

# Upper Horfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	108970
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	322801
<b>Inspection dates</b>	2–3 July 2008
<b>Reporting inspector</b>	Peter Sanderson HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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 on roll</b>	125
<b>School</b>	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maria Damsell
<b>Headteacher</b>	George Long
<b>Date of previous school inspection</b>	23 May 2007
<b>School address</b>	Sheridan Road Horfield Bristol BS7 0PU
<b>Telephone number</b>	0117 9031281
<b>Fax number</b>	0117 9031280

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

This is a small school serving an inner city area with considerable social deprivation. The percentage of pupils eligible for free school meals is much higher than that found in most schools. Most pupils are of White British heritage but around two fifths are from a broad range of other ethnic backgrounds. The proportion of pupils whose first language is not English is above the national average. The proportion of pupils with learning difficulties and/or disabilities is well above average. These pupils generally have moderate learning or behavioural difficulties. The number of pupils who join or leave the school throughout the course of the year is very high. The school has been led by an advisory headteacher since September 2007. Plans are well advanced to open a children's centre on the school site in September 2008.

When the school was inspected in May 2007, it was judged to require special measures.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector of Schools is of the opinion that this school no longer requires special measures. The school has improved rapidly over the past year and it now offers its pupils a good standard of education. There have been significant improvements in the behaviour and achievement of pupils since the last inspection. Pupils talk positively about the school and are proud of the improvements that have been made. Central to the school's improvement has been the outstanding leadership of the headteacher. His determination to provide the best for all pupils has been effectively shared with all staff. He has extended and developed the leadership team well and the senior staff now provide effective support. The school has come a long way since the last inspection and there is a good capacity to improve further.

Standards are rising and pupils are catching up the ground that was lost in their earlier years at the school. During the past year, the progress made by pupils has been rapidly improving. Progress in the Foundation Stage and in Years 1 to 6 is now good. This good progress and rising standards are the result of good teaching and some very effective intervention strategies. A phonic based intervention programme used by the school during the past year has played a significant part in raising standards in reading and writing. Despite this rise in standards, they are below average at the end of Year 2 and well below average at the end of Year 6.

All staff in the school provide pupils with good care and support. The behaviour of pupils is now good and there are positive relationships between teachers and pupils. Pupils say they feel safe in school and are well looked after. Pupils have a good awareness of what it means to live a healthy lifestyle. They make a positive contribution to the school community through, for example, their work on the school council and as playground leaders. The school has worked hard, and with some success, to ensure that both pupils and parents appreciate the importance of good attendance. Although, attendance has steadily improved during the past year, it remains well below the national average. The quality of academic guidance provided for pupils has been much improved since the last inspection and is now good. The progress of pupils towards challenging targets is tracked well. This enables teachers to intervene quickly should pupils not make the progress that is expected of them. The quality of marking is good and pupils are generally clear about the next steps in their learning. The curriculum is satisfactory and meets all statutory requirements. However, the leadership team rightly recognises that links between subjects need to be developed in order to make the curriculum more interesting and relevant to pupils.

## Effectiveness of the Foundation Stage

### Grade: 2

The quality of the Foundation Stage has greatly improved since the last inspection. Leadership and management are good and provide a good standard of education and support for children who enter the school with standards that are well below those expected for their age. Children now make good progress, although standards are still below expected levels by the time they start in Year 1. The quality of teaching is good with a broad range of activities provided across all areas of learning. Children are well cared for and relationships are good.

The attendance of children is improving, although some do not attend regularly enough and this affects the progress they make.

## What the school should do to improve further

- Raise standards, particularly in Years 3 to 6, by increasing the percentage of lessons that are good or better.
- Increase the links between subjects in order to make the curriculum more interesting and relevant to pupils.
- Improve attendance.

## Achievement and standards

### Grade: 2

Children enter the school with standards well below those expected for their age. The progress made by pupils in the Foundation Stage has increased rapidly during the past year and is now good. Standards attained by children at the end of the Foundation Stage are rising but remain below those expected for their age. Standards at the end of Year 2 and Year 6 have been exceptionally low for a number of years. However, the progress made by pupils and the standards attained have increased rapidly during the past year. This is due to improved teaching and the development of effective systems to track pupils' progress and provide support to those pupils who are underachieving. Recently completed end of Year 2 assessments indicate that standards have risen significantly this year. The percentage of pupils attaining the expected Level 2 in reading and writing is similar to the national average and just below average in mathematics. However, no pupils attained the higher Level 3 in any of these subjects. The school's robust tracking data indicates that standards are due to rise at the end of Year 6 in English, mathematics and science and the gap between the school and national standards is closing. However, standards remain well below the national average in these subjects. The achievement of pupils throughout the school is now good. Those pupils with learning difficulties and/or disabilities make similar good progress. Those pupils with English as an additional language make the same good progress as their peers due to the effective support they receive.

