

# Cabot Primary School

## Inspection report

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<b>Unique Reference Number</b>	108992
<b>Local Authority</b>	Bristol
<b>Inspection number</b>	356460
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Alwyne Jolly

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mo Ismail
<b>Headteacher</b>	Richard Riordan
<b>Date of previous school inspection</b>	14 January 2008
<b>School address</b>	Halston Drive Bristol BS2 9JE
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## Introduction

This inspection was carried out by 3 additional inspectors, who visited 13 lessons and saw nine teachers teach. They held meetings with groups of pupils, members of staff, governors and senior leaders. They also looked at the school development plan and documents relating to planning, monitoring, safeguarding, communication with parents, records of governors' meetings and 22 questionnaires completed by parents and carers.

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

- The progress made by pupils, particularly those of Black African heritage.
- How far the level of attendance has improved.
- How far teaching is targeted consistently and effectively at the wide ability range of pupils.
- The impact of strategies introduced to raise levels of attainment.

## Information about the school

This is a smaller than average school in the centre of Bristol. The proportion of pupils who have special educational needs is above average. More than an expected proportion leave or join the school beyond the normal starting point. The vast majority of pupils are from minority ethnic groups, mainly from Black African, Caribbean and Pakistani heritage, and many speak English as an additional language. Three times the national average of pupils are known to be eligible for school meals. The headteacher was appointed at the start of the last academic year. There has been much disruption to staffing over the last year.

**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**

**3**

### Main findings

Cabot Primary School has emerged from a turbulent period with a renewed vigour and sense of purpose. This was summed up by one parent's comment that 'after a few rocky years, the school is making steady progress in improving learning, standards and achievement'. Despite a large turnover of staff and previous high staff absence, learning, progress and pupils' attendance levels have improved securely and quickly.

Pupils' achievement is satisfactory. There is a higher than average level of mobility which makes progress difficult to measure. Nevertheless, it is clear that, overall, pupils are making at least satisfactory progress and national test results are improving. There are no groups who are underachieving and particularly good progress is made in English by pupils learning English as an additional language. Pupils' attainment, however, remains low, as at the time of the last inspection, and there are weaknesses in the key mathematical skills of calculation and investigation. Arrangements for the Early Years Foundation Stage are now settled so that children make satisfactory progress. Nevertheless, pupils still join Year 1 with low standards, particularly in numeracy and reading.

The quality of learning is improving quickly. There is now more good teaching which addresses well the varied needs of such a diverse intake. In too many lessons where teaching is satisfactory, pupils' involvement is limited due to overlong introductions and pupils not starting their work quickly enough. Pupils are not given enough opportunities to assess for themselves how well they are doing. The curriculum is improving so it is more in tune with the learning needs of the pupils. The school benefits from good links with a local group of schools and particularly with a nearby successful primary school, which enables it to discuss common issues and learn about strategies which have proved to be successful. The pastoral needs of pupils are addressed sensitively and there are improved systems and support for different ethnic groups, including those newly arrived from abroad. Pupils' personal development is satisfactory

The relatively new headteacher has quickly gained the support of the community and has a secure understanding of the school's strengths and weaknesses. He is supported by a newly-formed senior leadership team who has a clear grasp of the school's needs. The team has improving systems, with the support of the local authority, to evaluate their performance and take appropriate action. The governing body is now operating more effectively, but has not yet sufficiently monitored and evaluated the school's performance. There are also much improved systems to build up and collate assessment information, which have enabled the school to set challenging targets. These encouraging signs indicate that the school has a satisfactory capacity to make sustained improvement.

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

- Raise attainment at the end of Year 6 so it is at the national average by:
  - developing pupils' skills of investigation in science
  - improving pupils' ability to solve real-life problems in mathematics
  - helping pupils to develop the necessary reading skills to be able to understand the technical language needed to make progress across the curriculum.
- Increase the amount of good teaching throughout the school by:
  - shortening introductions and involving pupils more in the early part of lessons
  - ensuring pupils settle down quickly to individual or group tasks with a clear understanding of what needs to be done
  - more actively involving pupils in identifying the criteria they can use to measure how successful they are in their own learning.
- Ensure the governing body plays a fuller role in evaluating the school's performance.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy school and this is generally reflected in positive attitudes. They report that occasional bullying is dealt with appropriately and that they feel safe in school.

