

# Emersons Green Primary School

Guest Avenue, Emersons Green, Bristol, BS16 7GA

**Inspection dates** 4–5 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils currently in the school make good progress in reading, writing and mathematics.
- Pupils' attainment and progress in reading are strengths of the school. The school's focus to improve writing and mathematics is successfully strengthening achievement.
- Resource base pupils learn successfully alongside their classmates and achieve well because they are supported exceptionally well by staff and work is suitably adapted for their needs.
- Pupils are taught well across the school and teaching assistants consistently provide effective support for learning.
- Teachers provide stimulating activities and discussion in lessons is lively. These capture pupils' curiosity and interest.
- Pupils, including disabled pupils and those with special educational needs, concentrate well and persevere with tasks. Teachers utilise pupils' positive attitudes and good behaviour effectively to help pupils achieve well.
- Pupils have considerable confidence in the adults who look after them and have a good understanding about how to keep themselves safe.
- Pupils have a very good understanding of how important it is to give everyone an equal opportunity to be involved when doing activities.
- Good leadership and management have ensured that weaknesses identified are tackled firmly and improvements made.
- Governors have strengthened school leadership. They challenge leaders and hold them to account for improving the quality of teaching and pupils' achievement.

### It is not yet an outstanding school because

- There are a few occasions when learning in lessons is not as brisk as it could be.
- Teachers have not ensured that pupils have good enough opportunities to apply their mathematics skills to investigate and solve problems.
- Support and monitoring of teaching have not been sharp enough to promote more outstanding teaching.

## Information about this inspection

- Inspectors observed 17 lessons and most were joint observations with the headteacher or senior staff. They also scrutinised samples of pupils' work and heard children read.
- Inspectors held meetings with school staff, members of the governing body and groups of pupils. A meeting with a representative of the local authority also took place.
- Inspectors took account of the 106 responses to the online parent questionnaire (Parent View). Inspectors also gathered parents' views through several informal conversations and emails sent to the inspection team, and the views of staff through discussions and 27 questionnaire returns.
- Inspectors observed the school's work and looked at documents, including improvement plans, safeguarding documents, checks on the quality of teaching, records relating to attendance, and the school's data on pupils' attainment and progress.

## Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Jennifer Taylor

Additional Inspector

## Full report

### Information about this school

- Emersons Green is an average-sized primary school.
- Most pupils are of White British heritage.
- The school has specially resourced provision for pupils with special educational needs relating to physical disabilities, visual impairment and medical needs. This is known as the resource base and there are currently 12 pupils who attend. Resource base pupils are integrated in lessons across the school. All of these pupils have a statement of special educational needs; most have a range of more complex needs.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average; the proportion supported at school action plus or with a statement of special educational needs (not including those pupils in the resource base) is broadly average and includes pupils with complex learning difficulties and disabilities.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and other groups, is well below average, including in Year 6 in 2013. Currently, the school has no pupils who are in the care of the local authority.
- The school's published results include pupils from the resource base.
- The school meets the government's current floor standards (these set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics).

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

- Raise the quality of teaching to outstanding so that it enables all pupils to maximise their achievement by:
  - making sure that activities in lessons enable pupils to learn as well as they can so that learning always moves on at a brisk pace
  - ensuring pupils are given better opportunities to apply their mathematics skills to investigate and solve problems
  - increasing the individual support provided for staff, and focusing more sharply on the learning of different groups of pupils in lessons, when checking the teaching and then feeding back to staff.

## Inspection judgements

### The achievement of pupils is good

- Given the number of pupils with complex learning difficulties and disabilities, there is variation in attainment in different year groups. However, by the time pupils leave the school in Year 6, their attainment is broadly average. The school's records and samples of work indicate that pupils make good progress in reading, writing and mathematics.
- In 2013, pupils' attainment in Year 6 was higher in reading and writing than in mathematics and their progress more rapid. In mathematics, this represented progress that was broadly in line with that expected.
- Since then, the dip in pupils' progress in mathematics has been tackled firmly because this has been a focus of the school's effective improvement work. Pupils' attainment is rising as a result.
- In the current Year 6, the proportion of pupils on track to make the expected two levels of progress is higher than in 2013 in both writing and mathematics. More pupils are on course to reach higher levels of attainment by the time they leave school this year.
- Reading remains a strength in the school with about two thirds of Year 6 pupils reaching the higher Level 5 (this is better than the national picture). Pupils read a wide range of books and different authors. Reading skills are promoted well in lessons.
- In Reception, teachers develop children's skills in reading, writing and numeracy well in lessons. Children write sentences and then read what they have written. They also make good gains in learning about the properties of different shapes in mathematics.
- In Year 2, pupils' attainment in reading, writing and mathematics is on track to be better than in 2013. In writing, for example, the samples of pupils' work show that nearly all pupils are writing at the expected Level 2 and several pupils have already exceeded this level.
- Disabled pupils and those with special educational needs, including resource base pupils, make good progress and achieve well in relation to their starting points. The school understands their needs well and provides additional help so that they learn successfully. More able pupils are also making good gains because they know what they need to do to improve their work and teachers set them challenging tasks.
- The very small number of pupils supported by the pupil premium, some of whom have complex difficulties and disabilities, makes comparisons in attainment with other pupils unreliable. The current progress of this group of pupils is similar to other pupils in reading, writing and mathematics.
- Pupils' achievement overall in mathematics is not as strong as it should be because teachers do not give them enough opportunities to apply their mathematics skills and understanding to investigate and solve problems.

