

Charborough Road Primary School

Inspection report

Unique Reference Number	109012
Local Authority	South Gloucestershire
Inspection number	309854
Inspection dates	9–10 July 2008
Reporting inspector	Lorna Brackstone HMI

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	246
Appropriate authority	The governing body
Chair	Judith Claypoole
Headteacher	Nicola Bailey
Date of previous school inspection	27 September 2004
School address	Charborough Road Filton Bristol BS34 7RA
Telephone number	01454 867220
Fax number	01454 866954

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Introduction

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

Description of the school

This average-sized school serves an urban area with a mix of privately owned and social housing. The proportion of pupils eligible for free school meals is below average but this masks the diverse socio-economic characteristics of the area, which have changed since the last inspection. The proportion of pupils with learning difficulties and/or physical disabilities, which include those who have speech and communication problems, behaviour and emotional issues and movement and co-ordination delay, is below the national average. However, the number of pupils with statements for special educational needs is high because the school has an on site Resource Base for 20 pupils who experience speech and language difficulties. The school has established a specialist teaching area to nurture a small number of Reception and Year 1 children who are at a very early stage of personal and social development.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which provides an effective quality of education for its pupils, including those in the Resource Base. The school has several significant strengths, including the excellent provision for the Foundation Stage (Reception) children, the outstanding partnership with the local community and outside agencies, and the exceptional promotion of pupils' understanding of healthy living. There have been good improvements since the last inspection and the school has a good capacity for further development. The vast majority of parents are supportive of the school and agree that their children receive a good education. As one parent commented, 'My children have really benefited from this school...they are happy so I am happy.'

In response to good teaching, pupils achieve well from a starting point that is below the expected level on entry into school. By the time that they leave at the end of Year 6, they attain above average standards and are well prepared for their next stage of education. Pupils in the Resource Base achieve well in relation to their prior attainment.

High quality pastoral support ensures that all pupils feel safe and valued. Good social and moral provision results in good behaviour and positive attitudes. All pupils, including those in the Resource Base and the nurture group in Year 1 and Reception, are fully included into the life of the school. Pupils are happy in each other's company and benefit from sharing ideas, such as when they work with partners. They enjoy the increasingly interesting curriculum. The high quality provision for after school sporting activities ensures that pupils have an excellent awareness of keeping fit as part of a healthy lifestyle. Extensive involvement in music and dance festivals and the excellent use of visitors from local companies support aspects of the curriculum very well. Pupils take responsibility seriously, for example, when they offer ideas for school improvement to the pupil council or support younger children at playtimes. They participate fully in school plays and themed curriculum weeks. Pupils give their full support to charities and local community events and have a good understanding of opportunities for employment within the Filton area.

Warm relationships and effective challenge from both teachers and assistants typify the teaching and most parents comment on the approachability of the staff. The way that teachers develop the pupils' vocabulary and speaking skills is an impressive feature. Class discussions are lively, interesting and often enriched by the creative use of resources such as puppets. Marking is consistently good and provides the pupils with good advice on how to improve their work. The oldest pupils receive the highest quality academic guidance because targets are personalised. Whilst other pupils know their group and class targets, these are not specific enough to meet the needs of each individual child. Educational plans for pupils in the Resource Base, and for those who experience learning difficulties or physical disabilities in the main school, target individual needs well. However, in the main school, the process of setting targets is overcomplicated because the targets for these pupils do not link with those set in class.

The headteacher and her senior leaders have a clear understanding of the pupils' needs and plans for development are relevant and manageable. Teaching and learning are monitored well and initiatives evaluated by leaders, staff and governors. Leaders are supporting staff in making greater use of assessment data to identify pockets of underachievement and this is starting to improve whole-school accountability. The school recognises that further work is needed on this. Leaders have a good understanding of the challenges many of the pupils face and they work hard to deepen the partnership with parents and carers through family learning sessions

and consultations. As one parent explained, 'The school are very interested in the views of parents and we are kept up to date with news and events on a regular basis.'

