

Upper Horfield Primary School

Sheridan Road, Horfield, Bristol, BS7 0PU

Inspection dates 2–3 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led by the headteacher, assisted by his deputy headteacher. The governing body knows the school well and both challenges and supports leaders to ensure improvements to teaching and pupils' achievement continue.
- Many pupils leave and join the school outside the normal times and all staff are committed to making sure pupils are well supported and receive a warm welcome.
- Teachers quickly identify the needs of the pupils joining the school other than at the usual time. As a result, they make good progress during their time at the school.
- Achievement of pupils is good Pupils make good progress, often from starting points below those typical for their age.
- Disadvantaged pupils, disabled pupils and those who have special educational needs receive good support.
- The quality of teaching is consistently good. Teachers plan their lessons well and make sure they engage pupils in their learning.
- Pupils' behaviour is good. They are proud of their school and are welcoming to visitors.
- Pupils are kept safe at the school. They say they feel safe and well cared for.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are aware of British values, such as respect for each other and their backgrounds.
- The early years provision is good. Children quickly settle into routines and have the chance to experience a wide range of activities. They make good progress because their needs are well understood.

It is not yet an outstanding school because

- Teachers' questioning does not always challenge pupils' thinking, especially the most able, hindering the progress they make.
- Training in the new approach to assessing pupils' work has yet to ensure consistency in all classes.
- Teachers regularly mark pupils' work. However, pupils are not always given time to follow up the suggestions on how they can improve their work.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Several of these were jointly observed with senior leaders. In addition, inspectors observed small groups of pupils taught by teaching assistants.
- Inspectors heard pupils from Years 2 and 6 reading and they also held meetings with two groups of pupils, including the school council.
- Meetings were held with senior leaders, staff and three governors including the Chair of the Governing Body and two representatives from the local authority. In addition, the lead inspector met with the headteacher from Orchard Secondary School and the children’s centre manager, as both work closely with the school.
- Inspectors looked at a range of documents, including: the school’s data on pupils’ current progress; planning and monitoring documents; and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school’s arrangements for spending including the additional funding for sports and physical education and the pupil premium.
- The inspectors took into account the 10 responses to Ofsted’s online questionnaire (Parent View). The inspectors also had informal discussions with parents at the start of the school day. They took account of responses to the staff questionnaire from 11 members of staff.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Nicholas Sheppard

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportions of pupils from ethnic backgrounds other than White British, and who speak English as an additional language, are larger than the national average. The proportion of pupils who speak English as an additional language is twice the national average; there are 19 different languages spoken by pupils in the school. Some of these pupils speak little or no English when they start school.
- There is a high mobility rate of pupils, with an above average proportion of pupils joining or leaving the school at other than the usual times.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of pupils supported by the pupil premium (additional government funding which supports pupils known to be eligible for free school meals and those looked after by the local authority) is more than twice the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Early years provision consists of a Reception class offering full-time education.
- The school is part of 'The One Voice' initiative. This is a group of four neighbouring primary schools, two children's centres and one secondary school who work together to help strengthen work between schools and the community.
- The school provides a breakfast club that is managed by the governing body and formed part of this inspection. The school also provides a number of after-school clubs, which include physical activities, art and music.
- The headteacher, previously the deputy headteacher at the school, took up his post as acting headteacher in September 2014 and the position was made permanent in March 2015.
- The Upper Horfield Children's Centre is situated on the same site. This is inspected separately and the report is available on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching so it is outstanding in order to raise standards in reading, writing and mathematics by:
 - ensuring that teachers' questioning consistently challenges all pupils, especially the most able
 - making sure pupils are given time to follow up teachers' comments on how they can improve their work.
- Improve leadership and management by:
 - making sure all staff are confident in the new way of assessing pupils' work.

