

Frampton Cotterell Church of England Primary School

Inspection report

Unique Reference Number	109160
Local Authority	South Gloucestershire
Inspection number	309906
Inspection date	21 October 2008
Reporting inspector	Anthony Shield

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	277
Government funded early education provision for children aged 3 to the end of the EYFS	37
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Andy Higginson
Headteacher	Bonnie Murley
Date of previous school inspection	13 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rectory Road Frampton Cotterell Bristol BS36 2BT
Telephone number	01454 867205

Age group	4–11
Inspection date	21 October 2008
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Fax number

01454 867206

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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school, including the Early Years Foundation Stage (EYFS), and investigated the following issues:

whether progress in Years 3 to 6 is as good as that found lower down the school

whether teaching is consistently challenging in all years, particularly for the more able pupils

how effectively the school takes action to drive up standards even further.

Evidence was gathered from an analysis of national published assessment data and the school's own assessment records, scrutiny of policies and other school documentation, observation of the school at work, interviews with teachers and pupils, and from parents' responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Frampton Cotterell Church of England Primary School serves the village of Frampton Cotterell in north-east Bristol. It is larger than most primary schools. Most pupils are from a White British background, with small numbers from other ethnic heritages. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has received several external awards, reflecting its commitment to promoting notably healthy lifestyles and environmental awareness. There is private on-site childcare and nursery provision offering care during and out of school hours.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Frampton Cotterell Church of England Primary School provides a satisfactory education for its pupils. Some aspects are good. The school's motto, 'Happy learners; bright futures', defines its purpose, and pupils really enjoy coming to school. Attendance is above average and pupils speak with warmth and pride about their school. Christian values permeate and there is a strong sense of community in which pupils feel safe and cared for. This happy family atmosphere is reflected in the caring way older pupils support younger ones through schemes such as playground buddies and peer mediators. Overall, pupils' personal development is good, encouraged by the school's good procedures for their care, guidance and support.

On entry to the EYFS, children's experiences and basic skills vary but are broadly in line with expected levels, or a little above, for their age group. Children get off to a good start and are well prepared for learning by the time they enter Year 1. Good progress is maintained through Years 1 and 2 and standards in reading, writing and mathematics are above average by the time pupils reach the end of Year 2. The rate of progress dips as pupils enter Key Stage 2. Although by the time pupils reach the end of Year 6, standards remain above average in mathematics and science, they are broadly average in English. Their overall achievement through the key stage is satisfactory. Progress accelerates as pupils move through Years 5 and 6, but stalls in Years 3 and 4. While progress in reading through Years 3 to 6 is good, it is relatively slower in writing. The school has carried out a careful analysis of what needs to be done to drive up improvements, and introduced some sensible strategies to tackle this. For example, rigorous individual target setting is beginning to impact on raising standards. Pupils with learning difficulties make good progress in reading and writing because of well-targeted support.

While teaching is satisfactory overall, it has a number of good features, and some teaching is good. Classrooms are well organised and learning is typically purposeful. Teachers make good use of displays to praise and encourage good attitudes to work. Relationships in the classroom are warm and supportive. As a result, pupils work hard to do their best. They enjoy learning, and lesson activities are well designed to interest and excite the pupils. Thematic planning and the approach to developing skills across the curriculum help considerably in this respect. Pupils spoke excitedly, for example, about the work they have recently been doing on the Second World War and 'our senses'. A strong focus on helping each other in pairs encourages pupils to think of each other while at the same time deepens their own understanding and reinforces their own learning. Some marking is exemplary, offering praise where appropriate and making clear how learning might be improved. In Years 5 and 6, the use of a personal target-setting bookmark is a useful tool in giving direction to each pupil's learning. However, this good practice is not consistent. In Years 3 and 4 in particular, not all activities offer enough challenge to pupils and planning is not always finely tuned to meet the needs of individual pupils. Teachers' expectations are not always high enough, particularly for the more able pupils. In addition, younger pupils in particular are not given sufficient opportunities to take the initiative and be more independent in their learning.

