

Begbrook Primary School

Inspection report

Unique Reference Number	108918
Local Authority	Bristol City of
Inspection number	337178
Inspection dates	24–25 June 2010
Reporting inspector	Mo Roberts

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Mr Laurence Rae
Headteacher	Mr Duncan Cruickshank
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Sixteen lessons and teachers were observed; meetings were held with groups of pupils, staff and governors, and informal discussions held with some parents and carers. The inspectors reviewed the school's work, and looked at the school's documentation such as the monitoring of teaching, assessment data and the governors' minutes. They also analysed questionnaires returned from 89 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the new leadership and management team in bringing about improvement
- the progress made by pupils of all abilities, but especially those who learn quickly and those new to learning the English language
- the quality of assessment and transition procedures in the Early Years Foundation Stage
- the effectiveness with which good attendance and punctuality are promoted.

Information about the school

This is a large school with a Nursery class. It has large and increasing numbers of pupils from various ethnic backgrounds and a higher than average proportion who are new to speaking the English language. The proportion of pupils with special educational needs and/or disabilities is lower than average, although the proportion with a statement of special educational needs is higher than average. A substantial proportion of pupils are eligible for free school meals. The school has had a temporary headteacher and deputy headteacher since September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school is rapidly improving and as a result now gives pupils a satisfactory education. The new headteacher and leadership team are having a very positive impact. They have ensured that the progress made by all pupils, including the most able, is now more accurately assessed and that they are all working towards their full potential. The revised curriculum is lively and interesting and successfully encourages pupils to concentrate and strive to do better. Their behaviour is good. The decline in pupils' attainment since the last inspection has been reversed due to improved teaching that is better matched to pupils' individual needs, but this has only happened in recent months and has not yet had time to fully make up for previous gaps in pupils' learning. Nonetheless, pupils are increasingly making good progress in lessons and rapidly catching up, although there is still some inconsistency in the guidance teachers' marking provides on how pupils can do better, and in the quality and effectiveness of day-to-day assessment.

Pupils enjoy their learning. They are proud of their achievements and benefit from good spiritual, moral, social and cultural education. The care, guidance and support given to pupils remain good. Pupils feel safe in school, know how to keep healthy and are alert to both the beauty and the dangers in the world around them. They learn to work well together, often talking in pairs about what they are attempting to learn. This approach, together with vocabulary preparation before lessons for those new to learning English, ensures that they quickly gain confidence and fluency. It also helps all pupils to improve their writing, although this remains the weakest subject area. The school has begun to address the weakness and there are some good examples of extended writing developing across different subjects. As yet the strategies have not had enough time to fully impact on pupils' skills. The approach to learning in the Early Years Foundation Stage and across Key Stage 1 is being successfully revised. The youngest pupils enjoy rich opportunities for learning and exploring, both indoors and outside. Children's progress is accurately assessed and good preparations are in place for the pupils to move up to Year 1. However, direct access to self-initiated opportunities outdoors are restricted in Year 1 due to the current location of the classes.

The school's self-evaluation is rigorous and broadly accurate, although it did not fully celebrate the amount of progress the school has made this year. Everyone is clear about what the school needs to do to improve further. The effective approach to tackling underachievement, together with the better results in 2009, demonstrates that the school has a good capacity to consolidate recent gains and improve further. This is a harmonious and cohesive community which makes good use of the school's locality and the numerous learning opportunities Bristol offers to successfully extend its pupils'

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learning and personal development.

What does the school need to do to improve further?

- Extend the outdoor learning opportunities for children in Year 1 so they develop a wider vocabulary through exploration and investigation.
- Consolidate the improved quality of teaching and learning by ensuring that:
 - assessment is used consistently well within lessons to further accelerate progress
 - marking consistently sets out the next steps pupils should take to improve their learning.
- Raise standards further, especially in writing, by ensuring that any gaps in pupils' skills and learning are fully addressed and there are more opportunities for writing across the curriculum.

