

# Horfield Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109143
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	324909
<b>Inspection dates</b>	25–26 June 2009
<b>Reporting inspector</b>	Susan Wallis-Maclean

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	385
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Hall
<b>Headteacher</b>	Alan Sutton
<b>Date of previous school inspection</b>	12 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Bishop Manor Road Westbury-on-Trym Bristol BS10 5BD
<b>Telephone number</b>	01179 030041

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<b>Age group</b>	4–11
<b>Inspection dates</b>	25–26 June 2009
<b>Inspection number</b>	324909

**Fax number**

01179 030042

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This large, two-form entry, primary school draws most of its pupils from the immediate locality which has an increasingly diverse community. A small minority of pupils are learning English as an additional language. The percentage of pupils eligible for free school meals is above the national average. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Children in the Early Years Foundation Stage are taught in two Reception classes. The current headteacher is retiring in August.

## 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 school. It ensures that pupils makes satisfactory progress and provides a caring and friendly environment. Pupils enjoy their time at school, whether it is in the classroom or playing with friends. Parents are supportive. They make comments such as: 'We love the community feel of the school with its lovely friendly environment for children to learn in' and 'The school offers a wide variety of activities which broaden the children's outlook.'

Satisfactory teaching means that pupils' achievement is satisfactory. Children make a good start in the Early Years Foundation Stage where there is a rich and stimulating curriculum. Pupils then go on to make satisfactory gains in the rest of the school. Standards are in line with the national average at the end of Year 6, which represents satisfactory progress from pupils' starting points. However, there is some variation in how well pupils are doing in different subjects. Progress is relatively better in mathematics and science than in English, particularly writing. This is because teachers do not always have high enough expectations of what pupils can do in writing or pitch tasks at the right level for all pupils, especially the more able. Inconsistencies in how well work is matched to pupils' needs and the pace of lessons are the main factors that prevent more teaching from being good across the school. A number of comments from parents support this view. For example, one parent told inspectors: 'I believe one of this school's great strengths is the fabulous community atmosphere which pulls from all the social, cultural and ethnic differences. I would also say however that I feel more could be done (and should be done) to challenge and progress the more-able pupils.'

Pupils' personal development and well-being are good. Pupils thoroughly enjoy being at school and their good behaviour reflects this. They are eager to take on responsibilities when the opportunity arises and the school council gives pupils a good voice in school life. Pupils develop a good understanding of the importance of adopting a healthy lifestyle. Teachers have good relationships with the pupils and work hard to ensure that they are happy. Pupils enjoy being able to take part in activities outside lessons that enrich the otherwise satisfactory curriculum. These enrichment opportunities open many new avenues for all pupils, such as the joy of making music and singing with others. Good opportunities for pupils to develop their spiritual, moral, social and cultural awareness are provided through a range of activities which lead to an appreciation of other faiths and cultures.

Care, guidance and support are satisfactory. Some elements, such as the pastoral care given to pupils, are particularly strong features of the school's work. All staff ensure that pupils are well looked after, and considerable thought is given to overcoming the problems of pupils who are finding life difficult. Good links with outside agencies help to safeguard pupils' well-being. Despite these strengths there is insufficient rigour in the arrangements for providing pupils with an understanding of their progress. Teachers are beginning to make more effective use of marking and target setting to help pupils understand how to improve their work, but the quality of this is inconsistent.

Leadership and management are satisfactory. The school has worked effectively to promote partnerships both nationally and internationally. This initiative had made a valuable contribution to pupils' well-being. Self-evaluation is satisfactory and there is an increasing drive for improvement. Recent developments, such as in the procedures for monitoring the quality of education and in tracking and analysing pupils' progress, demonstrate that the school has a satisfactory capacity to move forward. Even so, the school recognises that, to hasten the pace

of improvement and to tackle inconsistencies in provision, more rigorous checking of provision by all senior leaders is necessary.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

'Activities and events both within and outside of the classroom are enterprising, inclusive and inspiring for the children.' This comment from a reception parent reflects parents' justified confidence in the quality of provision in the Early Years Foundation Stage. Children are helped to acquire new skills quickly and to develop positive attitudes towards learning. All children, including those with learning difficulties and/or disabilities, make good progress because teaching is particularly effective at meeting individual needs. Children enter Reception with skills broadly at the levels expected and standards are above average when they transfer to Year 1. High-quality planning ensures that suitable and varied learning experiences are given to children both indoors and outdoors.

Children are well behaved and their spontaneous enthusiasm and lively response is well managed. They like to learn and play together and are encouraged to become independent. Children from different backgrounds and cultures work well together. They enjoy exploring other cultures, such as singing Spanish songs and asking simple questions in Spanish. Children are confident to approach new people and ask questions to satisfy their curiosity. The reception provision is well led and managed. There are good links with parents, and thorough induction arrangements ensure that children settle quickly.

### **What the school should do to improve further**

- Raise expectations of the standards all pupils, particularly the more able, are capable of attaining in writing.
- Ensure that work is always matched closely to all pupils' needs and that lessons proceed at a good pace.
- Make sure that all pupils are provided with clear guidance through marking and targets to help them to improve their performance.
- Develop the role of the senior leadership team in rigorously monitoring and improving provision so that all practice is effective.

