

# Southville Primary School

## Inspection report

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<b>Unique Reference Number</b>	108964
<b>Local Authority</b>	City of Bristol
<b>Inspection number</b>	337185
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	Mo Roberts HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rachel Sellers
<b>Headteacher</b>	Mrs Sandra Smith
<b>Date of previous school inspection</b>	9 January 2007
<b>School address</b>	Merrywood Road Southville Bristol BS3 1EB
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. They observed the school's work, and looked at the school's documentation, including its self-evaluation, curriculum and planning. They interviewed staff, governors and groups of pupils. The largest proportion of the inspection was the observation of 10 lessons. Inspectors saw eight teachers teaching. In addition, 104 parental questionnaires were analysed, as well as those completed by a sample of pupils.

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

- the progress children in the Early Years Foundation Stage make, especially in their personal and social skills
- the impact of the strategy for improving writing, especially for boys
- the leadership team's analysis of attainment data and if this is being used effectively to drive improvement in attainment for all groups of pupils
- the impact of the new staff on the quality of teaching and learning.

## Information about the school

This primary school is close to the centre of Bristol. It serves a mainly White British community and the proportion of pupils with special educational needs and/or disabilities is broadly average. More recently, an increasing proportion of pupils in the school speak English as an additional language. Children join the Early Years Foundation Stage either via the Nursery or the Reception class. Three newly-qualified teachers joined the staff in September 2009. The school has a Healthy Schools Award.

**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

Southville provides a satisfactory education for its pupils. It has more areas of strength than at the last inspection and has some particularly good features. These good features include the effectiveness of the Early Years Foundation Stage, the broad and interesting curriculum, and the good care, guidance and support that all pupils receive. These strengths result in confident pupils who behave well and have good attitudes to learning. They enjoy school and, on the broader outcomes such as keeping healthy, safe and contributing to the community, they achieve especially well. Their attainment in English, mathematics and science is broadly average. Pupils in Year 6 are on track to reach better standards than last year. All teaching across the school is at least satisfactory and many aspects, such as the quality of planning and classroom management, are solidly good. The new staff have settled well and made a good start. The consistency of teaching across the school is variable with the most effective teachers giving concise introductions and reviewing learning skilfully throughout each lesson. In a few lessons, teachers do not monitor the learning taking place with sufficient rigour. No one group of pupils is underachieving but a few individual pupils are capable of doing more if challenged and guided more systematically.

The headteacher ensures the monitoring of teaching and learning is regular and is beginning to successfully involve subject leaders in identifying where improvements are needed. There is, for example, a useful project to improve boys' writing. A system for tracking pupils' progress across the school is in place. It helps to identify successfully where pupils do not do as well as expected and need help. However, the level of analysis undertaken is not yet sharp enough to pinpoint exactly where individual pupils across the ability range could do with more challenge.

Overall, the senior leadership team have identified appropriate areas for strategic improvement and know their school well but the school's self-evaluation and development plan lack sufficient precision. The measurement points are not at short enough intervals to drive really rapid development. However, the school's improved curriculum and science provision, together with the strong continued support and challenge provided by the effective governing body, ensure it has a good capacity for further improvement. Safeguarding procedures are secure and every child is well protected but some records lack detail in relation to vulnerable pupils' academic progress. This potentially weakens such pupils' equal opportunities. Their emotional welfare is strongly supported. Overall, parents are rightly confident in the school and appreciate the school being a 'very happy environment'. Their main concern relates to communication between the school and parents. There are sensible plans in place to improve this through the better use of modern technology.

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## What does the school need to do to improve further?

- Develop the analysis of the school's data to sharpen the quality of the school's self-evaluation and the monitoring of pupils' progress.
- Raise standards by honing school development planning and including small measurable steps to drive more rapid improvement.
- Improve the consistency of teaching by:
  - ensuring all introductions to lessons are brisk, clear and concise
  - adopting a more rigorous approach to assessment and feedback in lessons
  - checking the level of challenge provided to all groups in classes to ensure all pupils reach their maximum potential.

