

# May Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	109131
<b>Local Authority</b>	Bristol
<b>Inspection number</b>	337224
<b>Inspection dates</b>	16–17 September 2009
<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>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Merrill
<b>Headteacher</b>	Mrs Jan O'Hara
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Coombe Road Eastville Bristol BS5 6LE
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They visited 22 lessons, and held meetings with a governor, staff and pupils as well as having informal discussions with parents. They observed the school's work, and looked at the school's forward planning documents and various others including those relating to healthy schools. Ninety three parental questionnaires were considered as well as 101 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the accuracy and use made of the system to track the progress made by pupils, especially those from Somali backgrounds and those with learning difficulties and/or disabilities
- the standards achieved in the Early Years Foundation Stage and how well these are built on in Year 1
- whether the school had done enough to raise the attendance rate
- whether the school has maintained the good standards of personal development and well-being, especially for newly arriving pupils
- the quality of the new creative curriculum and whether it sufficiently encourages pupils to develop their speaking and listening skills in English.

## Information about the school

This is a large inner-city school in which a substantial proportion of pupils come from homes experiencing overcrowding and economic hardship. Almost all pupils are from minority ethnic backgrounds and a high proportion speak English as an additional language. The ethnic composition has changed since the last inspection and now includes a group that are especially transient. As a result, the numbers who enter or leave the school other than at the usual times are very high; last year, for example, there were 82 new arrivals and 70 departures. The leadership team is newly established this term. The headteacher had been with the school for one year on a temporary basis and has now been permanently appointed.

**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**

**3**

## Main findings

This is a satisfactory and improving school where good support for pupils' welfare, particularly for those who are newly arrived and others that are vulnerable, provides a bedrock upon which most pupils are now building good progress in both academic and personal terms. Safeguarding procedures are of an exemplary standard; the school diligently traces all pupils, especially if families suddenly relocate.

Pupils talk with pride and enthusiasm about their school and the benefits they gain from the large, well-maintained grounds. They keep healthy and active, help each other and behave well. The dinner staff successfully ensure a happy and safe time for all at lunchtimes. Pupils feel they have good opportunities to share their opinions and ideas. The promotion of respect for all is a key feature of the school, and it is very successful in promoting a cohesive multicultural community. Parents are pleased with the school and how well it educates and helps their children.

The school's tracking data show that an above average proportion of those pupils who remain with the school throughout their primary education reach the nationally expected level in English and mathematics, although not enough are challenged to reach the higher levels. Children get off to a good start in the Early Years Foundation Stage. Those pupils who arrive partway through the year often gain new skills very quickly. They benefit from skilful teaching and the tolerant and friendly environment. Activities that assist pupils in understanding the local area and British culture also help new arrivals to feel settled. Those who speak little or no English feel particularly secure in their dedicated classroom (the 'Learning Lodge'), often learning new skills very quickly. The learning of pupils with learning difficulties and/or disabilities is carefully tracked and procedures and support are in place to ensure they make progress in line with their peers.

Teaching is at least satisfactory and often better throughout the school. Much is lively and interesting. However, not all teachers use the available data on pupils' progress to best effect. In a minority of lessons, the match of the work to the pupils' needs is not accurate enough to ensure sufficient challenge to the more able pupils. While day-to-day assessment, including marking, is good in some classes, in others it is not used sufficiently well. Not all teachers make pupils aware of the next small steps needed to improve their learning; this limits pupils' ability to take responsibility for their learning.

The school is led well by the headteacher, who has brought about rapidly improving rates of progress in most parts of the school. The rest of the senior leadership team have already made a good start and share a common passion and ambition for continued development. The curriculum, for example, is currently being adapted to

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further engage the pupils. Whilst formal self-evaluation at all levels is currently being redeveloped, the school has an accurate awareness of what it needs to do to improve further and the capacity to do so.

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

- Ensure all teachers use data effectively by:
- analysing their pupils' progress accurately and identifying further groups of pupils who may require targeted support or greater challenge
- using the results to increase the proportion of pupils who gain the higher levels in English and mathematics in the national tests.
- Use ongoing assessment more effectively to plan lesson activities for pupils that are more practical, especially in Year 1, so the rate of progress continues to increase.
- Ensure that data from marking and other forms of assessment are linked to targets and that these targets are reviewed regularly to help pupils develop a better understanding of how they can improve their work.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy their learning and in most of the lessons observed this led to them making good progress. From their very low starting points, pupils' progress in Key Stages 1 and 2 has improved since the arrival of the current headteacher, although this is less so in Year 1 where pupils have found it difficult to cope with the transition to a more formal curriculum. In the past they have not built smoothly on the good progress made in the Early Years Foundation Stage. The school has begun to resolve this by planning more active and outdoor learning for them. Attainment is beginning to rise but it remains low when averaged across all pupils at the end of each key stage. Broadly speaking, this means that girls and boys from all ethnic backgrounds achieve satisfactorily but it is noticeable that those who are in the school for the whole of their primary education do better than those who join at non-standard times.