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage is outstanding. Leadership is of the highest quality and receives the full support of other senior staff. This ensures that teaching and the curriculum are excellent. A reflection of the exceptional care, guidance and support received by the children is evident in the way the school has responded to the need for specialist provision for the increasing number of vulnerable children who start school. From a very low base, these children make excellent progress in their communication and language skills and their personal and social development. By the end of their year in Reception, most children reach the standards expected for their age.

The Foundation Stage is extremely well equipped and the stimulating outdoor area ensures that the children learn practically and enjoyably. The youngest children in the Resource Base also make excellent use of the outdoor area to develop their speech and language skills. There is a good balance of child-initiated and adult-led pursuits. A focus on teaching the sounds of letters has had a good impact upon the children's ability to write independently. The provision of role-play activities that interest the boys, such as a train, encourages them to be more actively involved in their language development. Good induction procedures and effective communication means that parents feel fully involved in the process of settling children in and they feel confident that their children feel safe and secure. The following comment from one parent reflects the views of many, 'I could not have wished for a better start to school life for my child.'

What the school should do to improve further

- Ensure that throughout the school pupils' targets are personalised and reflect the specific needs for each individual child.
- Ensure that all teachers use assessment data to identify pupils who may not be achieving as well as they could.

Achievement and standards

Grade: 2

Given the significant increase in the number of children who start school with personal and social problems and poor speech and language development, attainment on entry is below the expected level. Children make good progress in the Reception class because the curriculum is suited well to their needs and it is made interesting for them. By the time they leave this class, most children have reached the expected level for their age group. Those in the nurture group make excellent gains. Throughout Years 1 to 6, pupils maintain good progress and reach above average standards at the end of Year 6. In 2007, a dip in the school's results in the national tests reflected the high number of pupils in this year group who found learning challenging. This included pupils from the Resource Base who had statements for special educational needs. Pupils in the Resource Base and others in the main school who have speech, language, behaviour and physical delay achieve well in relation to their prior attainment. This is because the provision effectively matches their individual needs.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good. Most pupils display good levels of confidence and consideration. They know that they are valued and their achievements celebrated. This contributes well to the positive relationships within the school. Pupils enjoy their physical education lessons, regularly attend sports clubs and take part in tournaments. Behaviour is good and there are very few instances of racism or bullying. Pupils enjoy school and their attendance is good. They particularly like the many extra-curricular activities on offer. Pupils know how to stay safe and demonstrate an outstanding knowledge of healthy lifestyles when they explain the importance of eating sensibly and exercising regularly.

Pupils play an active role in their own school community and their participation in festivals and tournaments demonstrates their good involvement in the local area. Visits from the nearby aircraft industry and public service personnel, coupled with good levels of basic skills, ensure that the pupils' preparation for their future economic well-being is good. However, although pupils know about and have positive attitudes towards cultures across the world, the school recognises that pupils' awareness of cultural diversity in the United Kingdom is a less well developed area. In relation to their underdeveloped skills on entry into school, Reception children and pupils in the Resource Base and nurture group develop their personal and social skills well.

Quality of provision

Teaching and learning

Grade: 2

Pupils are willing learners because teachers plan interesting activities and promote positive relationships. Effective use of questioning encourages pupils to think carefully. This helps them to contribute well to discussions, such as in 'hot-seating' sessions where they ask thoughtful questions of a person in role. Teachers provide many opportunities for pupils to work together in small groups and good support from adults ensures that these activities work well. Effective teamwork between teachers and teaching assistants enables pupils who find learning difficult to keep up with the pace of work. The best lessons are characterised by imaginative tasks that match pupils' learning needs well and encourage them to be independent and enquiring learners. Most teachers share learning intentions for lessons with the pupils who use them to gauge what they have learnt at the end of the session. Teachers use marking well to encourage pupils and this boosts their confidence. They have started to make greater use of the information they collect on each pupil's progress to provide better support, but this is not yet consistent throughout the school. In the Resource Base, teachers use a very good range of learning strategies and resources, which match individual needs well.