Behaviour is satisfactory overall. It is at its best in assemblies where pupils settle down well and listen attentively before singing both enthusiastically and tunefully. Occasionally when lesson introductions are prolonged, pupils' concentration wanders and pupils need to be reminded about behaving properly.

There has been an unusually high level of staff absence and disruption in the last academic year which, in part, explains some fluctuation in pupils' progress throughout the school. Nevertheless, the picture improved over the year and, while pupils in most classes made significant progress, in no class was progress less than satisfactory. There is no pattern of underachievement in any ethnic groups. The needs of the large number of Black African pupils are addressed satisfactorily and these pupils make particularly good progress in English. Pupils with a wide variety of special educational needs and/or disabilities make satisfactory progress as do those who speak English as an additional language.

Pupils' work observed in classrooms shows that the level of attainment is low throughout the school but that pupils make discernible progress in relation to their prior knowledge, low attainment on entry and significant, varied needs. The school's data and current work confirm the improved level of progress but also identify weaknesses in the key skills of calculation in mathematics and investigation in science. The most recent national test results for Year 6 reflect the pattern of sustained improvement, noticeably in mathematics, but nevertheless attainment is too low.

Pupils have a satisfactory understanding of the need for exercise and to eat healthily, and a reasonable number take part in the sporting activities offered. Pupils' attendance

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has improved significantly over the last year and current levels are satisfactory. Pupils make an increasing contribution to the school community through the school council and there are growing links with the local community, exemplified through the school's participation in the local carnival. Pupils' spiritual, moral, social and cultural development is satisfactory. Different cultures and religions are increasingly celebrated, which is enabling pupils to develop a deeper understanding, tolerance and respect, especially for their local community. Given pupils' progress in core subjects and their level of personal development, pupils are adequately prepared for their future life and learning.

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

### How effective is the provision?

The quality of teaching and learning is satisfactory overall and improving. Almost half of teaching is now good and there are significant strengths in the key years of 2, 5 and 6. Lessons are generally well planned to meet pupils' wide-ranging needs and the content is interesting. When teaching is satisfactory, it is mainly because pupils sit passively through prolonged introductions and their learning is impeded. Occasionally, when pupils begin the main individual or group task they are insufficiently clear about what

<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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they have to do and are slow to settle down to work. Assessment is satisfactory and improving. Systems to track pupils' progress enable teachers to accurately identify their specific needs and where to give further support. Marking is good with consistently helpful advice on how pupils can improve their work.

Although the curriculum is currently satisfactory, the school has ambitious plans to ensure it is better matched to the needs and previous experiences of pupils. There have been significant developments in physical education. Although appropriate priority has been given to improving the reading skills of pupils who speak English as an additional language, the school recognises that it has to give greater emphasis to improving their technical vocabulary so that pupils can improve their progress, especially in science and mathematics.

Pupils' care, support and guidance are satisfactory. Good links with the local high school enable pupils to quickly settle when they transfer at the end of Year 6. The school now has better arrangements to identify pupils with special educational needs and to determine the best support and strategies to help them, resulting in their satisfactory progress. It has good systems to identify the needs of pupils who join the school mid year and to establish strategies to foster their learning. Individual pupils are extremely well supported by the learning mentor.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher, senior leadership team and staff are united in their ambition to raise attainment and improve provision. There is still much to do to improve standards and performance, but there is convincing evidence that learning and progress are improving securely and quickly as a result of actions taken by the headteacher over the last year. The monitoring of teaching and learning has been thorough and is linked to performance management. This has had a clear impact on raising the quality of teaching and learning. The governing body, who represents all sections of the community, understands the school's needs and has a more defined understanding of its role. It is increasingly operating as a well-organised body, but governors realise the need to monitor and evaluate the school's performance in order to support and challenge the senior leadership team. Governors give satisfactory attention to the care and welfare of pupils, with all safeguarding requirements met at the time of inspection.

Much improved tracking systems enable the school to assess accurately pupils' progress.

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The termly meetings to discuss pupils' progress use this information to highlight underperforming pupils and to give additional support to raise their attainment. There are clear signs this is having a positive, but only satisfactory, impact on pupils' attainment and progress. The school has also benefited from its involvement in an initiative, with local authority support, to set clear strategies, using performance measures, to raise standards.

