

Glenfrome Primary School

Inspection report

Unique Reference Number	108931
Local Authority	Bristol City of
Inspection number	337182
Inspection dates	24–25 November 2009
Reporting inspector	Alison Grainger

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 of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Mr J Symonds
Headteacher	M Edwards
Date of previous school inspection	3 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and scrutinised pupils' work. They held meetings with governors, staff with key responsibilities and a small group of parents. They observed the school's work and looked at documentation such as policies and the school's analysis of pupils' progress. They took account of the 71 questionnaires completed by parents and the 90 questionnaires completed by pupils.

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

- the contribution of teaching and the curriculum to pupils' progress in all year groups
- how effectively the school safeguards pupils and promotes good behaviour, attendance and punctuality
- how accurately the school evaluates the impact of its provision on pupils' progress and takes effective action to bring about improvement.

Information about the school

Pupils come from a variety of ethnic backgrounds. A high proportion of pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is broadly average, although the proportion with statements of special educational needs is above average. The proportion eligible for free school meals is almost double the national average. Although some staff are long serving, there has been a high turnover of teachers since the last inspection. The school provides a breakfast club each morning for pupils who wish to attend.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The overall effectiveness of the school is inadequate. It does not ensure that pupils achieve a satisfactory rate of progress or effectively promote pupils' personal development and well-being. Behaviour is inadequate. Arrangements for safeguarding pupils do not meet requirements. The school does not have good enough systems to ensure that pupils are kept safe at all times.

There are some positive features to the provision in some parts of the school. Children get off to a satisfactory start in the Reception Year and this is built on securely in Years 1 and 2. They move on steadily in their learning in these early years because teaching and the curriculum are satisfactory. Several parents told inspectors how well their children have settled into school and how much they grow in confidence from their start in Reception to the end of Year 2.

In Years 3 to 6, lessons are not planned to take sufficient account of pupils' differing learning needs. Often, all the pupils do the same work at the same level. This results in too little challenge for the more able pupils in particular but also, on many occasions, for the pupils of average ability. Occasionally, work is too hard for a significant proportion of the class. Activities often fail to engage and motivate pupils. Together with weaknesses in the management of pupils, this lack of engagement results in inappropriate behaviour. Topics are not covered in enough depth. The curriculum does not promote the consistent development of pupils' knowledge, understanding and skills in different subjects or areas of learning.

Although many pupils behave well, the poor standard of behaviour overall and lack of respect for others have a negative impact on other aspects of pupils' personal development and well-being. A significant proportion of pupils told inspectors that they do not feel safe at school, particularly because poor behaviour is not managed effectively. Pupils are not given enough responsibility for helping the school to tackle these issues. They are not sufficiently involved in evaluating their experiences of school or in making improvements. All in all, pupils' contribution to the school community is too limited, although there is some adequate contribution to the wider community, for instance, through raising funds for charities. The attendance rate is low and not improving, and punctuality is poor. The school agrees it should work more closely with

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pupils, parents and community leaders to improve attendance and punctuality.

Leaders and managers recognise that some substantial improvements are required in the school's work. However, the school self-evaluation judges the outcomes for pupils to be better than they are. The school is not evaluating the impact of its provision, particularly the teaching, on pupils' progress, development and well-being.

Shortcomings are not dealt with swiftly. The roles of subject leaders are not established and promoting improvement. There is not enough involvement of all teachers in evaluating the school's effectiveness or in being accountable for pupils' progress. As a result, the school has declined since its last inspection and it is not demonstrating the capacity for sustained improvement.

What does the school need to do to improve further?

- Take immediate action to rectify the weaknesses in procedures for safeguarding pupils so that pupils are kept safe at all times.
- Improve teaching and the curriculum in Years 3 to 6 in order to accelerate pupils' progress and raise their achievement, by:
 - planning lessons that take full account of pupils' differing learning needs
 - providing activities that engage, challenge and motivate pupils
 - ensuring that topics are covered in sufficient depth and build pupils' knowledge, understanding and skills as they move up through the school.
- Improve pupils' personal development and well-being, by:
 - ensuring there are high standards of behaviour and respect for others in lessons and around the school
 - developing pupils' contribution to the school community, particularly their involvement in identifying shortcomings and making improvements
 - working closely with pupils, parents and community leaders to improve attendance and punctuality.
- Embed ambition and drive improvement, by:
 - rigorously evaluating the impact of the school's provision, particularly the teaching, on pupils' progress, development and well-being, and taking swift action to bring about improvement
 - developing the roles of subject leaders and increasing the accountability of all teachers for pupils' outcomes.