### The quality of teaching is good

- Teaching across the school has been typically good and promotes pupils' good progress. Teachers plan activities for different groups carefully to help pupils to achieve well.
- Relationships between staff and pupils are strong across the school and this helps to promote good attitudes to learning. Teachers and support staff provide activities that are purposeful and enjoyable. Teachers make their expectations clear to different groups of pupils and, often, sequences of lessons are linked to explore ideas in more depth.
- Teaching assistants provide skilful support for different groups of pupils, including helping less-able pupils, disabled pupils and those who have special educational needs to get the most out of the work they are set. For example, adults check to ensure that Reception children know how to improve their own writing.
- Staff linked to resource base pupils understand well how to support pupils' individual needs to promote learning. As a result, activities for these pupils are substantially adapted to their

individual needs.

- Teachers give good quality support and information to pupils to help them improve their writing. This was evident in Year 2, when pupils used their knowledge of grammar to improve sentence openers. These strengths are well established in other year groups.
- Teachers give pupils time to reflect on the comments that they make in their marking. Pupils respond well to teachers' comments, and this is helping them to improve aspects of their work.
- Pupils' learning does not always proceed quickly enough in some parts of lessons. For example, pupils do not move on to writing activities quickly enough, which slows their learning down.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Staff use pupils' positive attitudes well to help promote good achievement. Good learning habits are firmly established in Reception and built on through the rest of the school. Attendance is above average.
- Pupils who spoke to inspectors gave many reasons that they liked coming to school, including the range of school clubs and fun activities in lesson, for example when they marked paper rolls to demonstrate how long the earth has been inhabited by humans.
- The school's work to keep pupils safe and secure is good. The school keeps detailed records of any incidents, and logs show that the number of instances of bad behaviour or bullying is low.
- Pupils understand about keeping themselves safe, including when using electronic devices and the internet. Older pupils say there are a few occasions when pupils 'fall out' with each other or do not want to be friends, and this is partly why behaviour is not outstanding. However, pupils say this is dealt with 'brilliantly' by their teachers.
- Appropriate levels of supervision enable pupils from the resource base to mix well with their classmates at breaks and lunchtimes. Some older pupils take on the responsibility to ensure that all pupils are part of the school 'family' and involved in play. This reflects the exceptional work done to ensure that there is no discrimination.
- The responses of parents and staff to their respective surveys show that they think pupils' behaviour and safety are strengths of the school. The many parents spoken to at the start of the school day commented very positively about the school and how well the staff dealt with any issue that they raised.
- The presentation of work in books is mostly good, although a few pupils do not always finish work or are slow to start activities and need reminding about concentrating. The school is clean and tidy and free from litter. Displays promote learning well.

### **The leadership and management are good**

- Leaders including middle managers have ensured that learning activities are suitably adapted for different groups to ensure that everyone has the chance to do equally well.
- Strong teamwork is evident across the school. Staff supporting resource base pupils have an appropriate range of specialist skills and good opportunities for training. They are deployed well in lessons to promote learning.
- The school's capacity to improve is demonstrated through improvements in progress in writing, action taken to tackle weaknesses in mathematics and the effective use of the pupil premium funding. Change is supported well by middle leaders, including in Reception. The school also provides training events for other teachers.
- Additional pupil premium funding has been used to boost the skills of pupils, including in reading and writing, depending on their individual needs.
- Leaders' checks on the quality of teaching promote improvement. However, these, and individual support provided, have not been sharp enough to tackle the occasions in lessons when the pace of learning slows for some groups or to promote sufficient outstanding teaching.
- Leaders have used the additional primary school sports funding to provide specialist training for

staff and to increase pupils' participation in sport, for example through inter-school sports events. Many pupils receive certificates for participating in and leading sporting activities.

■ The school provides good opportunities for pupils to develop their spiritual, moral, social and cultural development well through different subjects. Teachers develop writing well in Year 1 science lessons.

■ A local authority representative provides appropriate light-touch support for the school. Additional support has helped to tackle the recent dip in results in mathematics.

■ **The governance of the school:**

– Governors know about the progress and attainment of different groups within the school, including those who are supported through the pupil premium and how this compares to the national picture. They have checked to ensure that this funding is being spent effectively. Governors recognised that the recent results for mathematics were not strong enough and supported the involvement of the local authority to provide an external view. Governors have undertaken training in order to extend their knowledge and expertise, for example in relation to safeguarding children, and this is a strong aspect of their work. They fulfil their statutory requirements. Governors know about the quality of teaching in the school from the information they receive from the headteacher in detailed reports and they make short visits to lessons to inform themselves about the school's work. Governors have set targets for teachers and made appropriate decisions about whether or not teachers should move up their salary scales. They monitor the budget effectively.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131767
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	441078

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Beard
<b>Headteacher</b>	Jan Isaac
<b>Date of previous school inspection</b>	24–25 May 2011
<b>Telephone number</b>	01454 867474
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