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30 September 2010

Mrs Susan Eriksson  
Glenfrome Primary School  
Cottisford Road  
Eastville  
Bristol  
BS5 6TY

Dear Mrs Eriksson

Special measures: monitoring inspection of Glenfrome Primary School

Following my visit to your school on 21 and 22 September 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in November 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Newly Qualified Teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of Governors and the Director of Children's Services for the City of Bristol, and the inspection team.

Yours sincerely

Tony Shield  
Additional Inspector

## Annex

The areas for improvement identified during the inspection which took place in November 2009

- 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.
- 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, by developing pupils' contribution to the school community, particularly their involvement in identifying shortcomings and making improvements; and by working closely with pupils, parents and community leaders to improve attendance and punctuality.
- Embed ambition and drive by rigorously evaluating the impact of the school's provision, particularly the teaching, on pupil progress, development and well-being and taking swift action to bring about improvement; and developing the roles of subject leaders and increasing the accountability of all teachers for pupils' outcomes.

## Special measures: monitoring of Glenfrome Primary School

Report from the second monitoring inspection on 21 and 22 September 2010

### Evidence

The inspector observed the school's work, visited nine lessons or parts of lessons, scrutinised documents and met with the interim headteacher, the deputy headteacher and assistant headteacher, the Chair of Governors, an external consultant working with the school, and a representative from the local authority. He also spoke with a group of Year 6 pupils and listened to their views about their work and the progress they are making.

### Context

Since the last monitoring visit in April 2010, there have been a number of staff changes. A new deputy headteacher has been appointed, and the responsibilities of the assistant headteacher have been revised. There have been several other changes of teaching staff, and altogether seven new staff have been appointed.

### Pupils' achievement and the extent to which they enjoy their learning

Attainment, although still well below average, is improving. The legacy of past underachievement was evident in the results of national tests in 2010 at the end of Year 6, where pupils' performance in reading, writing and mathematics was low. Attainment in writing remains a particular concern and many pupils have inadequate skills in grammar, spelling and handwriting. Nevertheless, better progress identified in the last monitoring visit has increased this term. This improvement is linked to the more rigorous use of assessment data to track pupils' progress and raise teachers' expectations of what pupils can achieve. Classteachers have a good understanding of the issues around attainment and are more sharply focused on providing challenge in their day-to-day teaching, helping pupils to develop and apply basic skills accurately across all of their work.

Tracking data and inspection evidence show that most pupils are making better progress, particularly in reading and mathematics, but it is still a mixed picture. Although the gap in attainment is narrowing, too many pupils in Key Stage 2 are still working below age-related expectations. Targeted support and interventions through withdrawal groups and reading programmes have led to some improvements for pupils who have special educational needs and/or disabilities. The school is rightly working to improve the assessment, record keeping and provision for these pupils.

### Other relevant pupil outcomes

Pupils' behaviour continues to improve and although a few individual pupils exhibit challenging behaviour at times; this is well managed and disruption to learning is minimal. Pupils listen carefully to the teacher but are sometimes less focused on their work when asked to work individually or in groups. A consistent application by staff of the school's procedures for managing behaviour is ensuring pupils understand the consequence of their actions and take personal responsibility for them. Pupils themselves report that behaviour has continued to improve. Exclusions remain too high although they are reducing. Pupils say they feel safe in school and bullying is always dealt with quickly and effectively.

The pupils' voice is increasingly heard and respected through the school council and eco-council. Pupils have made important contributions to the appointment of the new deputy headteacher and the adoption of the school uniform. Senior leaders have done much to raise awareness among parents and carers of the importance of regular attendance. Attendance is rigorously monitored and a range of procedures is in place to encourage parents to send their children to school. Nevertheless, the overall figure for attendance remains stubbornly below average, and not all parents and carers recognise the impact on their child's progress of taking extended holidays during term time. Punctuality has, however, shown a marked improvement.

Progress since the last monitoring inspection on the areas for improvement:

- 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, by developing pupils' contribution to the school community, particularly their involvement in identifying shortcomings and making improvements; and by working closely with pupils, parents and community leaders to improve attendance and punctuality – satisfactory.

The effectiveness of provision

The quality of teaching is improving. Teaching is never less than satisfactory, but is not yet consistently good enough to ensure that all pupils catch up lost ground. There is now a purposeful climate for learning in all lessons and higher expectations are leading to improvements in the levels of challenge and the enthusiasm with which pupils involve themselves with their learning. Improvements to the curriculum have also engendered a more active approach to learning. Pupils respond well to learning that is practical, relevant and fun. Year 2 pupils were captivated and excited in learning about similes when they were challenged to ride a monocycle and describe their feelings and actions. Their understanding and use of simile – 'I was wobbling like a jelly' – were enhanced. Teachers are using assessment data with more precision to set work at the right level for individual pupils, although the suitability and effectiveness of tasks to challenge both the more and less able are not consistently good. Questioning to make pupils think for themselves and articulate their own ideas and feelings is improving, but pupils still lack confidence in

their ability to succeed. Many lack strategies to persevere and help themselves when the work is difficult. Too often, pupils prefer to remain in their comfort zone and rely on their teacher for the next step. Teachers do not always consider in their planning how to develop pupils' learning skills.

Much thought has gone into the development of a curriculum that interests and excites pupils as well as providing a secure progression of pupils' skills. This is leading to a more meaningful and exciting curriculum. There is more to be done before this work is successfully embedded in practice across the school.

Progress since the last visit on the area for improvement:

- improve teaching and the curriculum in Years 3 to 6 in order to accelerate pupils' progress and raise their achievement – satisfactory.

The effectiveness of leadership and management

A successful training day at the beginning of this term in which the school's vision and values were discussed with new staff, governors and parents has laid the foundations for the school's shared sense of purpose. New staff have been quickly integrated and have adopted the interim headteacher's ambition and expectations. There is a determination and commitment to improve, and all teachers are increasingly taking responsibility for leading and managing their areas of responsibility.

The school's action plan to tackle areas of weakness continues to provide governors and senior leaders with a sharp focus on key improvements. The plan offers a good framework for further improvement. Monitoring, including by governors, is more systematic and rigorous, although a sharper focus on monitoring the impact of teaching on pupils' learning would help provide a more balanced picture. Nevertheless, self-evaluation is now more accurate and rooted in everyday practice. Critical to this more realistic self-evaluation has been the development of accurate assessment and data analysis. Pupil progress meetings are being used well to track progress of individual pupils in the class, though more could be done to monitor the progress of different groups across the school. Governors have received training from the local authority and are considerably more confident in their ability to hold the school to account.

The school has continued to take issues of children's safety seriously and security to the school site remains tight. Relevant safeguarding policies and procedures are fully in place and all staff are appropriately trained to fulfil their responsibilities with regard to child protection, and safer recruitment.

Progress since the last monitoring inspection on the areas for improvement:

- embed ambition and drive by rigorously evaluating the impact of the schools' provision, particularly the teaching, on pupil progress, development and well-being and taking swift action to bring about improvement; and developing the roles of subject leaders and increasing the accountability of all teachers for pupils' outcomes – satisfactory
- take immediate action to rectify the weaknesses in procedures for safeguarding pupils so that pupils are kept safe at all times – satisfactory.

### External support

The local authority continues to offer satisfactory support in helping to accelerate the school's rate of progress in tackling underachievement. The school has benefited from the advice and guidance of an external consultant, particularly in relation to developing the school's curriculum. The local authority School Improvement Officer has worked successfully with the school to improve teaching and learning, and governors have valued the training provided to develop their skills in supporting and challenging the school.