Inspection judgements

The leadership and management are good

- The school is well led by senior leaders and governors. They share a commitment to provide the best education for pupils at the school. School leaders regularly check the quality of teaching and track the progress pupils are making to ensure all pupils are meeting their targets. Senior leaders have created a strong culture of learning and wanting to be successful across the school which is reflected in good teaching and pupils' good behaviour.
 - Senior leaders share a clear plan for the future. This is communicated effectively and actions are in place to raise standards further across the school. For example, staff training is taking place to support the new procedures for checking on pupils' progress the school is introducing from September 2015.
 - Staff benefit from effectively run training by middle leaders to ensure their subject knowledge is up to date.
 - Teachers have annual targets set by the headteacher and these link to salary progression.
 - The curriculum is both varied and interesting, with extra opportunities to engage and find out more about the topics pupils are learning about. For example, when studying the Stone Age the class went to Stonehenge. Pupils say they enjoy the visits and the visitors that come to school.
 - The promotion of pupils' spiritual, moral, social and cultural development is effective and a part of pupils' daily experiences. Pupils learn about different religions and cultures, they have an appreciation of their own heritage and that of others. For example Reception children found out about Diwali, the Hindu 'festival of lights', and they made their own related designs. Pupils regularly engage with activities within the community through the 'One Voice' initiative as well as engagement in local events, such as St Paul's annual carnival. Pupils have a good understanding of life in modern Britain.
 - The primary physical education and sport premium is used effectively to widen opportunities for experiencing a range of different sports. It is also increasing the number of pupils who regularly participate in sport beyond the school day. The school has employed a sports coach to work alongside teachers to build their confidence in different sports. There are opportunities for pupils to engage in tournaments, for example contact rugby with Stoke Park School. The funds have also been used to provide additional sporting activities during the holidays for pupils to engage in.
 - The school uses the pupil premium effectively to close the gap in attainment between disadvantaged pupils and others. The funds are used to provide pupils with support in their literacy and numeracy and help to fund school visits. The school has a clear commitment that all pupils will be given an equal opportunity to succeed and freedom from discrimination. The school works closely with the children's centre, which includes the assistance of the family support worker, to provide additional help to pupils and their families.
 - The local authority offers effective support to the school as needed with regular visits to ensure all aspects of the school's performance are good.
 - Parents are generally happy with the school, and well informed through the annual report on the progress their children have made. One parent commented that their child had moved to the school in the middle of the school year and reported how quickly her child settled into the school routines. The school also engages well with parents during holidays and after-school activities, for example cooking clubs and a fathers' group working with their children.
 - The school's arrangements for safeguarding are very effective and meet the statutory requirements.
- **The governance of the school:**
- The governors are an effective group who challenge and support leaders well. They know the school well and regularly visit to check on the performance of the school and pupils' enjoyment in their learning. They receive regular updates from the headteacher and subject leaders on the progress pupils make and the quality of teaching. They ensure good teaching is rewarded and any underperformance is addressed. They make sure that funds are spent wisely, including pupil premium and the additional physical education and sports funding. Governors ensure training is up to date and have attended training organised by the local authority such as analysing data, early years and Chair of Governor updates. Governors make sure that statutory responsibilities are met, such as that safeguarding requirements are in place and effective.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are polite, friendly and helpful to each other and visitors to the school.
- Pupils are aware of expectations within the school. They respond well to routines; movements around the school and assemblies are very orderly. They play well together at breaktimes and show respect to their environment. Overall they take care of each other and are attentive in class.
- Activities at lunchtime are well organised. Pupils have access to a range of activities and all are very excited about the improvements that are going to be made to the playground during the summer holiday. The improvements will provide further activities for pupils to engage with during their breaktimes.
- Pupils are keen to take on additional responsibilities. They speak with fondness about the fund raising activities, the organisation of World Book Day and their involvement in talking to teachers new to the school.
- Pupils take part in a daily activity they call 'Mindfulness'; this takes place for a few minutes after lunch. Pupils say it helps them to relax and they are calm for their afternoon lessons. School behaviour logs show there has been significant improvement in pupils' behaviour as a result.
- The breakfast club is well attended. Pupils are provided with breakfast and a range of activities, giving them a good start to the school day.
- Attendance has improved. The school has worked tirelessly to support groups of families where the attendance is at its lowest. Good attendance is shared in the weekly assemblies and in newsletters.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are kept safe in school and when out on school visits.
- Pupils are aware of risks. The school's personal, social, health and education programme and assemblies teach them about the dangers, such as bullying, safety when working on line and road safety. The headteacher has attended training to improve his awareness of radicalisation and extremism, as part of safeguarding all pupils at the school.
- Most pupils understand the different forms of bullying. Pupils know that staff care, and say if there are any concerns they have, staff would sort things out for them.

