

Stanbridge Primary School

Stanbridge Road, Bristol, BS16 6AL

Inspection dates 14–15 November 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Leadership is superb. The exceptional partner headteachers have transformed the school dramatically to make it into a good school.
- Pupils are making good progress in catching up to where they need to because teaching is exciting.
- The way teachers check how well pupils are doing is excellent. Marking and the targets set for pupils are used well, so that every pupil is always on the school's 'radar'.
- Tremendous growth in the knowledge of governors has enabled them to contribute exceptionally well to school leadership. They have ensured that excellent leadership continues by appointing one of the partner headteachers as the school's permanent leader.
- Parents and carers think that school leaders are brilliant, and are very supportive of the leadership team. Their children love coming to school, they feel safe and their behaviour is good.

It is not yet an outstanding school because

- Not all teaching helps pupils who are more able or who have special talents in subjects other than English and mathematics to reach their potential.
- Behaviour is not outstanding at all times. At playtimes, equipment is limited, and so the opportunities for pupils to learn how to play together are not as good as they could be.

Information about this inspection

- The fourth special measures monitoring visit became a section 5 inspection on the first day of two days in school.
- The additional inspector joined the inspection on the second day.
- The lead inspector visited 10 lessons taught by 10 teachers. She observed the lessons jointly with members of the leadership team and watched them giving feedback to teachers. Both inspectors walked around the school to look at behaviour.
- The team held meetings with governors, staff, pupils and parents and carers, and talked to a representative from the local authority.
- Inspectors looked at pupils' past and present work and at a number of documents. The documents included: the school's own evaluation; plans for the school's future development; the local authority's school evaluation; minutes of meetings of the governing body; lesson plans; and the school's records of pupils' progress. The team studied information about behaviour, attendance and safeguarding.
- Thirty-three responses from parents and carers to the online Parent View survey were analysed.

Inspection team

Jane Neech, Lead inspector

Her Majesty's Inspector

Jennifer Cutler

Additional inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is larger than the average-sized primary school.
- Since the last inspection, the school has been led by two partner headteachers. One is now the permanent headteacher, and the other continues to work with the school on an occasional basis as appropriate.
- The proportions of pupils from minority ethnic groups and who speak English as an additional language are below what is found nationally.
- The proportion of pupils who are supported through school action, school action plus or with a statement of special educational needs is average.
- The proportion of pupils eligible for additional pupil premium funding is lower than average.
- Before- and after-school clubs operate in the school. They are managed separately and were not part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Extend the challenge teachers give to more-able pupils, particularly in subjects other than English and mathematics, by:
 - checking that activities are set at a high enough level to match and extend pupils' abilities
 - planning a wider variety of tasks which encourage pupils to use their own ideas and imagination
 - enabling pupils who are further ahead in their learning to get to work more quickly than others at the start of lessons
 - ensuring that activities extend the pupils' thinking further, build on what has been learnt in the lesson and are open to all pupils who want to have a go.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skills, knowledge and experiences at the levels typically found for their age. Teachers' initial observations show that children have lower levels of skills in early reading and writing. The excellent system for checking how well children are doing in Reception shows that their progress is improving well.
- Pupils who took the most recent National Curriculum tests in English and mathematics at the end of Key Stage 2 met the expected levels. Higher achieving boys and girls exceeded expected levels. Pupils who need extra help also did well.
- Those pupils supported by additional funding are catching up to where they need to be. This means the gaps between this group and pupils nationally are closing.
- Teachers all use the same approach to checking how well each pupil is doing. The deputy headteacher has an impressive understanding of using data to make sure every pupil is making at least adequate progress in English and mathematics, and this is shared with staff. Parents and carers praise the quality of the information they receive about the levels their children are working at and their children's targets for their next steps in learning.
- Pupils communicate confidently with one another. For example, in a Year 5 mathematics lesson, one pupil described the properties of an isosceles triangle to a pupil who was confused. This typical example, observed in other lessons, shows how well pupils offer each other explanations to help learning.
- Parents and carers are full of praise for the way the school gives pupils opportunities to understand social and moral values. They are right to think that their children are well prepared for secondary education.
- Pupils enjoy books and read well, for example reading confidently to an audience in assembly. Teachers and teaching assistants check that pupils read regularly in school. The new library, placed centrally in the school, has raised the profile of reading and improved the quality of reading material offered to pupils. Many parents and carers support their children's reading at home and this means that everyone enjoys reading.

The quality of teaching is good

- A key strength in the good teaching is the way teachers use questions to probe pupils' understanding. This was clearly seen in two outstanding mathematics lessons and an outstanding English lesson in Year 5 and Year 6. Teachers ask one question, and then a follow-up question, using the word 'why'. This challenges pupils to explain what they mean using the correct technical vocabulary for mathematics or for English.
- Teachers mark the pupils' work in English and mathematics conscientiously. Comments give pupils the next steps to make their work better and there are many examples of pupils responding to teachers' marking. The beautifully presented journals of work for children in the Early Years Foundation Stage show how well children are getting on.
- Teachers expect pupils to use their initiative. Pupils talk about being resourceful, and they are. Children in the Reception Year get out the tools they need to dig in the garden, when they have decided to 'build a house'. Older pupils make suggestions to teachers, such as using calculators to check their workings out for percentages.
- Teachers check carefully how well pupils are doing during lessons. In English and mathematics, learning objectives and targets are different for each ability group and some individual pupils. In other subjects, work for different abilities tends to be similar and so there is less chance of pupils developing their 'special' talents or abilities further.
- Relationships in lesson are exceptionally positive, often respectfully humorous, and everyone enjoys learning. Children are 'tickled pink' when teachers in the Reception classes dress up in woolly hats, scarves, coats and gloves to excite their learning when reading stories about cold

countries.

