

# Emersons Green Primary School

## Inspection report

---

<b>Unique Reference Number</b>	131767
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	315864
<b>Inspection date</b>	23 January 2008
<b>Reporting inspector</b>	Mo Roberts HMI

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

---

<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>	
School	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Skidmore
<b>Headteacher</b>	Jan Isaac
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Guest Avenue Emersons Green Bristol BS16 7GA
<b>Telephone number</b>	01454 867474
<b>Fax number</b>	01454 867475

---

<b>Age group</b>	4–11
<b>Inspection date</b>	23 January 2008
<b>Inspection number</b>	315864

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 one of Her Majesty's Inspectors and an Additional Inspector.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards for all pupils, including those from the Resource Base; teaching and learning; personal development and well-being; and care, guidance and support, as well as leadership and management. Evidence came from lesson observations, including looking at pupils' work and discussing it with them. Key school documents were scrutinised. Parents' questionnaires and discussion with parents, pupils, a governor and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This average sized school has a Resource Base for up to 14 pupils with physical disability and visual impairment. The pupils with complex needs are fully integrated into the school, returning to the Resource Base only for very specific support. The percentage with statements of special educational need is well above the national average. Some children come from military families and this leads to more than the expected number of pupils leaving and joining the school at non-standard times. Below average numbers are eligible for free school meals and attainment on entry for most pupils is at least the expected level for their age and well above average in some cases. The school has a Healthy School award (2006) and has had Investor in People status since 2002.

## 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 with many outstanding features. It is an exemplary model of inclusiveness and every pupil's welfare and learning is a key focus for all the adults in the school. As staff model supportive care and concern, the pupils show unexpected levels of thoughtfulness for their classmates. Behaviour is exceptionally good. Classes often have four or more adults working in them to support pupils, including those from the Resource Base. Class management is unusually complex and involves superb levels of teamwork that are evident in the detailed planning and classroom practice. All pupils learn well. There is rarely a dull moment, as teaching is at least good and often outstanding. Excellent use is made of information and communication technology (ICT) and practical and active physical learning for all pupils. An example was seen in a physical education class for the Reception class; here those in wheelchairs experienced the delight of moving with all the others as light fabric scarves were used to represent a snowstorm. Teachers and other adults adapt what they do to suit all pupils in a very skilled and unobtrusive manner.

Each year group in the school has different numbers of pupils with complex needs so the published national test scores year on year do not show an accurate trend or fully represent the improved standards that almost all pupils are reaching. In 2007, the Year 6 class had no Resource Base pupils but had quite a number of pupils with learning difficulties; the standards of these pupils were in line with national averages in English, and exceeded national averages in science and mathematics at both the expected and higher levels. Current pupils are making similar progress. The performance of last year's Key Stage 1 pupils was also well above the national average in all subjects at the basic level, once the Resource Base pupils are removed from the figures, but only a few scored at a higher level. This is partly because pupils do not all know the targets that they have and need guidance on what they need to do to improve their work. The school has also been very rigorous in moderating assessments which has lowered outcomes. Pupils look on track to achieve more highly this year. The school is also rightly focusing on improving writing through some very imaginative work, such as on an animation of the story of Cinderella in Year 2. The curriculum is stimulating, linking, in this case, design and technology with ICT and writing using a software publishing program.

Provision for pupils with complex learning difficulties and/or disabilities is outstanding. Staffing, accommodation and other arrangements for pupils with physical or visual impairments have improved significantly since the last inspection, when these were raised as minor issues for development in the then relatively newly opened school. These pupils are fully included into their year group classes and get excellent support from the integrated planning between teaching and support staff. They achieve well both academically and, particularly, in their personal development, as is the case for all pupils. All Resource Base pupils have targets that include their independence goals. Physiotherapy and any other specific needs are handled sensitively, without significant disturbance to ordinary lessons. Resource Base pupils are contented and settled, working and playing happily with all their peers. Other pupils greatly value their presence and are very willing to help when necessary. With monitoring of pupils' academic and personal progress well established and well documented, the base is managed exceptionally well.

The school has an excellent capacity to improve further as demonstrated by the improved provision for the Resource Based pupils and in the new additions to the school buildings. The headteacher offers dedicated and dynamic leadership and the school has excellent devolved

management teams. This results in the school providing good future leaders and staff who excel in their special fields. These middle management teams' drive for innovative and creative development, under the guidance of the headteacher and deputy, has a very positive impact on the achievement and harmony of all pupils. Parents' comments are overwhelmingly positive; one captures the situation well saying, 'They have great vision and are always moving the school forward with all stakeholders being consulted.' Governors also offer the school outstanding support and challenge as is evident by the level of insight and reflection in the school's own self evaluation documents.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good. It offers plenty of opportunity for outdoor learning in a variety of weather conditions and for pupils to make many independent decisions each day. Pupils' social skills, which are sometimes weak on entry, improve markedly due to the good range of interesting activities and supportive adult interaction. Pupils make good progress overall. However, current assessment and monitoring documents do not provide evidence that those children who are ready to go beyond the Foundation Stage goals, towards the end of the school year, are always fully challenged. Monitoring and recording do not give a clear enough link onto Year 1. Well established phonics teaching helps pupils' reading get off to a strong start. Leadership is generally good and is part of the cross-school teams. Preparations for the introduction of the new early years' framework are well in hand.

### **What the school should do to improve further**

- Refine the monitoring of progress in the Foundation Stage and Key Stage 1 to ensure a continuous drive for pupils' progress as they end the Foundation Stage and make the transition to Key Stage 1.
- Help all younger pupils to understand how their targets will assist them to take the next steps in their learning.

**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](http://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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

24 January 2008

Dear Pupils

Inspection of Emersons Green Primary School, Bristol BS16 7GA

Thank you for making us so welcome when we came to visit your school. Mrs Simms and I enjoyed visiting your classes and talking with you about your learning and the school. Here is what we found out.

Emersons Green Primary School is a good school and it has lots of outstandingly good areas. You are very lucky to go to a school where everybody cares for each other, where you feel very safe and all the adults work hard to make your school a colourful bright place to learn. We loved the way you all work together and help each other. Your teachers are good at helping you each learn a lot and to make good progress. You behave exceptionally well and this made it a pleasure to spend the day with you.

You told us how much you trust and like the adults who work with you. Many of you do well in your reading, writing and mathematics. Older pupils know what their targets are to learn even more and reach high levels in their work. Younger ones are not always so sure about how their targets can help them improve so I have asked teachers to help them a bit more with this. Your teachers and assistants work hard to plan exciting lessons, especially using information and communication technology. I really enjoyed watching the children in Reception doing their physical education, the Year 2 animation about Cinderella and the music lesson in Year 4. Mrs Simms liked seeing everything the Resource Based pupils do.

We have asked your teachers to join up the record keeping between Reception and Years 1 and 2 and to see if any of you can get on faster so by Year 2 some of you reach higher levels. I know they are already thinking about how to help you do this and that you are all working hard at improving your writing.

I hope that you keep enjoying school. Well done on your very good attendance; even those of you who have a lot of doctors' appointments. Thank you once again for your cheerful help when we came to see your lovely school.

Best wishes Mrs Mo Roberts Her Majesty's Inspector