Outcomes for individuals and groups of pupils**4**

Attainment is low in Year 6 and is not improving because pupils do not make adequate progress through Years 3 to 6. Significant underachievement is evident among all groups of pupils, including those with special educational needs and/or disabilities. As well as the shortcomings in the school's provision, poor behaviour and low attendance are factors preventing adequate achievement. The inadequate behaviour of some pupils

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in lessons, and the lack of engagement of many, inhibit learning. Many pupils are pleasant, friendly young people. One in Year 3 enthusiastically told inspectors about the ?loads of exciting trips? and the visit to a farm that the class was about to go on. Pupils know the importance of leading a healthy lifestyle. However, the general lack of consideration shown by some pupils for others, occasions of rowdiness in corridors, and incidents of unkindness at playtimes diminish many pupils? enjoyment of school and result in them feeling unsafe. The number of racist incidents logged by the school over the last year is high. Several pupils expressed considerable concern about bullying. These serious weaknesses show that pupils? spiritual, moral, social and cultural development is inadequate. Pupils have too little opportunity to exercise responsibility and are not adequately prepared for the next stage of education.

These are the grades for pupils' outcomes

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

How effective is the provision?

There are examples of adults being deployed well to meet the needs of individuals and groups in Years 1 and 2. A teaching assistant, for example, provided focused and effective support for a group during a guided reading session in Year 1. She gave good

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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feedback to the pupils on how well they had used their skills in ‘sounding out’ to read words. There are activities that engage and motivate pupils, such as when pupils in Year 2 wrote the outline of a story. In Years 1 and 2, the use of assessment promotes steady progress. It is not, however, used well enough to finely tune teaching and activities to meet fully pupils’ different needs so that their progress increases to a good rate.

In Years 3 to 6, the significant shortcomings in teaching and the curriculum are the main causes of pupils’ underachievement. Pupils’ books show that some teachers are very conscientious in marking work. However, marking does not always extend or develop learning in the subject being studied, such as science. In one year group, for example, pupils are given extensive feedback on their literacy skills in their work in all subjects, and while this is important, they are not helped to also improve their work in the subject concerned. There are major failings in the use of assessment information to support lesson planning and in the promotion of positive attitudes and behaviour.

The school makes considerable efforts to support individual pupils who are vulnerable, including those with social, emotional and behavioural difficulties, and to include them in all activities. Several parents told inspectors of the kindness of school staff and of the efforts made to support their children. Healthy lifestyles are promoted satisfactorily, such as through work in science about what constitutes a balanced diet. However, leaders and managers do not ensure that the school is a safe and calm environment. Incidents of poor behaviour result in other pupils feeling unsafe. This situation is exacerbated by the fact that the pupils are not consistently well supervised throughout the school day.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Leaders and managers are committed to ensuring the most vulnerable pupils attend school regularly and also to prevent exclusions. In this respect, the school works satisfactorily with outside agencies. A home-school worker, for example, is employed effectively to support vulnerable pupils and their families. Parents appreciate the way in which the school works with them. One pointed out how much they value ‘the supportive staff team and visible headteacher.’ However, the school is not doing enough work with parents to improve pupils’ attendance and punctuality.