Outcomes for individuals and groups of pupils

3

Pupils enter the school with skills that are often below the levels expected for their age. Some are unable to communicate clearly in English. In the youngest classes, they were seen to be making rapid gains in English and in their ability to be part of a group and listen well, taking good advantage of the many practical activities. The most recent Key Stage 1 results show a clear improvement with many pupils making good progress, although the attainment seen in some classes was still below average. Attainment in Year 6 is now nearing national averages as these pupils are catching up rapidly after a period of slow progress when they were in the middle of the school. A reasonable number of pupils who learn quickly are now reaching the higher National Curriculum levels except in writing, which remains a relative weakness. Pupils with special educational needs and/or disabilities are achieving well as a result of good support and detailed attention to their needs.

In all year groups, pupils enjoy their learning and profit from the welcoming ambiance of the school. They widen their understanding of the world as they have links with schools in the Caribbean and in contrasting areas in Britain. The good range of well-attended after-school activities have a positive impact on pupils' well-being and help them develop new areas of interest such as cheer-leading and archery. Pupils learn to take care of the environment through composting activities and 'green Fridays'. They play a full part in school life and participate in the school council, where they say their ideas are taken seriously. They play well together. Those new to learning English do well, as teachers and teaching assistants offer good help and support. Very good support is also given to those pupils who are preparing to move on to their next schools. The school has a good partnership with most parents and carers but, despite its best efforts, the attendance rates of a small minority of pupils are still not high enough, and this limits progress for the pupils concerned. Pupils gain experience of handling money, running projects and teamwork that gives them a satisfactory preparation for their future economic well-being, although their weak basic skills in written communication remain a

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concern.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In September 2009, the amount of good teaching in the school was limited. Due to excellent monitoring by senior leaders, clear feedback and more staff development, teaching is now much improved and was good or better in 70% of the lessons observed during the inspection. Imaginative curriculum topics are linked to real-world situations. For example, a topic on 'how to improve tourism in Weston-super-Mare' has encouraged Year 3 pupils to write an effective consumer report to the Mayor. They also had an opportunity to visit the seaside town and to improve their geographical knowledge. The school now ensures that each year group has a similar stimulus at the beginning or end of a curriculum topic. The good impact of this type of 'hands-on' learning is clear in many pupils' recent work, including those new to learning English. Short 'themed days', such as the one seen on the environment, also prompt well-focused learning and provide excitement and challenge for those who learn quickly and have the aptitude to lead. A remaining weakness in the curriculum is that in Year 1, pupils have limited

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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access to outdoor investigative learning. This restricts their interaction and speaking and listening: so this aspect is being reviewed for next year.

A substantial improvement in teaching and learning has occurred since the spring because teachers increasingly adapt their lessons effectively to meet the very wide range of abilities in some classes, with good support from teaching assistants. Within lessons, there has been an increase in the use of ongoing assessment to check on pupils' progress, although this strategy is more effective in some classes than others. It is particularly effective in mathematics lessons across the school, and in this subject, attainment is stronger. Pupils now have more involvement in evaluating their own progress towards their targets. Transition arrangements as pupils move up the school are better because teachers are getting more accurate information about the pupils coming into their class. In the past, the inaccuracy of assessment information led to pupils sometimes stalling in their learning and not moving on quickly enough at the start of the year. Pupils have clear targets and these are shared with parents and carers six times each year so everyone is much clearer about the next steps for each pupil.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the new headteacher, the leadership team has rapidly identified the reasons for past underachievement and has set about vigorously tackling them. The staff collectively show drive and ambition and this has resulted in substantial improvements. The governors have successfully recruited new members, who are currently receiving training. They are led by a dedicated core group who have dealt promptly with urgent strategic and budget decisions during the recruitment period. The governors are increasingly effective in challenging the school to improve further. The leadership team shares its expertise and supports the new middle managers well, and this has resulted in improvements in areas such as provision in the Early Years Foundation Stage and the tracking of pupils' progress. The plans for further developing community cohesion, inclusion and equal opportunities are thorough. The emergency one-year school development plan is nearing successful completion and suitable priorities have been set for next year, although as yet the plan is still only in draft form. Safeguarding procedures, including child protection measures, are of a good standard and ensure pupils' welfare.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is also developing rapidly. Children clearly enjoy their early educational experiences because the provision is now much richer than when it was audited earlier in the year. There is better cooperative play and more independent exploration as pupils from the Nursery and the Reception classes share some outdoor time together. An appropriate proportion of time is given to children following their own interests. Adults, particularly in the Nursery, are adept at timing their direct teaching sessions so children listen well and enjoy their discussions and learning. In the Reception classes, some pupils are still easily distracted when they are in large groups, and opportunities are sometimes missed to use techniques such as visual prompts to draw them all into the discussions. In smaller groups, they focus well. In all classes, children are effectively encouraged to plan their own learning and to select activities for themselves, and concentrate well when making kites or digging up their potatoes. Children keenly bring in their home learning experiences, such as their favourite non-fiction books. Adults work hard to involve everyone, including those who speak very limited English. They effectively develop children's language and ideas, for example when looking at implements for making marks and when describing their 'buddies' for next year. Personal, social and emotional development is well supported by the caring atmosphere and adults' good knowledge of the needs of all individuals. The school's improved assessment records confirm the substantial progress children make from some initially low starting points. Leadership and management are good and there are sensible plans for further staff training and ongoing developments

