

St Bonaventure's Catholic Primary School

Inspection report

Unique Reference Number	109255
Local Authority	Bristol, City of
Inspection number	324932
Inspection dates	14–15 October 2008
Reporting inspector	David Shears

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	397
Government funded early education provision for children aged 3 to the end of the EYFS	59
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Kevin Tinsley
Headteacher	Lucille Charles
Date of previous school inspection	19 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Egerton Road Bishopston Bristol BS7 8HP
Telephone number	01173532830
Fax number	

Age group	4–11
Inspection dates	14–15 October 2008
Inspection number	324932

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St Bonaventure is a larger than average primary school. The number of pupils from minority ethnic groups is lower than the national average and the majority of pupils speak English as their first language. The number of pupils with learning difficulties and/or disabilities is lower than the national average. There is Early Years Foundation Stage (EYFS) provision on site. New building works have begun on site to improve the provision for all pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils make good progress so that standards are consistently above average by the time they leave the school, with a significant minority attaining well above average levels. Pupils with learning difficulties and/or disabilities make good progress as do those who have English as an additional language.

Children in the EYFS make a sound start to their schooling. The curriculum sufficiently provides for their needs and all children make satisfactory progress. They enjoy school and are well looked after. However, although activities are planned that children enjoy, staff are not always using these activities well enough to promote high quality learning.

Pupils in Years 1 to 6 are well taught. Teachers are enthusiastic and plan interesting lessons that engage and support pupils in their learning. The work is generally matched well to the needs of pupils. Those with learning difficulties and/or disabilities, and English as an additional language are supported effectively by capable learning support assistants. Teachers have high expectations of pupils' behaviour and work. However, occasionally, there are missed opportunities for careful questioning to further extend pupils' learning. Curriculum provision is good. Information and communication technology (ICT) skills are practised well through a number of subject areas. Pupils have good opportunities to apply the writing skills they have learnt in literacy in other lessons. An extensive range of enrichment activities, including extra-curricular clubs, ensures that pupils have a wide variety of experiences. This range includes opportunities to make visits as well as welcoming special visitors to the school.

The provision of care is good throughout the school. All safeguarding and health and safety procedures are in place through careful risk assessments. Pupils are kept safe both in school and when they are out on trips. Pupils are guided and supported well in their work. Marking is clear and gives thoughtful comments for pupils to consider. In most classes, pupils have clear targets for improvement in literacy and numeracy. The provision for pupils with learning difficulties and/or disabilities is effective, particularly in literacy, although it is not as strong in numeracy. The effective care pupils receive supports their good personal development and well-being. Pupils feel safe and happy in school. They know how to keep healthy and safe and enjoy their lessons. They make a good contribution to the local community and are prepared effectively for their future economic well-being. However, attendance is satisfactory despite the school's efforts to improve this.

The leadership and management of the school are good, promoting an atmosphere in which staff work together as a team and make the most of their individual strengths to improve the school. Although there have been recent changes in the senior management team, new staff have very quickly become effective in their roles. They, along with the good governing body, have an accurate understanding of the school's strengths and weaknesses because their monitoring is effective. The correct issues are tackled with success, such as the improvement in boys' writing. However, the school does not always make the best use of its data about pupils' performance to pinpoint areas for improvement within action plans.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The majority of children start school with skills better than expected for their age, except for linking sounds and letters and writing, where attainment is at the expected levels. Through

satisfactory teaching, they make sound progress during the EYFS leaving with standards that are above average in most areas. Their personal development and well-being are good because they are looked after well. Children enjoy coming to school and are enthusiastic about their activities. They learn to co-operate well with their peers and gain in confidence. Children form good relationships with staff, who interact positively with them. The leadership of the EYFS is satisfactory overall. The management of children's behaviour is good. Progress is assessed and recorded effectively. However, planning for the younger children is not sufficiently clear about the purpose of each activity and does not identify how it will meet individual children's needs. The lack of a permanent outside environment limits opportunities to extend children's skills and knowledge. However, there are clear plans for this to be addressed once the new build has been completed.

What the school should do to improve further

-
- Ensure that full use is made of all data about pupils' performance to inform action plans for school improvement.
- Ensure that lesson planning in the EYFS contains clear objectives to show what children will learn in both the indoor and outdoor activities.

Achievement and standards

Grade: 2

Children begin school with above average skills for their age in most areas. However, there are weaknesses in their communication, language and literacy skills so that their attainment is only at the expected levels in this area of learning. They make sound progress during the EYFS and attain above average standards by the start of Year 1. Pupils make good progress in Years 1 and 2, leaving with above average standards. In Years 3 to 6, this good practice is sustained, with particularly good progress in literacy so that they leave with standards that are above average in English, mathematics and science. A significant minority of pupils attain well above the expected levels in these subjects. Pupils with learning difficulties and/or disabilities, and those with English as an additional language are supported well across the school and this helps them to make good progress overall, with some making very good progress.