Throughout the school, pupils with learning difficulties and/or disabilities have begun to make good progress because of the targeted support they are given, for example through the structured programme for teaching letters and sounds. However, more able pupils are not always given work that is sufficiently challenging and data are not yet used in a sufficiently sophisticated way to drive progress. Pupils learning English as an additional language achieve at least satisfactorily and sometimes better. They are well supported in the earliest stages of learning English in the Learning Lodge, though in-class support when learning with their mainstream peers is less consistent. No Somali pupils have remained at the school from Reception through to Year 6. The attainment of those currently in the school reflects that of their peers nationally. They tend to perform less well overall than other ethnic groups in reading, writing and mathematics, although this overall judgement masks some real success stories.

Current data on pupils' attainment suggest that the statutory targets for 2010 are very challenging. However, progress is accelerating in Year 2 and Year 6 as a result of good,

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targeted teaching and the use of intervention programmes such as one-to-one tuition. Individual targets are not yet used consistently across the school to maximise pupils' progress. The school has a wide range of tracking data but this is not currently used sufficiently to provide class teachers with readily accessible attainment and achievement information to set targets or plan work that is closely tailored to the needs of all ability groups. Pupils enjoy their learning and work with enthusiasm when tasks are appropriately challenging and interesting. For example, Year 4 pupils were excited when completing circuits in science and in a Year 6 literacy lesson the pupils collaborated well to devise reports for a newspaper on the funeral of Michael Jackson.

Support for pupils who are at a slightly more advanced level of learning English as an additional language are taught within the normal classrooms. The pupils are well known by the class teachers, who rightly focus on developing their language skills to enable them to make at least satisfactory, and in some cases accelerated, progress.

Broader outcomes such as keeping healthy and safe and making a positive contribution to the community are very well promoted and pupils shine in these aspects because they know they are valued and well supported.

*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>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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.

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## How effective is the provision?

Lessons are planned and organised well. The teachers use the new behaviour management strategy very effectively. It is well adapted with visual cues to support those new to the English language. Expectations are clear and the pupils try hard in most cases to meet them. In the best lessons, pupils had a chance to demonstrate their understanding verbally to each other early in the lesson so they were very clear what they were learning and why. Groups work well when tasks are finely graded, as in the phonics and reading sessions, although they do not always fully meet the diversity of needs in other lessons. Certain teachers, though not all, use assessment well. The identification of who will benefit from extra support programmes is very effective. However, faster learners are not always given enough challenging work to reach the higher attainment levels. Marking, which is regular and rewards pupils' efforts, does not consistently identify in simple terms the next steps for progress to fully support pupils' efforts to improve.

The creative curriculum has already got some year groups out into the community this term, learning about aspects of Bristol. It enhances motivation but has yet to be tailored to meet all pupils' needs. Good partnerships support after-school activities and the school provides a good range of clubs, such as drama, gardening, cooking, and football and other sports. Older pupils had a good opportunity to visit the local secondary school and to build their exercise capacity by walking there each day for a fortnight for a swim. The school is keen to establish life-enhancing skills and routines; consequently, pupils' future economic well-being is appropriately supported. The successful breakfast club is another way pupils learn healthy habits for life.

Pastoral support and care are excellent and vulnerable pupils spoke of their appreciation for all that was done for them. Behaviour is now good although some pupils in their questionnaires still referred back to when it was less consistently good. They have great confidence in the staff. Multi-agency support and work with partnerships are good. The school is seeking a 'healthy plus' award and is making good use of national health service data, which show pupils in the local area who need help with dental and emotional health problems, and obesity. The school has sophisticated plans to try to help the pupils in these respects. It already holds the Healthy Schools Award and an Eco Bronze Award.

*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>2</b>

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## How effective are leadership and management?

Staff share a common sense of purpose and the headteacher has raised aspirations so all are ambitious to make the school good or outstanding. They realise that this will take time. Training needs are identified accurately and addressed. Great care has been taken in deploying staff so that there is strong teaching in each area of the school to act as a model and support to other staff. For example, the reading programme is well staffed to ensure pupils make rapid progress. New activities, such as the science week held last term and the current gardening project, are interspersed well with the regular work of the school. Devolved management is in its early stages. Subject coordinators have had training in classroom observation and assessing progress through looking at pupils' work, but have not yet sufficiently analysed and used the tracking data to check that all staff are adapting fully their planning to meet pupils' differing needs, especially those who are gifted and talented. The special educational needs programme is well managed with suitable plans to involve staff more fully. The approach to inclusion is satisfactory but the level of support for those learning English as an additional language in the afternoon is inconsistent and not fully monitored.