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The large majority of returns from parents and carers were positive. The small minority of individual concerns were all followed up, and it was found that school staff were aware of the issues raised and had appropriate plans to deal with them. No evidence was found of inappropriate staff attitudes or any lack of aspiration for ethnic minorities. Quite the reverse, the school clearly seeks the best for all its pupils. For example, bullying was not considered by the pupils to be a problem and they felt that any incidents would be dealt with firmly, although the younger ones were unsure of the current location of the 'concerns/worry' box. The school welcomes parents and carers and holds information sessions to help them find extra ways to support children's learning, but staff agreed they did not always give sufficient notice of these events. The parents and carers of Reception and Nursery children who were spoken to said they are pleased with the way their children have settled and the excellent care and attention young pupils receive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Begbrook Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 439 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	57	34	38	4	4	0	0
The school keeps my child safe	53	60	33	37	1	1	1	1
The school informs me about my child's progress	42	47	44	49	3	3	0	0
My child is making enough progress at this school	37	42	47	53	4	4	1	1
The teaching is good at this school	46	52	40	45	1	1	1	1
The school helps me to support my child's learning	44	49	41	46	4	4	1	1
The school helps my child to have a healthy lifestyle	41	46	45	51	3	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	44	39	44	3	3	2	2
The school meets my child's particular needs	42	47	41	46	6	7	1	1
The school deals effectively with unacceptable behaviour	35	39	48	54	2	2	1	1
The school takes account of my suggestions and concerns	34	38	43	48	9	10	3	3
The school is led and managed effectively	41	46	44	49	1	1	4	4
Overall, I am happy with my child's experience at this school	56	63	32	36	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2010

Dear Pupils

Inspection of Begbrook Primary School, Bristol, BS16 1HG

Thank you for the help you gave us when we visited your school. We enjoyed seeing you learning about caring for the environment and having fun on 'green Friday'. Thank you for answering our questions in your lessons. We would like to thank pupils who came to talk to us, and those who filled in the pupils' questionnaire. We agree with you that you go to a school that is continually improving. We think it is a school that offers you a satisfactory education and looks after you all well.

These are some of the best things about your school:

- you behave well and help each other, especially in your 'talking partnerships'
- you listen and learn well in your lessons, and this means that by Year 6 you know more and have reached better standards than in the last few years
- your headteacher and his leadership team are making sure that your school gets even better and are supported in this by the governors
- your school now gives you and your families more accurate regular information about how well you are doing, and this is leading to better standards.

So that your school gets even better, we have asked the teachers to do four things:

- arrange more outdoor learning for Year 1 so they still have lots of time to explore, experiment and talk to improve their English vocabulary
- make sure that all teachers frequently check in their lessons to see how you are getting on, and change the activities if you do not understand anything
- get teachers to all give you the same type of feedback in your books, so you know what you did well and what you need to do to improve
- make sure you get opportunities for a wide range of writing to make you really think and write more accurately.

Please help by continuing to try hard in class and always coming to school unless you are ill.

Yours sincerely

Mrs Mo Roberts

Her Majesty's Inspector

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