- Pupils who need extra help receive good support in lessons. Teaching assistants are extremely well led by two senior teaching assistants who make sure everyone is well trained and has the correct skills and resources for the job.

The behaviour and safety of pupils are good

- Nearly everyone thinks that behaviour is good. The inspectors agreed. They found that where the teaching inspired and challenged pupils to do their best, behaviour was outstanding.
- Pupils are polite and respectful. Each class reviews their code of behaviour and so pupils know what is expected of them. Whole-school systems for behaviour have led to significant improvements in pupils' attitudes to learning since the last inspection. The 'Three Peaks Challenge' is a reward system very popular with pupils and their parents and carers.
- Pupils have a good understanding of different forms of bullying, including internet and homophobic bullying. They say that everyone gets on well. Pupils say that generally playtimes are harmonious, but occasionally pupils fall out when playing games together.
- Pupils' spiritual, moral, social and cultural development is promoted well through all that the school does. Pupils talk knowledgeably about different religions and cultural groups. They have views about the skills they will need to grow up in Britain, such as being able to add up in order to go shopping, being able to cook and keeping active to stay healthy.
- Adults model positive relationships. School leaders are always out and about, and this is much appreciated by parents and carers, who say they feel comfortable approaching the school. Parents and carers like the way concerns are dealt with quickly and rightly feel their children are in safe hands.
- Attendance continues to improve. It is average overall and so far this term attendance has been above average. The headteacher has taken a firm line on not authorising holidays in school time and following up any attendance or lateness issues.
- Team-building experiences, such as during the residential camp, help pupils develop a range of skills. Sometimes, during playtimes pupils do not always know what to play with each other, because there is limited equipment to give them ideas.

The leadership and management are outstanding

- The monitoring visits since the last inspection have shown that school leaders have been exceptionally single-minded in their drive and determination to improve Stanbridge Primary School. Support from the local authority has been excellent; it has trusted the leaders to get on with the job of improving the school and as a result, there is a highly motivated and extremely committed staff team.
- The school motto, 'Aim High and Fly!' sums up the school leaders' high aspirations. They have grown staff to become leaders, such as in leading the Early Years Foundation Stage, where a less experienced leader is being competently supported by the assistant headteacher.
- Performance management has been exceptionally well used to raise expectations and to check very rigorously the targets set for teachers. Those teachers not coming up to scratch have been challenged and given high-quality support to improve.
- The key piece of excellent work spearheaded by the school leaders in the last year is the change made to the management structure to ensure teachers receiving higher salaries carry out responsibilities in line with their salaries. A number of teachers have enthusiastically taken on responsibility as a result.
- Subject leaders report that they have developed much better leadership skills. For example, the leader for mathematics has observed how early numeracy is being taught in the Reception classes, and so is better equipped to support teaching in other age groups.

- Teachers who are newly qualified say it is 'a privilege to work in the school' because of the excellent support and the high-quality feedback they receive on their teaching, which helps them develop professionally.
 - School leaders have prudently planned this year's spending of the additional funds provided through extra government money to match the needs of those pupils eligible for support. In this way, leaders are making sure everyone has an equal chance to do well. The money is being spent on resources for extra mathematics sessions and training, extra sessions for pupils in danger of not achieving their potential and subsidising some of the cost of residential visits.
 - The wide range of what the school offers, for example clubs and activities for sport, art and drama, widens pupils' experiences. The school choir caters for all ages and pupils report how much they enjoy singing. Leaders have plans in place to improve what is on offer at playtimes and further involve parents and carers.
 - **The governance of the school:**
 - The governing body has grown in skill tremendously. Since the school was placed in special measures, governors have been extremely well supported by two very experienced governors. The governing body has been very mindful to ensure that its capacity is maintained. They have increased their knowledge on all aspects of governance through training. Governors are fully up to speed with planning strategically, and the school action plan has short-, medium- and long-term goals with clear criteria for success and regular review points. Governors have a very sharp understanding of performance data and national expectations. They are extremely ambitious for the school to become outstanding. They use the information they receive from school leaders to measure the academic performance of pupils and to check thoroughly how quickly teaching is improving and is maintaining pupils' good progress. They have played a key role in supporting the way school leaders have tackled underperforming teachers. The governing body sets ambitious targets for the headteacher and rigorously checks how well these are being met. The new Chair of the Governing Body has led a detailed audit of governors' skills and further training required. In this way, the governing body is ensuring that all relevant policies, including safeguarding, are up to date and meet requirements. Governors are part of a subject team and so they have an excellent in-depth knowledge of what is happening. They are extremely clear about how they support and challenge the school and exercise this with the upmost energy and determination to make sure every pupil has an equal chance to succeed. They hold the headteacher to account and ensure efficient financial management, for example in the reorganisation of the management structure.
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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

Unique reference number	109134
Local authority	South Gloucestershire
Inspection number	397985
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair	Mrs Diane Flower
Headteacher	Miss Faye Bertham
Date of previous school inspection	16–17 June 2011
Telephone number	01454 862000
Fax number	01454 862003
Email address	stanbridgeprimary.school@southglos.gov.uk

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