

May Park Primary School

Coombe Road, Bristol, BS5 6LE

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment at the end of Year 6 is below average in English and especially in mathematics.
- Work is not always precisely matched to the abilities of the pupils, particularly the more able, and is sometimes too easy or too difficult. As a result, pupils do not yet make consistently good progress.
- There are not enough opportunities for pupils to practise their mathematical skills in other subjects.
- There are inconsistencies in the quality of teaching across the school. As a result, pupils do not make enough progress to ensure that their overall achievement is good.
- Subject leaders have recently been given the responsibility to check the progress pupils make, as well as the quality of teaching and learning in their subject areas. However, they do not yet have the skills to make sure that this work has an impact on the progress of learners.

The school has the following strengths

- The school is well led and managed. The headteacher has a clear vision of how to improve the school and is supported most ably by her senior leadership team.
- Her actions since the previous inspection are improving the outcomes for the pupils, both in terms of academic achievement and pastoral care. Issues from the previous inspection have been fully addressed.
- The behaviour of the pupils is good. They are hungry to learn. Pupils say they are well looked after and cared for in school.
- Reading is taught well in the school and pupils make strong progress as a result.
- The governing body knows the school well and is active in the school. The governors are able to offer the challenge that is helping the senior leadership team to improve the quality of teaching and the outcomes for pupils.

Information about this inspection

- The inspectors carried out observations of teaching in 30 lessons and also made a number of short visits to lessons around the school. A number of the lessons were jointly observed with the senior leadership team. Inspectors also observed an upper school assembly led by a representative from Childline.
- Meetings were held with groups of pupils, the Vice-Chair of the Governing Body, senior and middle leaders and a representative of the local authority.
- The inspectors listened to pupils read and reviewed samples of the pupils' workbooks.
- The inspection team looked at a wide range of documents, including the school's own data on pupil progress, planning and monitoring documentation and records relating to attendance, behaviour and safeguarding.
- Inspectors took into account 38 responses to the on-line questionnaire (Parent View) and two printed copies of the same survey. In addition, inspectors spoke to parents informally in the playground on the second morning of the inspection. They also took into account the responses to 45 staff questionnaires.

Inspection team

David Hogg, Lead inspector	Additional Inspector
Margaret Simmons-Bird	Additional Inspector
David Westall	Additional Inspector
Judith Tinsley	Additional Inspector

Full report

Information about this school

- May Park is a much larger than-average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium, which provides additional funding for those known to be eligible for free school meals or in public care, is nearly double the national average.
- Nearly all pupils are from minority ethnic groups and the proportion of pupils who speak English as an additional language is nearly four times higher than the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action is a little below the national average. The proportion supported by school action plus or with a statement of special educational needs is a little higher than the national average.
- The school has a high number of pupils who either join the school or leave during the academic year.
- The school does not use any alternative provision.
- Last year the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better, so enabling pupils to make at least good progress in English and mathematics by ensuring that assessment information is used effectively to plan activities at the right level of difficulty, especially for the more able learners.
- Improve achievement in mathematics by increasing opportunities for pupils to practise and apply their mathematical skills in subjects across the curriculum.
- Improve leadership and management by ensuring that subject leaders use performance data effectively to quicken progress and raise attainment.

Inspection judgements

The achievement of pupils

requires improvement

- Over recent years pupils' attainment in English and mathematics at the end of Year 6 has been below average, and dipped further in mathematics in 2012. Although pupils are making generally expected progress from often low starting points, their progress has not been strong enough to raise standards to expected levels.
- Children's skills when children join the Reception year have generally been below age-related expectations, but the skill levels of children who have joined most recently show that attainment on entry is rising. The provision has been changed to ensure greater challenge, whilst still being able to support pupils who are at an early stage of English language development. Overall, children are now making good progress in the Early Years Foundation Stage.
- The teaching of reading is a strength of the school. Pupils read well and can use their knowledge of letters and sounds (phonics) to good effect. Guided reading sessions support their learning and reading is promoted through activities such as the girls' book club in which they read at home and discuss the book in school. Pupils take great pride in being able to read, none more than those pupils who have arrived in school with no English at all and who are now good readers.
- Pupils' attainment dipped at the end of Year 6 last year in mathematics. The school's own analysis showed that pupils were not having sufficient opportunities to apply their mathematical skills in real life situations and other subjects. This weakness is being addressed and pupils' progress is improving as a consequence.
- There are no significant differences in the achievement of pupils from different ethnic groups, including those who speak English as an additional language. However, there are some pupils who arrived late to Key Stage 2 who are achieving very well when compared to their starting points.
- Progress for disabled pupils or those with special educational needs is similar to that of other pupils. The support they receive is monitored closely to assess the effectiveness of interventions. The work the school is doing with pupils who are eligible for the pupil premium grant can be demonstrated to be beginning to close the gaps in their attainment and that of other pupils.

