

# Emersons Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	131767
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	360320
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Jane Neech HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it 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 of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Beard
<b>Headteacher</b>	Jan Isaac
<b>Date of previous school inspection</b>	23 January 2008
<b>School address</b>	Guest Avenue Bristol BS16 7GA
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<b>Email address</b>	emersonsgreenprimary.school@southglos.gov.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	24–25 May 2011
<b>Inspection number</b>	360320

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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed different aspects of the school's work, including approximately seven hours of teaching. Inspectors carried out joint lesson observations and learning walks with senior leaders. They held discussions with members of the governing body, groups of pupils, parents and carers, and staff. Inspectors scrutinised a range of documentation, including that relating to safeguarding practices, the school's self-evaluation and development planning. They evaluated questionnaire responses from 83 parents and carers, 100 pupils and 48 staff.

## Information about the school

Emersons Green Primary is an average size school, with a resource base for pupils with physical disability and/or visual impairments. The pupils with complex needs are fully integrated into the school and taught in classes with mainstream pupils.

The proportion of pupils from minority ethnic groups is well below that found nationally. The proportion of pupils with special educational needs and /or disabilities is in line with national averages. The proportion of pupils with a statement of special educational needs is well above the national average. The proportion of pupils known to be eligible for free school meals is well below national averages. The school has met the government's floor targets in English and mathematics for those pupils who do not have special educational needs and/or disabilities. Mobility in and out of the school is high. There is a privately run breakfast and after-school club on the school site and these are subject to a separate inspection.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement</b>	<b>1</b>
<b>Teaching</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>
<b>Behaviour and safety</b>	<b>1</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

This is an outstanding school where pupils enjoy learning and are very well cared for. An exciting curriculum, with a fully inclusive range of opportunities, helps pupils develop into responsible youngsters, well prepared for the next step in their education. Consequently, pupils with special educational needs and/or disabilities acquire skills which lead to greater independence in learning.

Pupils make excellent progress because teachers match the learning explicitly to their individual needs. The outstanding support given to pupils by teaching assistants ensures full access to the curriculum regardless of disability.

Outstanding teaching leads to high-quality engagement from pupils because lessons are active and fun! In a science lesson, older pupils investigated combining different substances to find out how materials react to each other. They thoroughly enjoyed finding out why a mini explosion occurred when dropping a sugary sweet into a fizzy drink. The way in which pupils with disabilities are fully involved in lessons with their friends is a testament to the inclusive school community.

The harmonious school community is the result of excellent relationships between pupils and staff. Parents and carers, staff and pupils all say that behaviour is very good. Much emphasis is put on the emotional well-being of pupils and this means they feel confident to share any concerns or worries with the adults in school.

Parents and carers report a high level of confidence in the work of the school. They particularly praise the inclusive nature of opportunities and how well their children are prepared for life skills. As one parent put it, 'The school brings up a better generation.'

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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The headteacher and her team provide exceptionally strong leadership which creates a sharp focus on continuing to develop pupils' learning. They have raised expectations over the past few years. As a result, the progress made by groups of pupils is impressive. Staff and governors are fully involved in self-evaluation so that actions taken continue to raise expectations.

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

Continue to build on the raised expectations by:

further developing the pace and challenge in lessons, especially for more-able pupils, so they always achieve as well as they can.

## **Main report**

Since the last inspection, the inspirational leadership and management continue to relentlessly raise expectations in teaching and learning. This has led to consistently very effective teaching and higher academic standards. The school is an impressively inclusive community where trusting relationships between adults and pupils underpin its work.

Pupils make good and, at times, outstanding progress. Consequently, standards are rising. In 2010, the performance of pupils without special educational needs and/or disabilities was above the national average in English and mathematics. Current school data show an even better picture of performance for pupils at the end of Key Stage 2 with results predicted to be significantly above national floor targets. The excellent tracking systems for all pupils, including those with special educational needs and/or disabilities, to set challenging targets and put in place timely interventions has contributed strongly to the school's success. Both girls and boys make strong progress and achieve well because interventions are sharply tailored to meet individual needs. Pupils who join classes partway through the school year are quickly assessed so their progress can be tracked from their starting points. Staff who support pupils with complex needs are well trained and exceptionally well briefed on the learning focuses for the whole class. This means they plan activities which dovetail with the whole-class lesson. The school provides a range of sporting and cultural activities, and no pupil is disadvantaged from joining in, for example a football club has been set up to include wheelchair users.

In the Early Years Foundation Stage, children make good progress relative to their starting points, which are generally in line with typical expectations, through a curriculum that covers all areas of learning. Youngsters settle quickly into school as a result of good induction arrangements. Parents and carers report that the school helps them to support and comment on their child's learning at home. A puppet called Curious Colin goes home with the children to investigate things such as 'How do seeds grow?'

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The senior leadership team is rigorous in holding staff to account for pupils' progress, and this is continuing to raise expectations. The focus on writing has been successful and pupils' work in books shows considerable progress from the beginning of the academic year to the present. The leadership structure of teams creates a climate where all staff are clear about their roles and responsibilities and support and learn from each other.

The outstanding teaching is as a result of a constant focus on continuing professional development for all staff. Regular monitoring of teaching and learning by team leaders and the senior management, together with the use of data to track pupils' progress, has kept the school moving forward; for example, on areas such as the teaching of letter sounds in words for the younger pupils. The school has correctly identified that very occasionally the pace of learning slows in lessons for the higher ability pupils and this is a focus for continued improvement.

