

# Bournville Community Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	135190
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	342348
<b>Inspection dates</b>	8–9 July 2009
<b>Reporting inspector</b>	Hugh Protherough

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	337
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>	Gillian Garforth
<b>Headteacher</b>	Adam Matthews
<b>Date of previous school inspection</b>	Not previously inspected
<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>	Selworthy Road Weston-Super-Mare BS23 3ST
<b>Telephone number</b>	01934 641 783

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<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 July 2009
<b>Inspection number</b>	342348

**Fax number**

01934 644 502

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## **Amended Report Addendum**

Report amended due to administration error

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large primary school was created in September 2008 through the amalgamation of the infant and junior schools. A new purpose built primary school is due for completion in 2010. The proportion of pupils eligible for free school meals is well above the national average. The great majority of pupils are of White British origin and there is a small, but growing, number from other groups such as Black African, Black Caribbean and mixed White and Asian. The number of pupils who speak English as an additional language is small but increasing; a few are at the early stages of acquisition. The proportion of pupils with learning difficulties and/or disabilities is well above average and includes a significant number of pupils with speech and language and behavioural, emotional and social needs. A significant number of pupils enter or leave the school at times other than at the start or end of the school year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Following a period of challenges and uncertainties, the new primary school provides a good quality of education for its pupils and is well placed to improve further. The clear vision and effective leadership of the headteacher and his team of senior leaders have a good oversight of the work of the school. The progress of individual pupils is tracked carefully and there are regular checks on the quality of teaching. Decisive action is taken to bring about further improvement.

When the 'new' school opened, pupils' attainment across the school was low. The new staff team and good quality teaching have ensured that pupils of all backgrounds and abilities are achieving well. The latest national tests suggest standards in Year 6 remain below the national average in English, mathematics and science, but pupils' improving scores and the quality of their current work indicate rapid progress since September.

The great majority of pupils enjoy school. They behave well, making the most of the many exciting opportunities that encourage learning. A small minority of pupils sometimes find it difficult to cope as they struggle to sustain concentration in lessons or may react badly when they encounter difficulties in work or relationships. The staff do an excellent job to improve their working stamina and self-control. Pupils said they feel safe in school, but a few acknowledged that the behaviour of a few children can occasionally cause them concern. However, all were confident that a teacher or other adult would support them if approached and take appropriate action. Teachers plan their lessons carefully and tailor work accurately to the wide range of abilities within each class. They are effectively supported by well trained teaching assistants and learning mentors who make a significant contribution, especially in supporting those who have learning difficulties and/or disabilities. Teachers offer oral and written feedback to pupils about their work, but this is not always effective in helping it improve, including the way it is presented. The school's curriculum provides an excellent variety of enrichment activities so pupils know about the world beyond their local community, such as a recent visit to a Tudor manor house.

The 'new' school is working hard to engage with parents, carers and the immediate community. It has involved the community in discussions about the new building and new school uniform, and in seeing school productions. A significant number of families struggle to ensure their children get to school regularly and on time. Despite the school's efforts, there remain too many children who are persistently late for school and some have missed more than 20% of their schooling over the past year.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the Nursery and Reception classes make a good start to their education and achieve well, given that most arrive with levels of skills, knowledge and understanding that are much lower than the levels expected for three year olds. By the time they move into Reception, most have made significant gains in their ability to work and play cooperatively. Their spoken language has improved and they are showing increasing interest in books and the world around them. Staff plan to ensure a successful blend of activities both indoors and outdoors. There is a good balance of activities that children choose for themselves and those that adults lead. Throughout Early Years Foundation Stage, there are good opportunities for physically energetic play as

well as sensible approaches to developing children's fine motor control, for instance by getting children to construct a step ladder out of straws that will reach Rapunzel at the top of her tower. Imaginative approaches to sharing books and teaching children about letters and sounds in Reception are improving children's early reading skills. This stage of the school is well led and managed. There is a sharp focus on children's all-round development aided by effective links with a variety of partners and external agencies. The transition into Year 1 is being strengthened. Daily observations and assessment of children's progress builds into a helpful 'Learning Diary' that tailors planning for each child. These assessments of the children leaving Reception class this summer show a significant increase in the number of children achieving a good level overall.

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

- Reduce the numbers of pupils who are persistently absent or late.
- Raise pupils' and teachers' expectations for the presentation of their work.
- Ensure greater consistency in the quality of guidance to pupils about how they can improve their work.

## **Achievement and standards**

### **Grade: 2**

The latest set of provisional national test results indicate that by the end of Year 6 standards are below average in English, mathematics and science. However, the pupils' current work, and the school's own data, shows that over the past year pupils have made good progress in these subjects and have achieved well in relation to their starting points at age seven. The many vulnerable pupils and those with learning difficulties and/or disabilities are well supported and, though their attainment is lower, their progress towards their targets is also good. Elsewhere, in Years 3 to 6, pupils' progress shows signs of similar improvement. School's checks indicate accelerating progress for pupils in Years 4 and 5. At the end of Year 2, standards in reading, writing and mathematics are low in comparison to the national picture. However, this group of pupils contains a significantly large proportion with learning difficulties.

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

### **Grade: 2**

The great majority of pupils are polite and well motivated. Most behave well in lessons, though some struggle to maintain good behaviour if they lose interest. The school playgrounds and fields mean pupils can exercise vigorously at breaks and lunchtimes. Most are sensible and take care of each other. Many pupils already demonstrate good knowledge of the importance of exercise and the need for a balanced diet. They told the inspectors how much they enjoy physical education lessons and several spoke with great enthusiasm about school meals. Pupils wished that they could have school meals, 'because you get a pudding with school dinners and my packed lunch isn't very healthy'.