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**

Pupils make satisfactory progress from the start of Year 1 to the end of Year 6. Standards are broadly average at the end of Year 6 but not as high in writing as in other areas, such as mathematics and science. These standards represent satisfactory achievement, the older pupils in the school having entered Year 3 with standards that were close to the national average. Pupils with learning difficulties and/or disabilities make satisfactory progress. However, the more-able pupils are not consistently pushed on as well as they should be in writing. Pupils in the early stages of learning English make acceptable progress overall. They do not have enough targeted support to make good gains in their understanding of English.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy their work and get on well together. They behave well, develop good confidence and make steady progress in developing basic skills, so that they are prepared satisfactorily for the next stage of their education. Pupils' spiritual, moral, social and cultural development is good. Pupils respect each other's beliefs, and they have a good knowledge of different traditions and cultures. They make a good contribution to the community by taking on responsibility for tasks throughout the school. They also make a valuable contribution to the wider community, for example, pupils from the school council represented their school in an international school council conference in Poland. Pupils know that their views are taken into account through the school council. They participate enthusiastically in the good enrichment opportunities provided for them. They are aware of how to stay healthy and usually make healthy choices about what to eat. Their awareness of how to stay safe is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers form good relationships with their pupils and this creates a positive climate for learning. Most pupils show good attitudes to their work and persevere well, even though some of the teaching is uninspiring. There is a satisfactory range of resources available to support pupils' learning. All lessons are satisfactorily organised. However, there is inconsistency in the effectiveness of teaching. In good lessons, there is a lively pace and all pupils are engaged and motivated to learn. Good questioning and effective use of strategies such as 'talk partners' challenge pupils' understanding, deepen their thinking and, for example, encourage pupils to write imaginatively. There are times in less effective lessons when pupils requiring extra help are not provided with adequate support or appropriate activities, limiting their progress. Teachers now have a great deal of information about how well pupils are doing, but they do not always use this well enough to plan the next stage of learning. This means that there are occasions when work is not pitched at the right level for some pupils, especially the more able.

### **Curriculum and other activities**

#### **Grade: 3**

Overall the curriculum is satisfactory. It matches the needs of the majority of pupils but does not ensure that the more-able pupils are given consistent challenge, particularly in the opportunities provided for writing in English and other subjects. There are also missed opportunities to support pupils with English as an additional language. The school is working hard to make the curriculum more relevant to pupils' interests and aptitudes. Links across subjects are also being strengthened and there is already some good practice developing.

A well-planned programme for personal, social and health education contributes much to pupils' good personal development and well-being. Core values, such as responsibility, are developed well. A wide range of interesting experiences, such as clubs, broadens pupils' experiences. Pupils have opportunities to extend their knowledge and understanding of the world through visitors to school and visits to a wide range of destinations both locally and internationally. Good enrichment opportunities are provided for gifted and talented pupils.

## Care, guidance and support

### Grade: 3

At the time of the inspection, procedures for safeguarding pupils met requirements. Risk assessments are carried out regularly. Pupils say that they feel safe at school and they are confident that members of staff will help them when necessary. The school provides effective support for pupils with learning difficulties and/or disabilities, helping them to make satisfactory progress. Support for the more able and pupils with English as an additional language is not as effective. Outside agencies are involved well when necessary.

Links with parents to support pupils are good. The school has put a range of measures in place to improve attendance, which is presently satisfactory, and there are signs of improvement. Assessment procedures provide teachers with helpful information about how well pupils are doing and are used to set targets for individual pupils. However, the quality and effectiveness of these targets is inconsistent. Marking is also too variable. When effective, it is regular, values pupils' efforts and is used to support learning but this good practice is not implemented across the whole school.

## Leadership and management

### Grade: 3

Leaders are committed to improving pupils' progress and they have a shared understanding of key areas for improvement. Some weaknesses in the quality of teaching and learning have not been picked up quickly enough because leaders have been focusing on other areas of the school's work, such as significant building work. Leaders are beginning to do the right things to improve provision and there have been many helpful initiatives. The school acknowledges that the rigour of monitoring by all senior leaders requires development in order to hasten the pace of improvement and get all teaching up to the quality of the best.

The school now has accurate target setting in place to raise expectations of what pupils might achieve but this is yet to secure improvement and raise standards in all subjects and for all pupils. The school's contribution to community cohesion is good. Music is used as a highly effective vehicle to establish strong links with communities both national and international with visits by the school's orchestra to Poland and Sweden. The international dimension is embedded across the school not only through music and singing but also through modern foreign languages such as Spanish and French. Leaders tackle discrimination effectively and pupils learn to respect different beliefs. Leaders work hard to respond to the needs of the local community. Governors have worked tirelessly to ensure that the new building programme and the recruitment of the new headteacher have remained on target, and imposed as little disruption as possible. Governors are beginning to get a clear picture of how well the school is doing so that they can provide the right level of support and challenge.



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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 <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/or disabilities make progress	3

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	3
The extent to which 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	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 learners' needs?</b>	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

## 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 eliminated	3
How well does the school contribute to community cohesion?	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	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**

29 June 2009

Dear Children

Inspection of Horfield Church of England Primary School, Bristol, BS10 5BD

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We found that your school is providing you with a satisfactory education. Here are some things we found on our inspection.

- You make good progress in the Reception classes because teachers give you many exciting things to do.
- Satisfactory teaching helps those of you in Years 1 to 6 to make satisfactory progress. You are making better progress overall in mathematics and science than in English, particularly writing.
- Most of you enjoy school and behave well.
- Your teachers are very kind and caring and they look after you well.
- You have a clear understanding of the importance of staying healthy.
- Nearly all of your parents and carers are pleased that you come to this school but some of them think the school needs to help you to learn more quickly.

This is what we have asked your school to do now.

- Make sure that you are always expected to do your best in writing, especially those of you who learn quickly.
- Give you work that is not too easy and not too difficult and make sure that your lessons move along at a good pace.
- Make sure that marking and targets give you help to improve your work.
- Check up carefully on how well the school is helping you to learn to make sure that it always does its best for you.

Thank you again for making us so welcome. You can help by continuing to work hard. We thoroughly enjoyed talking to you about your work and watching you learn. We wish you all well for the future.

Yours faithfully

Susie Wallis-Maclean

Lead inspector