

# Shirehampton Primary School

## Inspection report

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<b>Unique Reference Number</b>	132196
<b>Local Authority</b>	Bristol, City Of
<b>Inspection number</b>	360394
<b>Inspection dates</b>	8–9 December 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>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Juliet Huddart
<b>Headteacher</b>	Miss Louisa Munton
<b>Date of previous school inspection</b>	23 September 2010
<b>School address</b>	St Marys Walk Shirehampton Bristol BS11 9RR
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 20 lessons, observing 13 teachers, and held meetings with governors, staff and groups of pupils. They also talked to some parents working with pupils one afternoon and families attending the Christmas production. They observed the school's work and looked at the data collected by the school about the pupils' progress, records of the monitoring of the quality of teaching and the behaviour policy. They also analysed 51 questionnaires which were received from parents and carers and 69 questionnaires received from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and rate of progress that pupils make in English and mathematics.
- How well the pupils are enjoying their education, their involvement in the community and how their understanding of the wider world is developing.
- Whether pupils are now making a stronger start to their education.

## Information about the school

Shirehampton is larger in size than most other primary schools. The proportion of pupils known to be eligible for free school meals is above average. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is lower than that seen nationally, as is the proportion of pupils identified as having special educational needs and/or disabilities. There is a Nursery offering part-time places as well as two full-time Reception classes in the Early Years Foundation Stage. The school provides a wide range of extended services, including a breakfast club. The after-school club is run by an external group; it has a separate inspection report. When the school was last inspected it was given a notice to improve because it was performing significantly less well than in all the circumstances it could reasonably be expected to perform.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. Shirehampton Primary School provides a satisfactory education for its pupils. Numerous improvements have been made since the inspection in September 2009; the good progress outlined in the monitoring visit in June 2010 has been sustained and built on further.

Pupils in Year 6 now reach the expected national level in English and mathematics. English results are slightly stronger than those in mathematics. The improvement in the rate of progress of almost all pupils has been brought about by the diligent efforts of staff. They have been guided by the dynamic leadership of the headteacher, who has successfully modernised the school's management system. She holds all staff to account for the progress of the pupils in their classes six times a year. She is now assisted by a well-focused management team and together they show drive and determination to raise attainment even more. The members of the governing body play an increased role in reviewing the developments and in challenging the school to improve further. The improvement in the school's middle and senior management and the number of Year 6 pupils who reached high standards in writing in 2010 show the school has a good capacity to continue improving. The other success story is the rapid improvement in the Early Years Foundation Stage which is now good.

Teaching and learning were good, or better, in almost half the lessons observed and satisfactory in the rest. Nearly all pupils say they enjoy school and their learning. The majority respond appropriately in class and behave well throughout the day. A few need more constant support and supervision to achieve this. Work is generally well matched to pupils' needs. This supports their progress but some tasks still fail to fully capture pupils' interest, even though they know their work is aimed at their target or is the next important step in their learning. The curriculum is satisfactory and offers some exciting opportunities that really engage the pupils. However, overall it still lacks sufficient opportunities to nurture pupils' imagination and develop their creativity to fully draw in the least enthusiastic learners.

Community cohesion is satisfactory and the pupils' knowledge of the world beyond their own community is now beginning to develop appropriately. There is still more to be done to broaden pupils' horizons and develop their capacity to learn independently. Procedures to safeguard pupils are good. Parents and carers are welcome in school and are playing an increasing part in supporting their pupils' education.

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

- Improve attainment further by developing the consistency of teaching and raise it to a good level so all pupils make better progress.
- Review the effectiveness of the behaviour policy to ensure all children learn to develop more personal responsibility for their actions.
- Further enrich the curriculum to widen pupils' horizons and breadth of experience by increasing opportunities for pupils to develop their creativity and imagination, for example through areas such as information and communication technology (ICT), art and cookery.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

The downward trend in results noted at the last inspection has been arrested. Achievement is satisfactory, with pupils reaching levels of attainment that are broadly average. During the Early Years Foundation Stage, pupils make good progress, some from some very low starting points. In Key Stage 1 attainment in mathematics remains slightly below average as pupils' basic computational skills are a little insecure. This remains a problem for a minority of pupils in Years 3 and 4 but by the end of Key Stage 2, pupils increasingly reach a level of attainment that is broadly average. This is partly as a result of the well-matched support they get in their across-year-group mathematics sets. This type of organisation also works well in English lessons and is enjoyed by pupils. Together with the extra emphasis on talking for a purpose, this form of organisation has promoted the substantial progress in English. A third of the pupils who left last year reached the higher level in their writing, which was a remarkable achievement.