Curriculum and other activities

Grade: 2

There is a broad and relevant curriculum with a good emphasis on pupils' personal development and well-being. The many visits outside school, such as trips to Weston-super-Mare, broaden pupils' experiences and enhance their social development. Planning for English and mathematics is good and there is an improved focus since the last inspection on using pupils' ICT skills across the subjects. The 'Eco' week and other themed events enable pupils to use real life issues to

develop their problem-solving skills. However, the school is aware that this more creative approach to the curriculum needs to embed further in school. The school adapts its provision to meet the wide range of needs of the pupils. This is evident in the recent development of the nurture group where the children benefit from a secure environment in which specialist support develops their social and emotional skills. In the Resource Base, individual and group support programmes raise pupils' confidence and help them in their learning. Pupils who find learning difficult or need specialist care to help them with their physical disabilities receive a good level of support to access the curriculum. An exceptionally wide range of clubs, including sporting and musical activities, help pupils develop a good level of skills.

Care, guidance and support

Grade: 2

The pastoral support, care and guidance of pupils are of an extremely high standard and actively promote equality and individuality. Health and safety arrangements and child protection procedures are robust and reviewed regularly. Pupils have confidence in the staff and say that adults quickly deal with any worries or concerns they may have. The Reception and Year 1 nurture group provides very high quality support for children with social and emotional problems who find difficulty conforming within a normal classroom environment. The quality of academic guidance is good overall, and is particularly effective for the oldest pupils who have a clear understanding of their own personal targets and what they need to do to improve. However, this is not consistent in all classes. Consequently, some pupils do not have such a comprehensive understanding of how well they are doing or what they need to do to improve their performance. Pupils attending the Resource Base receive good support and guidance for their learning and individual education plans match their needs well. Although pupils in the main school who find learning a challenge have well focused targets in their individual education plans, the school recognises that these targets do not always match those used in class.

Leadership and management

Grade: 2

The headteacher provides well considered leadership and successfully sustains a positive and caring ethos. She is fully committed to giving all pupils the close attention they need. The success of the nurture class is an excellent example of the way in which the school's resources have been directed to meet the changing needs of its pupils. Although several staff have new leadership responsibilities, teamwork and good self-evaluation enable the school to have a clear understanding of its strengths and weaknesses and what needs to be done to manage change effectively. Challenging targets are set and achieved but some recent initiatives still need more time to have full effect. For example, staff are becoming more accountable for their areas of responsibility through the use of data which flags up weaknesses in pupils' performance. Governors are well informed and support the school's work effectively, while being ready to challenge senior staff whenever necessary. The Resource Base is lead and managed well and the pupils are fully included into the life of the school.

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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?	2
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

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

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	2
The behaviour of learners	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	2

The quality of provision

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

11 July 2008

Dear Children

Inspection of Charborough Road Primary School, Bristol, BS34 7RA

A big thank you to all of you for making me feel so welcome at your school! I enjoyed spending time with you and finding out about Charborough Road Primary. I would like to say a special thank you to those pupils who talked with me about life in your school.

I agree with you and most of your parents who feel that Charborough Road is a good school. Your work is of a better standard than found in many schools and this prepares you well for the next stage of your education. It is very clear that you take a full part in the life of the school and thoroughly enjoy all aspects of school life. You behave well and make a good contribution to your school and the wider community. Your understanding of healthy lifestyles is excellent.

You progress well because you receive good teaching. You appreciate the outstanding range of enrichment activities provided for you. I was impressed watching you Salsa dance in preparation for a festival and practising your ball skills with trainers from Bristol Rovers. I enjoyed hearing about all your trips. Your school's links with other schools and local organisations are outstanding. Making bird boxes and planting seeds with a local 'Do It Yourself' store certainly sounded lots of fun! You feel safe because the school looks after you well and you confidently talk to adults if you have a problem.

Your headteacher is a good leader and works well with all the staff and governors as a successful team. To help the school become even better, I have asked them to set targets specifically for you, and this will help you all to have an understanding of how to take the next steps in your learning. I have also asked the school to make sure that all the teachers use the information they gather about how you are getting on with your work so that they can help you all to make the next step in your learning.

Once again, thank you for your help. Keep doing your best and working with the adults in school to make sure that Charborough Road gets even better.

Best wishes

Lorna Brackstone Her Majesty's Inspector (HMI)