The curriculum is satisfactory and meets pupils' social and personal needs, and this helps ensure their good personal development. Pupils' good awareness of healthy lifestyles is recognised by the school's award of Healthy School status and ActiveMark. Good links with the church and the local community help ensure pupils have a strong understanding of their place in and contribution to the community both within and outside of school. Links with a school in Kenya and the school's effective work to encourage eco-friendly activities give pupils a good awareness

of what it means to be a responsible global citizen. In this respect, pupils are well prepared for their future beyond school. Pupils' spiritual, moral, social and cultural development is good. Pupils are polite and courteous to adults and one another and overall behaviour is good. Although pupils are confident and articulate, a few lack confidence in their ability to solve problems on their own.

The care and welfare of all pupils is given a high priority. The care and support for pupils with learning difficulties and vulnerable pupils are especially effective, and there are good links with external agencies to support these pupils. All arrangements for safeguarding children are robust and overseen by a governor with particular expertise in this area. Pupils' academic progress is carefully monitored and termly assessments enable a close watch on any potential underachievement to be made. Pupils have a good understanding of their own learning targets.

The quietly determined leadership of the headteacher has been effective in ensuring the school's vision is clear. She is well supported by the thoughtful and analytical leadership of the senior team. The school runs smoothly on a day-to-day basis. Leadership and management are satisfactory overall because their impact on driving up standards in Key Stage 2 has been limited. The school has a good understanding of its strengths and weaknesses. Monitoring and self-evaluation are regularly undertaken and, for example, some detailed and insightful monitoring of literacy has been carried out. However, identified issues remain. Governors provide dedicated and hardworking support. However, their impact on improving standards is also only satisfactory. A very small minority of parents expressed some concerns about how well the school is run, the progress their children are making and the school's response to their suggestions and concerns. However, most parents who are supportive of the school do not support these views. They particularly appreciate the friendly atmosphere and the fact that their children are happy at school. Given the progress already made, the school has a satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the EYFS because of the well-managed and good provision for them. Well-designed activities and good teaching ensure the children make good progress from their starting points. Activities are set up to kindle and excite the children's learning, promoting their development across all areas of learning. By the time the children enter Year 1, their basic skills are above expected levels in most areas of learning. Children are encouraged to make choices, share and take turns. This helps develop their independence and good personal development. Children really enjoy school. Their behaviour is good because they are fully engaged in the exciting range of activities. However, the outside area is used less frequently and provides too few opportunities for children to enjoy large apparatus and outdoor learning. Adults are sensitive to children's needs and are always patient and kind. This leads to a caring environment in which children can explore and grow up confident that they are safe. Assessment is thorough and used well to build up a complete picture of each child's development. Overall, children are well prepared for entry to Year 1. The Early Years Foundation Stage is well led and managed.

What the school should do to improve further

- Accelerate the pace of pupils' progress in writing through Key Stage 2.
- Ensure teachers have more consistently high expectations, particularly in Years 3 and 4, and plan work more precisely to meet individual pupils' needs.

- Improve the use of the outdoor area in the EYFS so children develop the full range of skills through outdoor activities and experiences.

A small proportion of the schools 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.

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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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

22 October 2008

Dear Pupils

Inspection of Frampton Cotterell Church of England Primary School, Frampton Cotterell, BS36 2BT

- Thank you for welcoming us to your school when we visited. We particularly enjoyed meeting and talking with you. The sensible manner in which you answered our questions is a reflection of your good personal development. It is clear that you enjoy school and like the range of activities you can get involved in. Your school is providing you with a satisfactory education. There are a number of good points:
 - You are polite and thoughtful and growing up into sensible young people.
 - Everybody at school gets on well together.
 - Most of you make satisfactory progress, but there is room for you to do better, especially during Years 3 and 4.
 - You try hard to please and do your best in lessons.
 - While teaching is satisfactory, your teachers are working hard to make it even more challenging and interesting for you.
 - The school takes good care of you, ensuring you feel safe and well looked after.
 - The headteacher and all the teachers are working hard to make your school even better.

We have asked the teachers to do the following in order to make things even better:

- Make sure that you make better progress, particularly in your writing.
- Ensure you aim higher, especially in Years 3 and 4, by setting work which makes you work harder and is at your own level.
- Make better use of the outdoor area for children in the Reception class.

You can certainly help the teachers with these things. Thank you once again for your help during our visit, and good luck with your work in the future!

Yours faithfully

Tony Shield Lead inspector