Pupils have a keen sense of right and wrong and the importance of their own actions within the school community. They are welcoming and express interest in learning about the cultures of pupils new to the school. Although pupils say they feel safe, they are honest enough to acknowledge that the challenging behaviour occasionally presented by some pupils with emotional and behavioural difficulties causes anxiety. However, they are confident that adults will help and take action if they are worried. The school council plays an important role in shaping important decisions such as compiling ideas for equipment and resources for the new

school and the design for the main entrance to the new building. Pupils are satisfactorily prepared for the next stage of their education aided by their positive attitudes to work and good achievement. Attendance is approaching the national average, but is very low for some. Punctuality remains an issue for many families.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers know their pupils well. They have a keen understanding of the wide-ranging needs and abilities, including of those who experience emotional and behavioural difficulties, in all classes. Effective teaching assistants and learning mentors mean that most lessons run smoothly and pupils make good gains in their learning. Teachers plan thoroughly and the emphasis on developing key skills means that pupils are receiving a good grounding in learning to work co-operatively, think creatively and work as part of a team. As a result, learning often moves at a brisk pace. Additional small group and individual support helps many pupils to catch up in important areas such as reading and writing. Teachers regularly offer praise, encouragement and feedback to pupils about their work, but these approaches vary in quality across the school. The helpful comments showing pupils how to improve their work, including how it is presented, is not yet a consistent feature found in every class. This hinders progress rates.

### **Curriculum and other activities**

#### **Grade: 2**

The school has made a good start to creating a curriculum that meets the needs and raises the aspirations of its pupils. There is an effective focus on improving levels of literacy and numeracy, and ensuring that pupils see these as part of a wider set of life skills. Pupils' enthusiasm for learning is regularly stimulated by the creative links teachers make between subjects. For instance, the Cookie Challenge in Year 6, using mathematics and language skills to evaluate different brands of cookie before designing and manufacturing their own. Plans to extend this exciting approach to build more progressively the pupils' skills, knowledge and understanding are well advanced to start next term. Staff are committed to widening pupils' horizons within and beyond their immediate community by arranging a wide variety of visits and visitors. Pupils said they enjoyed working with storytellers and artists, and visiting castles and places of interest. There is an excellent variety of extended provision that enables many pupils to stay at school outside the normal school times as well as a comprehensive range of activities provided during holiday periods. The cultures of families new to the area are celebrated through costume, food and music, and a Polish school runs every Saturday.

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

#### **Grade: 2**

The school provides outstanding levels of care and support for pupils. There are effective child protection and safeguarding arrangements and risk assessments are regularly undertaken. Vulnerable pupils are well cared for and new pupils are welcomed into the school and settle quickly. Procedures to support pupils who have learning difficulties and/or disabilities are good. An effective range of support helps accelerate their progress, particularly for pupils with emotional and behavioural difficulties. As a result, there have been no exclusions since the school opened as many now keep control of their feelings and more readily indicate when they

need help. The school's approaches to monitoring academic progress are secure. Senior leaders track the progress of individual pupils, and of different groups, to direct support and to set challenging targets. The school monitors attendance and punctuality with rigour and is working hard with welfare officers to improve it. Even so, there are a significant number of families whose children continue to miss too much school or who fail to support prompt attendance at the start of the school day.

## **Leadership and management**

### **Grade: 2**

The new leadership team has made accurate assessment of the school and what needs to be done to improve. Shrewd staff deployment has ensured that despite the challenge of separate, dilapidated buildings, they are now beginning to work increasingly effectively as a team. As a result of amalgamation, individual teachers have had to take on fresh responsibilities and undertake a wider range of work than previously, but a sense of common purpose is tangible across the school. Subject and phase leaders have a secure oversight of teaching and learning. Inconsistencies, such as those related to feedback and the presentation of work, are being tackled. Governors have worked tirelessly over several years to bring about the creation of a new, purpose built primary school. They have a keen sense of their achievements but are realistic about the challenges ahead, including holding the school to account for improving standards still further. Staff and pupils identify strongly with their immediate community and further afield with a school in Wiltshire and a Kenyan orphanage. There are appropriate plans to improve aspects of community cohesion by expanding pupils' appreciation of the diversity of British society by fostering links with a city school next year.



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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?	2
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	2

**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?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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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	2
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>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

10 July 2009

Dear Pupils

Inspection of Bournville Community Primary School, Weston-super-Mare, BS23 3ST

Thank you very much for helping the inspectors when we visited Bournville recently. We enjoyed meeting you and hearing your views about school. We are pleased that most of you are happy and that you enjoy your lessons. It was good to hear about some of the exciting things that you do, such as working with artists and actors, the life skills visit and staying at Hook Hall.

We think your 'new' school is a good one. Although you are working in separate buildings and it will be another year until you can all be together in the new school, we can already see that you are becoming a family of learners. Many of you have made good progress in your work this year, especially Year 6 and children in Nursery and Reception.

There are three things your school needs to do, to be even better:

1. Most of you come to school regularly and get there on time. Some of you don't. Although attendance is improving, a few of you miss too much school and far too many are late in the mornings. We want you to work with your parents to make sure that you only miss school when you are ill, or for other very good reasons.
2. We watched teachers talking to you about your work and looked at what they write in your books. Sometimes, this feedback is really useful and helps you towards your targets, but this does not always happen. You can help by always checking your work.
3. When we looked at your books, we could see that most of the time your writing is getting neater and more interesting to read. However, this is not always the case and sometimes your work is untidy. We have asked the teachers to help you to improve your writing and always set work out neatly.

It was exciting to see the framework of your new school being erected last week and I am sure that when you move in next year you will have a big party to celebrate and to unveil your sculpture.

Yours faithfully

Hugh Protherough

(Lead inspector)