Pupils' progress is at least satisfactory and is much better than at the last inspection. National test results were not available for 2010 as pupils did not take them in that year but the school's own data show the majority of pupils, including some of the pupils whose context makes them vulnerable, reach higher levels of attainment than previously.

Pupils like school and say they feel safe and enjoy their learning. They are friendly and chatted confidently with inspectors. At break and lunch most behave well. Lunchtime supervisors have had recent training to help them deal with the issues that arise. The spiritual, moral, social and cultural development of pupils is satisfactory. The Key Stage 1 Christmas production was excellent and pupils were rightly proud as they all spoke clearly and behaved well throughout. Pupils learn to respect and value the customs of others. They mostly show kindness to each other and participate in large-group activities, such as singing, with enthusiasm. They have a good understanding of what leads to a healthy life and of what makes a healthy meal but do not, as yet, always use this information in their choices. Nevertheless the school has been awarded an advanced Healthy Schools award and pupils like and participate well in the range of school clubs, including those for sports. Pupils are encouraged to accept responsibility through membership of the school council and by becoming playground 'mates'. However, their roles and responsibilities in improving the school by, for example, holding doors open and ensuring movement in the corridors is quiet and calm, are undeveloped. Pupils' attendance is now satisfactory, due to

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the effective strategies that the school has put in place. Their adequate grasp of basic skills gives a satisfactory platform for success in the future.

*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>3</b>
<b>Pupils' behaviour</b>	<b>3</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>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>

<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

## How effective is the provision?

Almost all pupils are keen to learn because of the good relationships between adults and pupils. While the proportion of good and outstanding lessons is increasing, inconsistencies remain, and this slows some pupils' progress. In weaker lessons, the learning is not always as effective as it should be, partly because a few pupils need too many reminders to behave well. At the start of lessons, when the teacher is talking, they listen and are keen to answer questions. In some classes, when they are asked to work independently or in groups, they lose focus and a few require repeated guidance to keep them on task. However, there are also many exciting lessons where all pupils are keen to learn. There are plenty of staff who model good practice, with fast-paced, highly engaging lessons, such as the outstanding lesson seen on how adverbs can enrich writing. Assessment is well used. Pupils with special educational needs and/or disabilities achieve as well as other pupils in their classes. This is partly a result of support by the teaching assistants, and partly due to the careful approach given to deciding on the methods and type of extra support that would help most.

The school has rightly identified the need to extend opportunities to develop pupils' creativity and imagination. Enrichment opportunities, through visits and visitors, are

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developing well and pupils particularly enjoy special events such as their friendship week and the projects designed to involve parents and carers in their learning. The bridge building task undertaken in Year 3 was enjoyed by all and involved a lot of discussion and negotiation.

Staff know their pupils very well and good attention is given to their welfare and well-being. This results in sound personal development, despite the difficult circumstances of some pupils. Good support is given to looked after children and other pupils whose contexts might make them vulnerable. Pupils from the on-site autistic unit and a special school are included in the school on two half-days a week and are accepted as part of the community. The school draws well on a wide range of external agencies to provide well-targeted assistance. This includes, on some occasions, the behavioural support service. Children's safety is a high priority. Child protection arrangements and safeguarding are good and health and safety requirements are met, although the paperwork relating to the breakfast club and the 'time out' book lack some necessary details.

*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 is now supported by an increasingly skilled and very enthusiastic senior team. They are passionate about the work of the school and have begun to successfully inspire and motivate the staff to overcome previous weaknesses and ensure that the school continues to improve. Staff reported that their ideas, such as the friendship week, are valued and that a real team approach is developing to ensure they all strive to provide the best for the pupils. A few are receiving extra support to further develop their teaching skills. The members of the governing body know the school reasonably well, and are increasing their expertise while providing ongoing support and increased challenge to the school. The school provides satisfactory value for money. However, the policy on families taking holiday in term-time is insufficiently robustly applied. The accommodation is generally bright and well signed but is a bit tired in places such as the Key Stage 2 corridor where the floor is awaiting repair.

Good and effective procedures are in place to ensure the safeguarding of all pupils. The school does not tolerate any discrimination and pupils enjoy better equality of opportunity because teaching is stronger. However, staff know they still need to raise pupils' overall attainment further if pupils are to enjoy really positive opportunities in life. Child protection arrangements are good and health and safety requirements are met, although the paperwork relating to the breakfast club and the 'time out' book lack some necessary details. The school is increasingly successful in engaging families in children's learning but

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some parents and carers remain a little uncertain about the behaviour policy. There are also a few that are still hard to reach, although the excellent work of the learning mentor is beginning to bridge this gap. The school is strongly rooted in its community and the community cohesion policy is successfully leading to pupils learning more about the Bristol region. The international and global dimensions of the policy are less developed. The school's self-evaluation is broadly accurate if just a little optimistic in places.