The quality of teaching is good

- The quality of teaching is good. The relationships between pupils and staff are positive and pupils want to learn and be successful.
- Teachers' subject knowledge is good. Most lessons planned capture the pupils' interest. Teachers ask questions to encourage pupils to think and reflect on their work, though at times it does not always challenge the thinking of the most able pupils.
- Teaching assistants provide a good level of support to disabled pupils, those with special educational needs and those who are new to English. The activities meet their needs to ensure they do not fall behind their classmates.
- The teaching of writing is good. Pupils have regular opportunities to write in their literacy lessons as well as in other subjects, helping them to develop different styles in their responses. Pupils typically like writing and take pride in what they produce. For example, a pupil in Year 2 shared a piece of extensive writing she was most proud of based on Julia Donaldson's story, 'The Gruffalo'.
- Most pupils enjoy reading and regularly read at home. They use a range of approaches when they come across an unfamiliar word, such as looking for clues in the pictures and some use their phonics knowledge (the sounds letters represent) to help them.
- The teaching of mathematics is good. Pupils say they enjoy the practical activities and challenges. For example, Year 4 pupils were learning how to find the area of different shapes with some having particularly challenging shapes to work out. They have access to plenty of equipment to help them with their work.
- Classroom displays help pupils with their learning and encourage them to be more independent when looking for information when answering questions.
- Teachers regularly mark pupils' books and provide helpful feedback on what the next steps in their

learning are. However, pupils do not routinely follow up the suggestions made and this hinders the improvements and progress they make.

- Homework tasks provide pupils with the chance to strengthen their understanding and practise their reading, writing and mathematical skills in a range of different tasks. Teachers' marking and feedback to these homework tasks are helpful to move pupils' learning on.

The achievement of pupils

is good

- Pupils' books in all year groups and work around the school consistently show good progress from their various starting points.
- A high proportion of pupils join or leave the school other than at normal times. The school provides well for these pupils to ensure they can catch up with their classmates. Pupils from minority ethnic groups, including a large proportion of pupils who speak English as an additional language, make good progress. The progress is more rapid in Key Stage 2 in relation to their understanding of the English language.
- In the national tests this year, pupils in Year 6 have made good progress in reading, writing and mathematics. As a consequence of pupils joining and leaving the school outside normal times, variations in results, such as the slight dip in 2014, sometimes occur. The outcomes for 2015 are on track to exceed those in 2014, with clear evidence in pupils' books and teachers' assessment confirming the good progress pupils have made.
- Pupils' progress at the end of Key Stage 1 continues to improve.
- The proportion of pupils that reached the required standard in the Year 1 phonics check in 2014 was just below the national average. The pupils who did not meet the standards in 2013 had done so by the end of Year 2.
- Disabled pupils and those who have special educational needs make good progress from their different starting points. The school quickly identifies individual needs and provides good systems of support that are rigorously monitored.
- Work set for the most able pupils is not always difficult enough. Too few of the most able Year 2 pupils are reaching the higher levels in their work because some of the tasks they are given are not challenging enough. However, a few pupils are on track to achieve the higher levels in mathematics by the end of Year 6.
- The disadvantaged pupils make good progress and achieve in line with or better than other pupils in the school. At the start of the year Bristol City Council acknowledged the work of the school in closing the gap in attainment with other pupils and named Upper Horfield Primary in the top four within the city. In the 2014 tests the gap between this group and others in the school had been eradicated. Indeed, in writing, their attainment was four terms ahead, in reading three terms ahead and in mathematics two-and-a-half terms ahead of other pupils in Year 6. Compared with other pupils nationally the gap was about a half a term ahead in writing, half a term behind in reading and one-and-a-half terms behind in mathematics. School data and pupils' books indicate that this positive trend of achievement continues.

The early years provision

is good

- Children enter the early years with knowledge, skills and understanding below those typical for their age. A significant proportion of these children speak little or no English when they start school. Good teaching secures good achievement and by the end of Reception, the majority of children have reached a good level of development and they are well prepared to start Year 1.
- Routines are quickly established so children understand the standards of behaviour expected of them. The behaviour of children is good. They happily work alongside each other on different activities, including tidying up at the end of a lesson. Children are safe and well cared for. There are good relationships between staff and children.
- Early years provision is well led and managed. A strong team has been built and parents have increasing opportunities to become involved in their children's learning. Parents like the 'open door' policy and enjoy the opportunities when they can 'stay and play' with their children.
- Teachers and teaching assistants have high expectations of children and plan a broad range of activities. Careful and accurate assessments help teachers and teaching assistants to assess progress and provide additional support if there is evidence of any child falling behind. Secure systems for tracking children's

progress are supportive.

- The indoor and outdoor resources ensure the activities contain challenge to enable children to make good progress. This was observed with children measuring the giant's footprints as part of their topic on '*Jack and the Beanstalk*'.
- Safeguarding procedures are securely in place and the risk assessments of activities completed.

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	108970
Local authority	City of Bristol
Inspection number	449562

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Derek Powell
Headteacher	Tim Seddon
Date of previous school inspection	14 July 2010
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