Personal development and well-being

Grade: 2

Pupils enjoy school. They look forward to their lessons because they like their teachers. They feel safe and secure because they feel well looked after and cared for by the adults around them. Pupils' spiritual, moral, social and cultural development is good. In particular, their residential visits include times of spiritual reflection as well as opportunities for social and moral development. Their cultural development is supported through the curriculum, although their understanding of multi-cultural Britain is less well developed. Pupils have a good knowledge of how to stay healthy by eating fresh fruit and vegetables and taking exercise to keep fit. They particularly like the health and fitness week. Pupils behave very well in both lessons and the playground. They are considerate of each other and make a positive contribution both to school life, through the school council, and in the local community, for example through their involvement in an arts festival. Pupils' preparation for their future economic well-being is good. Attendance is satisfactory rather than good due to families taking term time holidays, although the school has procedures in place to monitor this.

Quality of provision

Teaching and learning

Grade: 2

Progress for children in the EYFS is satisfactory because teaching does not always focus enough on ensuring that learning objectives are clear and precise in lessons. In Years 1 to 6 lessons are well planned by enthusiastic teachers who make them interesting. Work given to pupils is matched carefully to their abilities. Pupils with learning difficulties and/or disabilities are generally supported well by effective learning support assistants. The pace of lessons is generally good although, occasionally, there are missed opportunities to use effective questioning to extend pupils' learning further. There are good opportunities to discuss work with a partner to enhance speaking and listening skills as well as developing thinking skills. Teachers manage lessons well so that pupils develop a good attitude towards learning and behave well. Pupils have a good knowledge of their targets in literacy and numeracy and use these well to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is enriched well by an extensive range of extra activities, including school clubs. These include musical opportunities, such as a school orchestra and choir, and sports activities, such as rugby, football and tennis. Pupils learn Italian, cookery and art. They take part in music festivals and a good range of sporting events. Additionally, there are enrichment weeks to enhance enjoyment for pupils, including a multicultural week and a religious education week. Two residential trips provide good enhancement to pupils' spiritual and social awareness. The effective use of information and communication technology (ICT) enhances the quality of lessons and supports pupils in the presentation of their work. There are increasingly good links between subjects and in particular, pupils are given good opportunities to apply their writing skills in topic work. However, this does not extend sufficiently to allow pupils to practise their numeracy skills across other subjects. The curriculum promotes pupils' personal and social development well and both more able and pupils with learning difficulties and/or disabilities are supported.

Care, guidance and support

Grade: 2

The care of pupils is good. Staff have a good knowledge of pupils' individual needs and cater sensitively for these. Relationships throughout the school are strong and pupils feel fully encouraged by staff. There are effective procedures to ensure that the safeguarding of pupils is secure and that health and safety regulations are upheld. Risk assessments are routinely carried out so that pupils are safe, whether in school or out on a trip.

Pupils with learning difficulties and/or disabilities and those with English as an additional language are well supported by learning support assistants. In particular, the school is good at ensuring that individual problems are identified early, and the right kind of support applied. Whilst staff provide strong support for these pupils in literacy, the support provision is not always as good as it could be in relation to the numeracy work of these pupils. This good support enables pupils with learning difficulties and/or disabilities to make at least good progress.

Leadership and management

Grade: 2

The effectiveness of the leadership and management of the school lies in its ability to utilise the individual strengths of the staff. Many parents comment on the school being a positive environment where pupils are happy and feel safe and they are right. There is a good sense of community both within the school and in the wider community, making a positive impact on promoting community cohesion. The senior management team has robust monitoring systems to ensure that pupils' progress is tracked carefully. Middle managers are enthusiastic and have appropriate action plans to improve their subject areas. In particular, the focus on writing in the previous year has enabled more pupils, and especially boys, to improve their work, giving confidence that there is good capacity to improve. The work of governors is effective. Along with the staff, they have a good understanding of the school's strengths and areas for development. They support the school well and provide appropriate challenge where needed.

In the main, the school has clear action plans to help staff make improvements. However, the school's data about pupils' performance are not always used as well as they could be to help pinpoint areas of weakness to inform development action plans. A small minority of parents feel they are not adequately consulted by the school. Although work has been done to improve this, such as the introduction of dialogue sheets prior to parents' evenings, the school rightly recognises that there is more to do to strengthen this area.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
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
The extent to which learners enjoy their education	2
The attendance of learners	3
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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 October 2008

Dear Pupils

Inspection of St Bonaventure's RC Primary School, Bristol BS7 8HP

Thank you for your very warm, friendly welcome when we visited you recently. It was lovely to meet you and find out about your good school.

We could see straight away that you are happy in school. Your teachers do a good job of making lessons interesting for you, helping you to progress well with your learning so that you reach above average standards. You have a good curriculum and you told us that you like the enrichment weeks and the residential visits. You have a good range of after school activities, which you told us are good fun.

We were pleased to hear that you feel safe in school because staff really look after you. We really liked the kind way you treat each other and your good behaviour, in both lessons and the playground.

We have asked your school to improve:

- the learning of the youngest children so that they can make better progress
- the way in which information about your progress is used to help find any weaknesses and ways that staff can make things even better in your school.

You can help the school improve by always giving your best in every lesson.

Thank you for a very enjoyable two days. We wish you all the very best for the future.

Yours sincerely

Mr D Shears Lead inspector