Teachers have high expectations of pupils. Work is well matched to pupils' needs to enable them to make good or better progress. In an information and communication technology lesson, younger pupils investigated designing commands to make a robot travel through a series of movements. Assessment at the end of the lesson showed pupils how they could improve their work. As a result, some individuals made exceptional progress.

Pupils' work is marked thoroughly. There are different opportunities for pupils to respond to teachers' marking which take account of the range of special educational needs and/or disabilities and abilities of all the pupils. Teachers use digital cameras and voice recordings, for example, to record pupils' achievements as well as making written assessments. The assessment system for children in the Early Years Foundation Stage is an excellent example of how all adults are involved in ensuring there are no gaps in the opportunities provided. Teachers use ongoing assessment in lessons to challenge pupils' thinking by asking questions aimed at developing their skills. In a lesson based on how sounds are put together to make words, young children were asked to spell and then read their own words containing the new sound.

Pupils in Key Stage 1 read well and can talk about the author, illustrator and content of their books. More-able readers can predict what might happen in the story and identify aspects of humour from the text. School data show that the current pupils at the end of Key Stage 1 have made exceptional progress in reading. Parents and carers say how pleased they are with the progress of their children's reading.

Pupils enjoy school, are proud of it and feel very safe. Behaviour is excellent at all times and friendships between different groups of pupils are strong. Pupils, parents and carers say that bullying is rare and that any incidents are dealt with promptly and effectively. Pupils joining school at times other than the beginning of the school year settle quickly and report that they enjoy the work. Attendance is good and pupils with complex needs who regularly require medical appointments are well

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supported. Parents and carers praise how the school caters for the ongoing needs of their children by providing appropriately for home learning tasks. Other parents and carers say how well homework is planned to challenge and inspire their children to learn.

Many pupils take on leadership roles or support others. Pupils enjoy being in family teams so they have the opportunity to work with younger or older pupils. The pupils' voice plays a pivotal role in the life of the school; for example, pupils are involved in the appointment of staff. The oldest pupils have the opportunity to achieve the role of information and communication technology technician. These youngsters demonstrate an impressive knowledge of computer software and are able to advise both pupils and adults.

The headteacher, together with the senior staff, has been instrumental in continuing to build on the shared vision for the school's work. A striking feature is the inclusive nature of the school and the sharing of expertise amongst staff. Teachers and teaching assistants constantly reflect on the work they do with pupils which leads to the high-quality education youngsters receive. Strong partnerships with parents and carers, as well as a wide range of community groups and professionals, contribute well to the continued success of the school. Senior leaders and governors are acutely aware of the school's strengths and how to build on the successes. Governors audit their own skills and have clearly defined roles. The comprehensive information given to the governors through the headteacher's report leads to a high level of involvement from governors. They are attached to areas of the curriculum and consequently have a good understanding of monitoring and reviewing the work of the school. These approaches demonstrate that the school has a very strong capacity to continue to improve. Actions taken are strategic and purposeful leading to a continued focus on building on raising standards further. Safeguarding procedures meet all the government requirements.

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

Ofsted invited all the registered parents and carers of pupils registered at Emersons Green 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 13 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	60	72	22	27	0	0	0	0
Q2 My child feels safe at school	59	71	24	29	0	0	0	0
Q3 The school helps my child to achieve as well as they can	44	53	30	36	5	6	2	2
Q4 The school meets my child's particular needs	43	52	34	41	2	2	1	1
Q5 The school ensures my child is well looked after	56	67	26	31	1	1	0	0
Q6 Teaching at this school is good	47	57	28	34	2	2	0	0
Q7 There is a good standard of behaviour at this school	61	73	21	25	1	1	0	0
Q8 Lessons are not disrupted by bad behaviour	43	52	32	39	3	4	0	0
Q9 The school deals with any cases of bullying well	35	42	26	31	5	6	0	0
Q10 The school helps me to support my child's learning	42	51	39	47	1	1	0	0
Q11 The school responds to my concerns and keeps me well informed	45	54	31	37	7	8	0	0
Q12 The school is well led and managed	51	61	25	30	2	2	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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.**



26 May 2011

Dear Pupils

### **Inspection of Emersons Green Primary School, Bristol BS16 7GA**

Thank you for welcoming the inspection team to your school on our recent visit. Your excellent behaviour and the way adults help you with your learning mean that you make very good progress. Your parents and carers are particularly pleased with your progress in reading. They appreciate the way in which all of you with different abilities learn together, and are well prepared for the next step in your education. You told us that you feel very safe in school. Your views helped us to make our judgements. Your school gives you an outstanding education. This letter is to tell you what we found.

- You enjoy school and consequently have very positive attitudes to learning.
- Teaching is outstanding and lessons are interesting, so you are confident to try new skills.
- The exciting curriculum is fun because it is enriched with opportunities for all pupils, including those with special educational needs and/or disabilities and those with complex needs.
- The headteacher, staff and governors make sure that your progress is carefully tracked so that help can be put in place for those of you who need it.
- You all work together as a team; some of you have leadership roles and this is very impressive.
- The partnership the school has with your parents and carers is excellent.

I have asked your headteacher, staff and governors to continue to build on your outstanding achievements. I have asked your teachers to further develop the pace and challenge in your lessons, especially for those of you who are more able, so that you continue to do very well in your learning. I am confident that you will do all you can by continuing to enjoy school and work hard.

Yours sincerely

Jane Neech

Her Majesty's Inspector

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