the old people or helping to keep your area tidy.

We have asked your school to make sure that you learn as much as you can in each lesson and to practise your literacy and numeracy skills in other subjects too. You can help by making sure that you go to school every day and always try your very best for your teachers.

Thank you for a special two days. We both enjoyed our visit very much.

Yours sincerely,

Mr D Shears Lead Inspector