Governors are increasingly involved in direct observations and are developing their skills to challenge as well as support the school. They have provided good support during the recent recruitment process. The strategic vision for the school, including its role in promoting community cohesion, is developing well. The school has a good tradition of helping the locality to pull together as a community to warmly welcome and involve newcomers. Detailed self-evaluation is an ongoing project for the coming year. Since so much is newly in place the capacity for sustained improvement is judged as satisfactory rather than good at this stage. The school works hard to maintain good and effective relationships with parents and carers. However, parents who are moving do not always help the school to safeguard pupils by promptly notifying the school of their new location. As a result, attendance levels appear low because the school rightly keeps transient pupils on the register until they know where they have gone. It does all it reasonably can to promote good attendance and fully meets current safeguarding requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



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<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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Pupils enter with very low levels of skills and the Nursery class quickly builds their confidence, so by the time they enter Reception they are keen explorers and learners. The impact of this good provision was clearly evident in those entering Reception. No Nursery pupils were observed as staff were busy making the start of year home visits when the inspection took place. Adults in all rooms provide a stimulating and safe environment which children access with enthusiasm. The outdoor learning area has been significantly developed since the last inspection. The curriculum is adapted exceptionally well to follow the children's developing interests. The new arrivals were already secure, knowing who their key person is and how the day's routine works.

Teaching is good and children learn well from an exciting mix of activities with a good balance between those led by staff and those chosen by the children themselves. Staff are skilled at encouraging communication and supporting developing language skills. Good assessments show that children make rapid gains across all six areas of learning. Staff work well with parents and carers and children get off to a good start due to the easy rapport established in the home visits. All documentation is very user-friendly with clear, simple English and pictures to aid understanding for all concerned. Key documents are also translated. The Early Years Foundation Stage leader gives good support to an enthusiastic and dedicated staff team.

### *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

Parents and carers are generally pleased with the school and the education their children receive. They commended the school for the support given to most children with learning difficulties and/disabilities and the way it knows children as individuals.

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There is appreciation for the breakfast club. A typical comment was, 'I appreciate the care taken with my child and his individual character. The class teacher clearly 'goes the extra mile'.' The staff are seen as accessible and easy to talk to and always willing to listen. The headteacher is said to offer a warm welcome to parents, and to listen and respond to suggestions. The school is generally characterised as a happy place. A number of parents were pleased for siblings to be following older brothers and sisters through the school.

There were contrasting views on the amount of support for those new to English. Some felt it was 'great' but one or two Somali parents said they would like support for their children to learn to read and write their own language. New parents are very pleased with the Reception classes, apart from the quality of the toilets. A typical overall comment was, 'My children are happy with this school and I feel my children are safe.' A few parents were uncertain about the regularity of homework and would welcome more guidance on what is expected.

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

Ofsted invited all the registered parents and carers of pupils registered at May Park 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 12 statements about the school.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 432 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	66	29	31	2	2	0	0
The school keeps my child safe	62	67	31	33	0	0	0	0
The school informs me about my child's progress	51	56	36	40	2	2	0	0
My child is making enough progress at this school	36	39	48	52	6	7	3	3
The teaching is good at this school	46	50	40	43	2	2	0	0
The school helps me to support my child's learning	44	47	41	44	5	5	0	0
The school helps my child to have a healthy lifestyle	39	42	46	50	3	3	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)	37	40	49	53	1	1	0	0
The school meets my child's particular needs	26	28	55	59	5	5	0	0
The school deals effectively with unacceptable behaviour	45	48	36	39	5	5	0	0
The school takes account of my suggestions and concerns	33	36	48	52	5	5	0	0
The school is led and managed effectively	43	46	44	47	0	0	0	0
Overall, I am happy with my child's experience at this school	52	56	35	38	0	0	1	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupil's 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.**



18 September 2009

Dear Pupils

Inspection of May Park Primary School, Bristol, BS5 6LE

Thank you for the help you gave us when we visited your school. We enjoyed seeing you at work and play. We would like to thank those of you who came to talk to us, as well as those who filled in the pupils' questionnaire. We agree with you that you go to a happy school where everyone is respected and behaviour has improved. Your school is giving you a satisfactory standard of education and is especially good at keeping you safe. Most of you are now making good progress in lessons.

Some other good features of your school are that:

- an above average proportion of those who stay all the way from Reception to Year 6 reach the nationally expected standards in English and mathematics
- those who are not familiar with English when they arrive learn it quickly if they stay at the school for a reasonable length of time
- the school helps you to keep healthy
- the school listens to your opinions and ideas
- it welcomes your parents' and carers' views
- your headteacher and her new management team have made a good start to making sure that your school gets even better.

In order to improve further, I have asked the school to:

- improve the way teachers use their information about your progress to make sure activities are always interesting and at the right level for you, especially so that those of you who could learn faster reach higher levels at the end of Years 2 and 6
- check you all have targets and to see that you know what they are and how you are going to reach them in English, mathematics and science
- make marking easier for you to understand so you know what to do to improve.

Please help by trying hard in class! Remember to ask for help if you don't understand. I wish you a happy healthy term and hope that the new garden flourishes. If you move, please ask your parents to let the school know quickly the name of your new school.

Best wishes,

Mo Roberts

Her Majesty's Inspector

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