

# Frenchay Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	109178
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	309915
<b>Inspection dates</b>	11–12 June 2008
<b>Reporting inspector</b>	Lorna Brackstone HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham West
<b>Headteacher</b>	Sandra Allen
<b>Date of previous school inspection</b>	4 May 2004
<b>School address</b>	Churchside Frenchay Bristol BS16 1NB
<b>Telephone number</b>	01454 868181
<b>Fax number</b>	01454 868182

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	11–12 June 2008
<b>Inspection number</b>	309915

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

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

## Description of the school

This small school serves an area near to a large teaching hospital and the nearby locality of Bristol. A larger than average proportion of children who attend the school come from families with higher education, speak English as an additional language and are of minority ethnic backgrounds. No pupils are at an early stage of English language acquisition. Pupil mobility is a significant feature of this school. The proportion of pupils with learning difficulties and physical disabilities has recently increased and is above average. A well above average proportion of pupils have a statement of special educational needs. These include pupils who experience moderate learning difficulties, speech and language problems and physical disabilities. The headteacher joined the school in January 2007. There has been no deputy headteacher for a number of years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory quality of education. There are a number of good features to its work. Following the last inspection, there was a period of fluctuation, during which some pupils made insufficient progress. Recently, the strong guidance given by the headteacher, coupled with the focused support from the local authority, has enabled pupils' progress to improve. Overall achievement is satisfactory and pupils attain average standards. A recent improvement in the quality of teaching in mathematics has accelerated pupils' progress in this subject, and standards in Year 6 are now above average. However, the pupils' high level of confidence in expressing their ideas orally is not reflected in the average standards they attain and the satisfactory progress they make in English and science. Pupils with learning difficulties and physical disabilities are supported well and, as a result, make good progress.

Pupils speak very positively about the school and know that staff look after them well and give them good pastoral support. As one parent commented, 'Being a small school, each child is known to every staff member.' Pupils enjoy coming to school and behave well. They relish opportunities to take part in the good range of extra activities, such as participating with a local secondary school in fieldwork activities at Cheddar, or taking part in sporting tournaments. Their mature attitudes, friendly relationships and keen interest in extra activities contribute much to making the school a happy and purposeful place. As one pupil explained, this school 'is like a huge family'. Pupils appreciate the benefits of physical exercise and are very proud of their new healthy eating award. Their enthusiasm for charitable fund raising, their interest in the local environment and the opportunities they take up to perform at musical and dramatic events reflect their interest in the wider world. These activities stimulate cooperation and consideration for others and prepare them well for their future lives.

Parents recognise that the school has not been as effective as it could be, but most are pleased with recent changes and are supportive of the headteacher. As one parent confirmed, 'The head appears to be moving the school in the right direction.' However, some would like more information on their children's progress and would like to work more closely with the school. A significant minority of parents raised concerns about the lack of challenge for more able pupils, and those who are gifted and talented. The school has recognised weaknesses in the provision for these pupils in the past but recent improvements have resulted in accelerated progress in reading and mathematics. Wider opportunities to develop specialist skills have also been organised by linking to a network of local schools. The staff have made a start in providing more creative activities and making links between subjects to enhance pupils' learning. The introduction of more practical and visual approaches is engaging boys more in their learning and this has started to improve their motivation.

School leaders and managers know what they need to do to improve those areas requiring development and have well focused plans to tackle any shortcomings. Their success has been evident in the way that they have eradicated pockets of underachievement and raised pupils' mathematical standards. However, teaching and learning are not yet of a consistently good standard throughout the school. Newly introduced systems for marking and target-setting have yet to embed across the whole school. This means that not all pupils get the academic guidance they need to make faster progress in their learning. The capacity for further improvement is satisfactory.