## Outcomes for individuals and groups of pupils

**3**

Attainment for pupils in Year 6 over the last three years has fluctuated but, taking all factors into account, it is broadly average. Pupils' progress in English, mathematics and science across the school is also broadly satisfactory. It has suffered from some inconsistency over the past three years but more pupils are now motivated to strive for their personal best. The pupils' writing seen during the inspection shows they are developing their ideas in a more sustained manner. Previously, the boys' weaker writing skills have depressed the results. Now both boys and girls are enthusiastic due to the initiatives used to motivate them. Younger pupils are more confident in mathematics and the historic weakness in the subject for this age group is being tackled effectively. Pupils also enjoy and achieve more in science due to the 'science focus weeks' and undertaking more investigative work in their lessons. Their scientific skills are improving and they liked the hands-on investigations seen during the inspection. Pupils with special educational needs and/or disabilities are well supported in activities, and these pupils mostly make the equivalent rate of progress to their peers. They benefit from being included in all classroom activities unless they are having well-targeted additional help, such as physiotherapy. Pupils new to learning English also progress well from their starting points.

All pupils know how to keep healthy, and they enjoy the fruit and vegetable snacks. They know that some of the things in their lunchboxes are not good for their teeth. They appreciate the improved security at the school and are alert to safety issues such as 'stranger danger' and road safety. They are clear about what to do if anyone attempts to bully them but said there was very little bullying in the school. Pupils are proud of their school and take their responsibilities seriously. The older ones contribute well, for example by delivering the milk and helping in the dining room. In the wider community, the school as a whole undertakes numerous charity events, and pupils are keen participants. They have a sense of responsibility for the wider world, as shown by their fundraising for Haiti and their understanding of fairer trade. They enjoy school productions and achieve well in the numerous art and sports activities they attend. This results in them being lively and enthusiastic future citizens. Their future economic

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prospects are good because they develop confidence and good communication skills and have secure group working and information and communication technology (ICT) skills. They also benefit from links with local businesses and understand appropriately the world of work. Pupils' spiritual, moral and social development is good and they appreciate other people's points of view and enjoy a good debate.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The curriculum topics are successfully adapted. Increasingly, topics have a practical basis and pupils really enjoy learning that involves them in active participation. Individual support for pupils who have special educational needs and/or disabilities is very carefully thought through and successfully involves partner agencies. Teachers and teaching assistants work sensitively and well to support such pupils. Additional clubs and participation in local events such as dance productions add further to the rich variety of stimulation that helps pupils to become confident rounded individuals.

Teaching is never less than satisfactory, and much is good. All lessons are thoroughly planned, with work adapted for the needs of the different groups in each class. The

<sup>1</sup> 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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more experienced teachers generally use assessment strategies effectively throughout their lessons. This helps them to adjust rapidly their questioning and keep all pupils working at their full potential. Teachers all effectively support pupils' good behaviour. Resources are well deployed and younger pupils enjoyed, for example, identifying and describing the different sizes and shapes of seeds in a range of fruit. The quality of science provision, which was an issue at the last inspection, has improved and is satisfactory. Mathematics is soundly taught but the pace of work expected in some groups within the classes is not always consistently challenging enough. All pupils have sensible targets and they know what they are trying to accomplish. However, these targets are not always changed frequently enough to help pupils to progress rapidly. Pupils are encouraged effectively to take responsibility for aspects of their own learning through the 'building learning power' programme but they have yet to be involved in taking responsibility for saying when they think a target has been met.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The school runs smoothly, and the leadership team has a strong sense of purpose and strives to fulfil the school's vision. This vision is regularly adjusted to meet the needs of the local population. There is a collective will and ambition to develop the school further but plans sometimes lack urgency and quite sharp enough timeframes to drive rapid progress and raise attainment further. The senior management team works well together. The governors are active and efficient partners who oversee all areas of the school thoroughly. Policies are reviewed regularly and are up to date. Governors' increasingly systematic school visits mean they have a clearer view of curriculum areas and current school developments. They have for example requested more details on the rate of pupils' progress. This is to help them challenge the school further and to help monitor and evaluate of the impact of the various improvement initiatives.