The new chair of governors is keen to develop the governance of the school. There are some supportive and committed governors. Although the school appropriately vets

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adults who work with pupils, governors have not ensured that statutory requirements are met for safeguarding pupils. As well as weaknesses in the procedures for ensuring pupils' safety at all times, governors are unable to demonstrate that the child protection policy has been reviewed as required. Neither have they ensured that the school has undertaken the required actions in relation to the promotion of community cohesion. The school is just beginning to carry out the required analysis and planning related to community cohesion. With incidents of pupils fighting, being unkind and failing to show respect for others, the school itself is not a cohesive community. Governors are not effective in holding senior leaders to account for the quality of the school's provision. Senior leaders have a reasonable awareness of the effectiveness of some aspects of provision. They do not, however, analyse the impact of the school's work on pupils' outcomes thoroughly enough. Neither do they ensure that swift action is taken to promote improvement. Some other leadership roles and responsibilities are underdeveloped, as is the involvement of the full teaching team in school self-evaluation. This is in part, although not entirely, because of the frequent changes in the teaching staff. The result is that the school is failing to remove barriers to pupils' progress to ensure equality of opportunity and that discrimination is tackled.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children are given a sound start in Reception, with home visits getting the links with parents off to a secure start. Within the overall satisfactory picture of their progress some good gains are made in personal and social development, with examples of good behaviour, and in communication, language and literacy skills. Phonic skills are taught

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well and fun activities motivate learning and enjoyment. A satisfactory range of activities is provided across the areas of learning indoors and outside. The school recognises, however, that further work is necessary to develop the outdoor provision. The outdoor area is difficult to manage and becomes muddy in wet weather. Although assessments of children’s attainment and progress are regular, they are not always accurate enough. The lack of precision in assessment prevents adults from meeting children’s learning needs more effectively so that good progress is promoted.

Satisfactory leadership and management are evident in the way in which the staff work successfully as a team. The teacher responsible for this aspect of the school’s provision is aware of the strengths and weaknesses and is taking suitable action to secure improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents’ responses to the inspection questionnaire indicate that they are pleased with the school. They value the welcome that the school extends to them. A number of parents took time to write to inspectors about the features of the school that please them and also those that cause concern. Inspectors agree with the parents who commented on shortcomings in the supervision and management of pupils. They also agree with parents who cited individual cases in which effective pastoral support has been provided for their children.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Glenfrome 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	61	26	37	2	3	0	0
The school keeps my child safe	40	56	26	37	1	1	0	0
The school informs me about my child's progress	43	61	22	31	1	1	1	1
My child is making enough progress at this school	30	42	36	51	2	3	1	1
The teaching is good at this school	39	55	28	39	2	3	0	0
The school helps me to support my child's learning	39	52	27	38	4	6	1	1
The school helps my child to have a healthy lifestyle	29	41	36	51	3	4	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)	24	34	35	49	0	0	1	1
The school meets my child's particular needs	28	39	33	46	6	8	1	1
The school deals effectively with unacceptable behaviour	20	28	41	58	3	4	0	0
The school takes account of my suggestions and concerns	24	34	39	55	2	3	0	0
The school is led and managed effectively	29	41	36	51	3	4	0	0
Overall, I am happy with my child's experience at this school	36	51	29	41	3	4	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



26 November 2009

Dear Pupils

Inspection of Glenfrome Primary School, Bristol BS5 6TY

Thank you for helping us when we visited your school. We enjoyed meeting you.

We found that you are being given a satisfactory education during your early years in the school. You are making the progress expected of you in Reception and in Years 1 and 2. However, there are some big things that the school needs to improve.

Those of you who are in Years 3 to 6 are not receiving a satisfactory education. You are not making the progress that you should. This is because teaching and the curriculum do not take enough account of your individual learning needs.

Although many of you behave well and are keen to learn, there is too much poor behaviour. We saw this in some of the lessons that we visited and around the school. Quite a lot of you told us that you do not think that the behaviour is good enough in your school, and we agree with you.

The school is not doing enough to put right the things that need improving. As a result, we have said that it needs 'special measures'. This means that it will be given extra help and other inspectors will visit to see how it is getting on.

To make sure that you have the opportunity to learn more rapidly and to feel safe at school we have asked the adults to:

- take action immediately to make sure that the school is as safe as it can be
- improve the teaching and the curriculum in Years 3 to 6 to help you to make more progress and to enjoy lessons more
- improve behaviour, the attendance rate, punctuality in the mornings, and the opportunities for you to help the school to improve
- check up more thoroughly on how well the school is helping you to learn and develop, so that changes are made swiftly when they are needed.

Thank you again for helping us. You can all help by behaving well, always doing your best, attending school regularly and arriving on time in the mornings.

Yours sincerely

Alison Grainger Lead inspector

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