## Effectiveness of the Foundation Stage

### Grade: 3

Children start school with a range of skills, knowledge and understanding, which are at the levels expected for their age. They are welcomed into school on a part-time basis and this ensures that they settle well into school life. An early morning 'busy bee' session helps promote good links between home and school because parents are encouraged to work alongside their children. Overall, children achieve satisfactorily in Reception. Teaching staff establish strong relationships with the children and there is a clear focus on care and well-being. Their personal, social and emotional skills develop quickly, forming friendships and becoming confident as they work together. Reception children share a class with some Year 1 pupils but skilful planning ensures that the teaching of literacy and numeracy meets their needs. Physical and creative skills are not developed as well as they could be because the organisation of the outdoor area does not lend itself to learning through play. Whilst good use is made of questioning during whole class sessions, better guidance and interaction between adults and children are needed during child-initiated learning time.

### What the school should do to improve further

- Accelerate pupils' achievement in English and science.
- Ensure that there is consistently good teaching throughout the school.
- Fully embed the new marking and target-setting systems to enable all pupils to have a clear understanding of what they need to do to improve their work and make the next step in their learning.

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.

## Achievement and standards

### Grade: 3

Small numbers of pupils in each year group and a very wide spread of ability result in standards varying from year to year. However, the school recognises that there have been fluctuations in overall standards following the previous inspection. Weaknesses in the quality of some teaching and learning resulted in pockets of underachievement within the school. Current standards reflect an improving picture and are average overall. Following a whole school focus on mathematics, standards in Year 6 are above average and pupils are now making good progress in this subject. Achievement is satisfactory overall. In some year groups, girls perform better than the boys do. However, teachers are successfully narrowing the gap by introducing more visual and practical approaches to learning. Recently, pupils who are gifted and talented have started to make better progress in their work because challenging activities have been introduced. Pupils who have learning difficulties and/or disabilities make good progress because the work is pitched at just the right level to move them on.

## Personal development and well-being

### Grade: 2

Strong relationships amongst the whole school community help pupils to become happy and confident learners. Pupils' behaviour and their attitudes are good and contribute to the happy atmosphere. Pupils learn and play well together and there are very few incidents of bullying

and racism. Attendance rates have improved since the last inspection and these are now good. Pupils are reflective and caring. They know how to stay safe and have a good knowledge of healthy lifestyles. Pupils make a good contribution to the community in school and beyond. They take their role as school councillors and playground buddies seriously. High quality working experiences with a local aircraft company and opportunities to raise funds for charities prepare the pupils effectively for their future economic well-being, but their use of writing skills for different purposes is not as good as it should be.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils are confident learners because they enjoy positive relationships with the adults in school and they are encouraged to respond to questions using a partner to help them. Learning is particularly good when pupils are fully involved in lessons, as observed in a drama and literacy lesson in the Years 5/6 class when pupils were required to act out descriptive words chosen from a story they were reading. Teachers deploy their assistants well and this ensures that pupils who have difficulties with literacy and numeracy receive good support both in whole class sessions and during group work. However, not all learning moves on at a fast enough pace, and at times the pupils sit listening to an adult for too long. The new marking policy is not consistently applied throughout the school and this means that some pupils do not know how to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is broad and relevant with a good emphasis on pupils' personal development and well-being. The many visits outside school, such as trips to a Hindu temple and to historical sites such as the Roman fort at Caerleon, broaden pupils' experiences and enhance their social and cultural development. Literacy and numeracy skills are developed progressively in each year group and there is a clear focus on using pupils' information and communication technology (ICT) skills across the school. The staff are working hard to change the curriculum so that it is more exciting, links subjects together and is more interesting for the boys. Individual and group support programmes for pupils with specific learning difficulties raise pupils' confidence and improve their learning. A good range of clubs, including chess, recorders, choir, football and drama, help pupils develop a wide range of skills. The school has recognised the limitations of its curricular opportunities for the more able pupils and those who are gifted and talented. As a consequence, it has recently linked with other local schools for themed challenge days and organised regular extension sessions for more able mathematicians.