## Personal development and well-being

### Grade: 3

The behaviour of pupils has improved significantly since the last inspection. Pupils now behave well both in lessons and around the school. This is due to the consistent implementation of the school's behaviour policy by all staff. As a result, the number of exclusions from school has been drastically reduced. Pupils of all backgrounds get along together harmoniously. Bullying is rare and, if it does occur, staff deal with the incidents quickly and effectively. The school has developed robust systems for monitoring attendance and any absences are quickly followed up. Good attendance is promoted through rewards and praise. These systems have led to an improvement in attendance over the past year, although it remains well below the national average.

Pupils' spiritual, moral, social and cultural development is good. Opportunities for pupils to play a part in making decisions and in taking responsibility are increasing and school council members take their duties seriously. The pupils are confident that their views are listened to and acted upon. Pupils have a good knowledge of how to live a healthy lifestyle. The school has achieved the Healthy School award in recognition of its good provision in this regard. Improving progress and rising standards in literacy and numeracy mean that pupils are now being suitably prepared for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan lessons well around clear learning outcomes for pupils. In most lessons these learning outcomes and success criteria are made very clear to pupils. All teachers manage pupils effectively and there are good relationships in lessons leading to a calm learning environment. Most teachers make effective use of assessment information to pitch activities in lessons at an appropriate level for all pupils. Most lessons proceed at a good pace and actively engage pupils in learning, although occasionally the pace of lessons falls meaning that learning is only satisfactory.

Support in lessons for pupils with learning difficulties and/or disabilities is now good. Learning support assistants are briefed well and play an effective part in contributing to these pupils' good progress. Pupils with English as an additional language are provided with effective support enabling them to make good progress in their work.

### Curriculum and other activities

#### Grade: 3

The curriculum is soundly based on national guidance with an increasing emphasis on learning through practical activities. There has been a strong emphasis on the development of reading and writing during the past year through effective intervention programmes. These have had a positive impact on raising standards in the school. The leadership team rightly recognises that there is now a need to develop a more flexible and creative approach to how the curriculum is organised and taught. There are plans to make better links between subjects to make learning more interesting and relevant to the pupils. There is an increasing number of special events, visits and visitors which enliven the learning experience for pupils. There is a satisfactory range of after school clubs and activities.

### Care, guidance and support

#### Grade: 2

The school makes every effort to ensure that vulnerable pupils and their families receive the support they need and places a strong emphasis on pastoral care. To this end, there are effective links with a number of outside agencies. Arrangements for keeping children safe are robust. The pupils themselves say that they are safe and looked after well in school and that they trust their teachers to sort out any problems. The school now deals with the high numbers of new entrants very well. Good induction procedures and early assessments make sure pupils new to the school and those in the early stages of learning English receive the support they need in order to settle and get on with their learning.

The academic guidance for pupils has been much improved during the past year. Pupils are generally aware of their targets for improvement. Their knowledge of what to do to improve is also being assisted by teachers' marking of their work. Most marking gives helpful 'next steps' advice to pupils.

## Leadership and management

### Grade: 2

The headteacher has provided the school with strong and effective leadership over the past year. His positive attitude and energy have empowered staff at all levels and have helped them grow in skill and confidence. A new leadership team has been created since the last inspection and the members provide the headteacher with good support. Good systems of monitoring and evaluation have been introduced. In particular, the school now effectively monitors the progress of pupils towards challenging targets. Those pupils who are identified as underachieving are provided with well targeted support. The school's development plan clearly addresses those areas in need of improvement.

The numeracy and literacy coordinators have led a number of successful initiatives to raise standards. The good practice seen in the leadership and management of these core subjects is now being used as a model to develop effective leadership and management practice across all subject areas.

The governing body is effectively led and governors are aware of the school's developing strengths and areas still in need of improvement. Governors provide the school with good support and are developing their role of critical friend well. The overall capacity of governance is limited by current vacancies, particularly for parent governors.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

4 July 2008

Dear Pupils

Inspection of Upper Horfield Primary School, Bristol BS7 OPU

Thank you for being so welcoming and friendly when I visited your school recently. I really enjoyed meeting and talking to many of you during my visit. As you know, your school has been receiving some extra help called 'special measures'. I am delighted to tell you that your school no longer needs this help because your headteacher and his staff have made some super improvements, which have made your school much better. I think your school now provides you with a good education. Here is a list of the main strengths of your school.

- Your headteacher leads the school extremely well. He wants the very best for all of you and other senior teachers give him good support. They are working well together to make the school even better.
- You are taught well and, as a result, you are now making good progress in your lessons.
- Your behaviour in lessons and around the school is good. You all get on well with each other. You told me there is little bullying now and if any does occur staff in the school deal with it well.
- Staff in the school care for you well and give you good support.
- You know your targets in literacy and numeracy and what you have to do to improve your work. This is helping you learn even better.

Although your school has improved, some things will make it even better. I have asked the headteacher and senior staff to do the following things.

- Make sure you do even better in tests and assessments by making all teaching as good as the best in the school.
- Make learning more fun and interesting for you by developing more links between the different subjects that you learn.
- Ensure all of you attend school regularly.

You can help with this by attending school regularly and by continuing to work hard in lessons.

I have visited your school three times over the past year. I am really happy that your school has improved but also a little bit sad that I will not be coming to see you again. I wish you all every success in the future.

Peter Sanderson Her Majesty's Inspector

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Her Majesty's Inspector