The school acknowledges there is still work to be done to further develop community cohesion planning and to ensure equal opportunity is monitored more closely for the vulnerable pupils. A well-considered combined policy on diversity and community cohesion is in draft form ready for detailed discussion. Communication between the school and parents is good for the youngest children and for those parents who regularly drop pupils at school but for working parents it is an issue that is still being addressed. Parents attend well the regular parent-teacher meetings and are supportive

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of their children's learning and the school in general. They feel welcome in the school and appreciate the staff's hard work and the good care taken of their children.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enter with skills that are at or a little below those expected for their age. They get off to a good start irrespective if they enter in Nursery or Reception. All aspects of their development are supported well, especially their personal, social and emotional skills. The home-to-school 'green' book is a very effective tool that allows parents, carers and teachers to share information to support the child. The environment is child-friendly, and a busy but tranquil atmosphere pervades the rooms. Children are effectively encouraged to participate but no-one is pressurised. The outdoor area has been well developed but the design of the nursery door inhibits free access. Children make good progress in the Nursery and those that move into the school's Reception Year continue to make good progress. Even pupils with low starting points in some skills mostly reach the level expected for their age by the time they leave the Reception class. The quality of assessment and the records of children's learning are excellent in both classes. These are key factors, together with the consistently good teaching, that lead to the children's rapid progress. As in the rest of the school, their welfare is supported well. At the moment, the leadership of this stage of education is shared. The exact roles and responsibilities of everyone involved are not clear enough, especially with regard to the overall analysis of the trends in the six areas of learning. For example, the weakness in the results on one aspect of mathematics is not followed up fully as the children move up to the next stage. Day to day management is effective and assistants are valued



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members of the team. Children in Reception have good ICT skills. They are well behaved, both in activities led by the teachers and those they initiate for themselves. Care is taken to appropriately support children's own interests in both classes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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**

Most parents and carers are happy with the school. The main concern raised was the communication between the school and parents. Working parents who do not have an opportunity to talk to the teachers at the school gates want to have more information sent to them about the school and how their children are performing. They acknowledge there are informative noticeboards for those who do drop and collect their children. Despite three parent-teacher meetings a year, some parents did not feel they knew what standard their children should have reached. A few commented about the constrained site and a perception of a lack of physical activity. Inspectors found there are plans in place to deal with the communication issue. The school provides information about standards but there is room for more information for parents who find 'the levels' confusing. This is the same with regard to the marking scheme and how the policy encourages pupils' writing. Pupils get plenty of exercise.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southville 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	65	29	28	6	6	0	0
The school keeps my child safe	74	71	29	28	0	0	0	0
The school informs me about my child's progress	40	38	57	55	4	4	0	0
My child is making enough progress at this school	45	43	53	51	3	3	0	0
The teaching is good at this school	57	55	40	38	3	3	0	0
The school helps me to support my child's learning	42	40	57	55	4	4	0	0
The school helps my child to have a healthy lifestyle	57	55	45	43	1	1	0	0
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	38	52	50	2	2	0	0
The school meets my child's particular needs	43	41	55	53	1	1	0	0
The school deals effectively with unacceptable behaviour	51	49	43	41	5	5	0	0
The school takes account of my suggestions and concerns	33	32	60	58	4	4	2	2
The school is led and managed effectively	43	41	50	48	8	8	0	0
Overall, I am happy with my child's experience at this school	55	53	45	43	3	3	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 January 2010

Dear Pupils

Inspection of Southville Primary School, Bristol BS3 1EB

Thank you for the help you gave us when we visited your school. We enjoyed seeing you learning so busily and having fun and getting good exercise at playtime. We should like to thank those of you who came to talk to us, as well as those who filled in the pupils' questionnaire. We agree with you that you go to a school that continues to improve. We consider that your school is giving you a satisfactory standard of education. Strong points are how staff look after you, good provision for the Nursery and Reception children, and all the interesting activities you can do.

Here are some other good things about your school.

- You behave well.
- You are helped to try hard to think about how to learn.
- Your school welcomes your parents and carers and encourages them to be involved.
- You make satisfactory progress and pupils in Year 6 reach the standards that are close to those that Year 6 pupils are expected to attain nationally.
- Your headteacher and her team, as well as the governors, are keen to make sure that your school gets even better.

So your school gets even better, we have asked the headteacher to:

- improve the way teachers use their information about your progress to make sure activities are always at the right level to make you work hard
- improve the way the school's big plan is written so that each step of progress is measured, and that teachers check how the new ideas are working and if they are really helping you to do better
- make sure all teachers get lessons off to a quick start and that they keep checking on how well you are doing.

Please help by trying hard in class and doing your very best. Remember to tell your teacher if you get stuck.

Yours sincerely

Mrs Mo Roberts

Her Majesty's Inspector

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