### **Care, guidance and support**

#### **Grade: 3**

The quality of academic support and guidance is satisfactory. New whole school tracking systems clearly identify pupils who have not been achieving as well as they could have been and this has triggered additional support for them. The recent introduction of targets for improvement has started to help individual pupils understand what the next step in their learning is, but the use of these targets is not consistent throughout the school. The pastoral support, care and guidance of the pupils are of a good standard and promote equality and individuality. Health

and safety arrangements and child protection procedures are robust and reviewed regularly. Pupils who find learning difficult and those who have disabilities receive good support, enabling them to be fully involved in all activities. Pupils have confidence in the staff and say that adults will quickly deal with any worries or concerns pupils may have.

## **Leadership and management**

### **Grade: 3**

The headteacher has made an impressive start in building an effective team and has the confidence of staff, parents and governors. Supported well by the local authority, she has led the school out of a period of underachievement. There is a strong sense of purpose with a determined drive to raise standards, as reflected in the well crafted strategic plans. Challenging goals have been set for staff and pupils and success is evident in improved standards in mathematics at the end of Year 6, though not yet in English and science. Staff are keen to see further improvements in setting work that is more demanding for more able pupils. Subject leaders have gained a sound understanding of their areas of responsibility but are aware that strategies to monitor and evaluate the quality of teaching and learning have not yet been fully developed. Governors are improving their evaluation and have been instrumental in appointing a stable leadership team, including a new deputy headteacher from September 2008. This has laid secure foundations for the future. As one parent explained in the inspection questionnaire, 'At long last we have a strong team of staff working together to provide education from Reception to Year 6.'

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### 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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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	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	2
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?	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?	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.

## Annex A

**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 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 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	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

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

13 June 2008

Dear Pupils

Inspection of Frenchay Church of England Primary School, Bristol, BS16 1ND

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 Frenchay Primary. I would like to say a special thank you to those pupils who talked with me about life in your school.

Your school is providing you with a satisfactory education. It is improving and has several good features. Pupils who have difficulty with their learning and those who have disabilities make good progress because they are well supported and are fully included in all activities. The adults in school help you all to feel safe and secure. You enjoy school, attend regularly and behave well. I was impressed with the way that you could tell me why it was so important to eat healthily and exercise regularly. It was good to hear how the school council contributes well to the life of the school and your regular involvement with the local secondary schools suggests you do some very interesting activities with them.

I agree with your parents that in the past not all of you have made fast enough progress. I am confident that the headteacher has taken steps to put this right. Your lessons are getting more interesting and the links made between subjects help you understand what you are learning and why. Improvements in mathematics have already started to make a difference in the standards you reach. I know that you can do better in English and science and have asked the school to make sure that you all receive good quality teaching. I have also asked the teachers to make sure that you are clear about what you need to do to improve your work and make the next step in your learning.

I hope that you always enjoy coming to school and that your work continues to get better.

Yours sincerely

Lorna Brackstone Her Majesty's Inspector

13 June 2008

Dear Pupils

**Inspection of Frenchay Church of England Primary School, Bristol, BS16  
1ND**

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 Frenchay Primary. I would like to say a special thank you to those pupils who talked with me about life in your school.

Your school is providing you with a satisfactory education. It is improving and has several good features. Pupils who have difficulty with their learning and those who have disabilities make good progress because they are well supported and are fully included in all activities. The adults in school help you all to feel safe and secure. You enjoy school, attend regularly and behave well. I was impressed with the way that you could tell me why it was so important to eat healthily and exercise regularly. It was good to hear how the school council contributes well to the life of the school and your regular involvement with the local secondary schools suggests you do some very interesting activities with them.

I agree with your parents that in the past not all of you have made fast enough progress. I am confident that the headteacher has taken steps to put this right. Your lessons are getting more interesting and the links made between subjects help you understand what you are learning and why. Improvements in mathematics have already started to make a difference in the standards you reach. I know that you can do better in English and science and have asked the school to make sure that you all receive good quality teaching. I have also asked the teachers to make sure that you are clear about what you need to do to improve your work and make the next step in your learning.

I hope that you always enjoy coming to school and that your work continues to get better.

Yours sincerely

Lorna Brackstone  
Her Majesty's Inspector