Due to difficulties in establishing good communications with parents, the school now offers parents' meetings after sending out newsletters, to try to reach those parents who are unable to read in any language. The school is very committed to ensuring equal opportunities for all, exemplified by its emphasis on developing the language skills of its pupils. It has carried out a full audit of the local community so that its needs are well understood. There are also developing national links, but the school's leaders recognise the need to extend the international dimension so that pupils' understanding and respect for different communities is promoted in a wider field.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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 join the school with standards that are very low when compared with expected levels of skill for their age. Although they make satisfactory progress overall and are catching up in key elements, they move into Year 1 with similarly low skills in all but their personal and social development which is much better. Children settle well into Reception due to good relationships and links with the local nursery, from which the vast majority transfer. The uniqueness of each child is clearly recognised and valued by all adults who treat them equally and with kindness and compassion, so their welfare is



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well promoted. The recent change in leadership has strengthened the children's assessment, which is thorough and detailed, enabling staff to plan accurately for the next steps in children's learning. The new leader recognises the need to carry out a thorough audit to ensure further improvements to the provision. The curriculum is well planned to cover all areas of learning and record keeping is good. Children are well taught and all adults model language particularly well.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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	3

## Views of parents and carers

The number of questionnaires returned was very low, reflecting the typical level of written response the school receives from its communications. As the total represents less than one eighth of parents' views, results may not be fully representative. Those returned indicate that parents and carers are very positive about their children's enjoyment, their safety, the teaching they receive and the leadership of the school. In contrast, concerns were raised about the level of progress their children make, how far their needs were met and the management of unacceptable behaviour. Inspectors carefully investigated the level of progress pupils make and judged that it is satisfactory but needs to improve further. Lesson observations established that the wide range of pupils needs were being addressed satisfactorily. Through observation and discussions with pupils, inspectors understood that much of the concern about behaviour related to the past. Pupils reported that unacceptable behaviour is dealt with quickly, fairly and firmly.

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

Ofsted invited all the registered parents and carers of pupils registered at Cabot 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	41	12	55	0	0	0	0
The school keeps my child safe	11	50	9	41	0	0	0	0
The school informs me about my child's progress	11	50	10	45	0	0	0	0
My child is making enough progress at this school	8	36	9	41	4	18	0	0
The teaching is good at this school	7	32	14	64	0	0	0	0
The school helps me to support my child's learning	6	27	15	68	0	0	0	0
The school helps my child to have a healthy lifestyle	4	18	17	77	0	0	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)	4	18	10	45	7	32	0	0
The school meets my child's particular needs	6	27	10	45	5	23	0	0
The school deals effectively with unacceptable behaviour	7	32	9	41	4	18	0	0
The school takes account of my suggestions and concerns	6	27	11	50	1	5	0	0
The school is led and managed effectively	6	27	15	68	0	0	0	0
Overall, I am happy with my child's experience at this school	8	36	10	45	2	9	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><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.**



20 September 2010

Dear Pupils

Inspection of Cabot Primary School, Bristol, BS2 9JE

I would like to thank you all for making us feel welcome when we inspected your school recently. Cabot Primary is a satisfactory school.

This is what we found out about your school.

- You feel safe in school and know that staff cares for you.
- The headteacher and staff have good ideas of how to improve the school, which are already beginning to be successful.
- Pupils from all backgrounds are equally valued.
- Staff work very hard to plan lessons that allow you to work at levels that are right for each one of you.
- Those of you who are new to learning English make good progress in acquiring the language.
- The Reception class makes good provision for you as you start school.

We have asked the school to work on the following points.

- Raise your attainment by Year 6 by improving your skills in calculation in mathematics, investigation in science and reading in all subjects.
- Increase the amount of good teaching by making introductions to lessons shorter and making it clearer to you what you need to do to start and complete both individual and group tasks well.
- Help you to assess for yourselves how well you are doing in lessons.
- Make sure that members of the governing body check more regularly how well the school is doing.

You can help by always attending regularly and concentrating and working as hard as you can.

I wish you all the best for the future.

Yours sincerely

Alwyne Jolly

Lead inspector

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