*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>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>2</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 are given a good start to their learning in the Early Years Foundation Stage. Right from the start in the Nursery staff work closely with families to ensure children settle quickly and happily. Children are comfortable and confident with school routines and enjoy the carefully zoned and well-organised classrooms. All areas of learning are carefully planned. The children's development is appropriately observed and recorded in their learning journals. Individual learning and development needs are met and children make rapid progress, despite some low starting points. Although teachers use the assessment information to set appropriately challenging activities in most cases, a few examples were seen in the Reception classes where the level of challenge was not quite high enough. Children make good progress in their communication skills, because there is a clear emphasis on developing speaking and listening such as in the delightful musical instrument identification session observed in the Nursery. The teaching of letters and sounds is good right across the Early Years Foundation Stage.

Children like school and most show good attitudes to learning. They develop positive relationships with adults and with each other. Good manners were observed in Reception class even when children were working independently. Children are well cared for and as a result feel happy, safe and secure. They learn to share and take turns both indoors and

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outside. Children develop independence and like selecting which activities to do first; the animals in the frozen water tray were a real source of awe and wonder. The adults use their knowledge and skills well to provide valuable learning opportunities, drawing out the pupils' own ideas and building their understanding. The leadership and management of this stage of education are good and the school has a thorough quality assurance process so it is clear where further development is needed.

*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

The response rate to the parents' and carers' questionnaire was low. Of those who replied, the vast majority agreed that their child enjoyed school and most were happy with their child's experience of school. The area that generated the most concern was behaviour, with some parents and carers feeling the behaviour policy was not rewarding those pupils who constantly behave well. The team found there was a suitable reward system in place. They agreed that, as different phases have slightly different policies, a review of the policy would be a good idea and that staff would give parents and carers more information about the specific approaches to discipline in their child's class. The pupils did not report significant bullying and said they were confident adults would sort it out if it arose. Parents' and carers' support for the school was shown by their attendance at the Christmas production and their support of learning in Year 3.

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

Ofsted invited all the registered parents and carers of pupils registered at Shirehampton 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 430 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	53	23	45	1	2	0	0
The school keeps my child safe	23	45	24	47	2	4	1	2
My school informs me about my child's progress	21	41	27	53	3	6	0	0
My child is making enough progress at this school	19	37	31	61	1	2	0	0
The teaching is good at this school	19	37	29	57	2	4	0	0
The school helps me to support my child's learning	19	37	26	51	5	10	0	0
The school helps my child to have a healthy lifestyle	13	25	33	65	2	4	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)	13	25	28	55	1	2	0	0
The school meets my child's particular needs	17	33	33	65	1	2	0	0
The school deals effectively with unacceptable behaviour	15	29	18	35	6	12	9	18
The school takes account of my suggestions and concerns	13	25	24	47	9	18	4	8
The school is led and managed effectively	19	37	21	41	5	10	6	12
Overall, I am happy with my child's experience at this school	19	37	24	47	5	10	2	4

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 all 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 pupils' 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.**



10 December 2010

Dear Pupils

**Inspection of Shirehampton Primary School, Shirehampton BS11 9RR**

Thank you for the help you gave us when we visited your school. We especially enjoyed seeing you learning about bridges with your parents and carers and putting on your Christmas production. We would like to thank pupils who came to talk to us and those who filled in the pupils' questionnaire.

We think you go to a school that offers you a satisfactory education. It does not need the notice to improve that inspectors gave it when they came last year, as it has improved. These are some of the best things about your school.

- By Year 6 more of you reach better levels of attainment than in the last few years and your writing has really improved a lot!
- The youngest children make good progress in the good Nursery and Reception classes.
- You listen and learn well, especially at the start of lessons, and most of you try hard.
- Your headteacher and her leadership team are doing a good job making sure that your school gets even better and they are supported in this by the governors.

So that your school gets even better, we have asked the teachers to do three things:

- make sure all teaching is as good as the best so you all learn as much as possible and concentrate well all through the lessons
- look over the behaviour policy to make sure it encourages you to be more responsible for your own actions
- make sure you learn more about the wider world and have lots of exciting experiences.

Please help by continuing to try hard in class and behaving well.

Yours sincerely

Mo Roberts HMI

Her Majesty's Inspector

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