The quality of teaching

requires improvement

- The quality of teaching and learning is improving but remains inconsistent. As a result, the progress that pupils make is not rapid enough for all learners to catch up and reach national expectations.
- Lessons are planned by teachers in year teams. However, the data held on the pupils are not always used to plan work that challenges and stretches them, especially the more able. Activities may identify different levels of challenge; however, higher ability pupils still complete basic activities rather than moving straight on to the higher level of work that would accelerate their progress.
- In lessons the teachers use a range of resources and teaching strategies to actively engage the pupils. This may be by using information and communication technology resources effectively, for example to research the costs of items in a ski wear store in a mathematics lesson.
- Lower ability pupils and pupils for whom English is an additional language are supported well, both in the classroom and in withdrawal sessions. Activities during these sessions are well planned and dovetail with the main teaching that is led by the teacher back in the classroom. In one example this intensive teaching resulted in a pupil making greater progress than his peers in the classroom.
- The quality of marking in the pupils' books is good, with pupils given guidance on how to improve their work and opportunities to address the points raised. Pupils have some understanding of their working levels in mathematics and how to improve their work. However,

their targets tend to be too general.

- The school uses the local area well to enrich pupils' learning. A visit to the local park by Reception pupils was used to support speaking and listening skills, and the school uses its own environmental area to good effect. Visitors to the school provide both learning opportunities and guidance on personal safety. With the school able to draw on a wide range of faiths and cultures, pupils are given good opportunities to experience and begin to understand the rich diverse community that they live in.

The behaviour and safety of pupils are good

- The pupils of May Park come from a diverse range of cultural backgrounds and get along very well. Pupils enjoy school and say they feel safe when they are there. Incidents of unkindness are rare and dealt with effectively by adults if they do occur. Pupils describe behaviour as being generally good, a similar view is echoed by parents, carers and staff.
- When teaching is good, pupils take part in their lessons with great enthusiasm. They are keen to learn and work well in small groups. The pupils are given opportunities to work independently of adults and can work collaboratively on activities effectively. They can, though, become less focused or passive when teaching is less strong.
- Pupils are given good guidance on staying safe and how to use the internet sensibly. A Year 2 class worked in pairs to write a poem that reminded the reader of how to 'respect' and be careful when going online.
- Attendance is below average, but the school gives the issue a high priority. The school works hard to encourage regular attendance and can point to some examples of positive impact. However, the school's efforts are hampered by parents taking their children on holiday during term time.
- The pastoral care of the pupils is excellent. Pupils from diverse backgrounds and circumstances are welcomed and nurtured to develop as rounded individuals. Their past experiences are not seen as barriers to learning and the school can point to examples where the progress of an individual has been at least good considering their starting points. Discrimination of any kind is not tolerated.

The leadership and management are good

- The leadership of May Park is good. The headteacher has developed a strong senior team that has moved the school forward since the previous inspection.
- The school staff are a cohesive team who support the headteacher's efforts to improve the school and the outcomes for its pupils. This shared goal and the determination to secure this vision demonstrate the clear capacity the school has to improve. The issues for improvement identified at the previous inspection have been fully addressed and there has been significant improvement in the Early Years Foundation Stage. The quality of teaching and pupils' achievement is also improving but is not yet consistent.
- Some subject leaders are new to the role and are working with the senior team to develop the expertise in monitoring pupils' progress and the quality of teaching in the school. This has until recently been done by senior leaders and the school is now moving to disseminate this responsibility to the middle leaders. This development has not yet had time to have enough impact on the progress of learners.
- Much of the improvement in the school has come from the work of the senior leadership team. The team has, in addition, used the support from the local authority effectively. The local authority has used the school as a model of good practice to support pupils who have come from overseas.
- Lessons observations and reviews of pupils' work are used to assess the quality of teaching and

learning. These judgements are generally secure and form the basis of rigorous performance management and appraisal procedures that are linked to salary progression for teachers. Staff training is linked to the school development plan and is bringing about improvements to teaching.

- The curriculum is well planned and coordinated across the whole school. It draws on the wide ethnic diversity of the pupils and, as a consequence, promotes and supports an ethos of tolerance and equality which contributes to the spiritual, moral, social and cultural development of the pupils.
- The promotion of equality of opportunity to ensure all pupils are able to achieve is a clear commitment of the school, although this has not been fully realised in practice as the different groups of pupils are not yet achieving well. Parents who spoke to inspectors or responded to the Parent View survey described a welcoming school that will listen and work to support pupils and their families no matter what their backgrounds.
- Safeguarding procedures are good and ensure the pupils are well looked after.
- **The governance of the school:**
 - The governing body has a good understanding of the strengths of the school and the areas still to develop. It works closely with the school and monitors the progress of pupils using data that the school provides and evaluates the school against the school development plan. From this data the governors are able to challenge the school on pupil outcomes. For example, a recent focus has been the progress made by pupils in receipt of support through the pupil premium grant. The governors have undertaken training to develop their understanding in this area. Regular meetings between the link governors and key members of staff ensure they are informed about key areas for development. The governing body is aware of how teachers' performance is linked to salary progression and promotion. The school's safeguarding procedures are monitored as required, as is the financial position of the school to ensure resources are used most effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109131
Local authority	Bristol
Inspection number	401034

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	580
Appropriate authority	The governing body
Chair	Mr Kevin Hussey
Headteacher	Mrs Jan O'Hara
Date of previous school inspection	16–17 September 2009
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