

# Fonthill Primary School

Ascot Road, Southmead, Bristol, BS10 5SW

**Inspection dates** 24–25 April 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | 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.

- The headteacher, supported by other school leaders, constantly checks on the quality of teaching and learning. She gives useful guidance, which helps teachers improve their teaching.
- As a result, teaching is good. Activities are planned well to meet the different abilities of pupils, especially for those who are less able or of average ability.
- All groups of pupils make good progress across the school, especially in reading and writing.
- Pupils behave well in school and are generally polite and courteous to each other and to adults in the school.
- Pupils feel safe in school and say there is little bullying. They report that when this occurs it is dealt with effectively by staff.
- The school works well to help pupils keep themselves safe. It has robust systems to help protect pupils who may be at risk of harm.
- The governing body provides a good balance between supporting and challenging senior teachers about the work of the school.

### It is not yet an outstanding school because

- Teaching is not outstanding because more-able pupils are not always given tasks that stretch them.
- Features of the best teaching are not shared enough to support other staff in raising the quality of teaching from good to outstanding.
- Pupils' progress in mathematics, especially across Key Stage 2, is not as fast as in reading and writing.

## Information about this inspection

- Inspectors visited 18 lessons and part-lessons, and observed eight teachers. The lead inspector, the headteacher and deputy headteacher observed four part-lessons together.
- Inspectors met with members of the governing body, senior teachers and a group of pupils.
- The lead inspector discussed the school's performance in a telephone conversation with a representative from the local authority. Inspectors examined school attendance records; data showing the progress of pupils; the school's own judgements about pupils' achievement and the quality of teaching; pupils' work; and policies and procedures to safeguard pupils.
- There were not enough responses to the Parent View survey on the Ofsted website for inspectors to analyse. They took into account responses from parents and carers who completed a school questionnaire in the spring term about the quality of education in the school.
- Staff views about the school were considered through inspectors analysing six staff questionnaires provided during the inspection.

## Inspection team

James Henry, Lead inspector

Additional Inspector

Helen Owen

Additional Inspector

## Full report

### Information about this school

- Fonthill is slightly smaller than the average-sized primary school.
- The proportions of pupils supported through school action, school action plus or with a statement of special educational needs are above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding for children in care or for pupils known to be eligible for free school meals, is well above the national average.
- The large majority of pupils are White British who do not speak English as an additional language.
- The proportion of pupils from minority ethnic groups is below the national average. Most of these pupils are of Somalian, Indian or Black African heritage.
- The number of pupils who join or leave the school at different times throughout the year other than that normally expected is above the national average.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve the quality of teaching so that it is outstanding by ensuring:
  - tasks in lessons consistently stretch the abilities of more-able pupils
  - senior leaders provide guidance that is effective in moving teaching to outstanding
  - features of the outstanding practice that exists in school are shared with all staff.
- Increase the rate at which pupils learn in mathematics to match their fast progress in reading and writing by:
  - providing regular opportunities for pupils to practise their mathematical skills in different subjects
  - ensuring pupils have opportunities to act on the marking and guidance given to them by teachers in mathematics in order to help pupils improve their work further.

## Inspection judgements

### The achievement of pupils

is good

- School assessments, pupils' work and observations of learning in lessons show that attainment has risen across the school. The school's assessments show that pupils' attainment at the end of Years 2 and 6 in 2014 are on track to be broadly in line with the 2013 national average.
- Children enter the school with skills and abilities well below those expected for their age. They make good progress across the Early Years Foundation Stage, but some children are working at levels below those expected for their age by the time they enter Year 1, especially in their mathematical skills.
- Pupils, including those from White British and different ethnic backgrounds, and those who join the school at times throughout the year, make good progress in reading, writing and mathematics across Key Stage 1 and Key Stage 2.
- While sometimes not being fully stretched, the most-able pupils make generally good progress overall across the school. For example, school assessments show that the number of pupils on track to reach the higher levels at the end of Key Stage 1 and Key Stage 2 in 2014 will be broadly in line with the 2013 national average and better than the school's results in 2013.
- Disabled pupils or those with special educational needs make good progress because they are supported skilfully by teaching assistants in their learning in lessons and in small-group sessions.
- Progress in mathematics, particularly across Key Stage 2, is not as rapid as in reading and writing. This is partly due to pupils not being given enough opportunities to practise their mathematical skills in other subjects.
- The school develops pupils' early reading skills well and provides extra help to enable pupils who may be falling behind in reading to quickly catch up.
- The school is closing the achievement gap effectively for pupils known to be eligible for additional funding in reading, writing and mathematics.
- School assessments show that pupils supported by additional funding make good progress matching other groups in the school. For example, in 2013, pupils supported by additional funding in English and mathematics by the end of Year 6 achieved the same levels in the national tests as other groups in the school. By the end of Key Stage 2 in 2014, their attainment is on track to be in line with their peers.

### The quality of teaching

is good

- Teachers carefully and regularly assess pupils' progress. Teachers use this information to plan activities in lessons that match the abilities of different groups of pupils, particularly those who are less able or of average ability.
- There are features of outstanding teaching in the school. For example, during a mathematics lesson for less-able pupils, the activities and explanations provided by teachers and teaching assistants to help pupils understand the difference between 'tens' and 'units' was exemplary.
- Regular assessments of pupils' learning help teachers identify and provide extra support for pupils who may be falling behind so that all groups, including disabled pupils and those with special educational needs, continue to make good progress.
- Teachers use question and answer sessions effectively to check on pupils' understanding in lessons.
- Teachers mark pupils' work regularly and well with appropriate guidance for pupils to follow to help them improve. Pupils are given regular opportunities in their writing work to act on and practise the guidance they are given.
- However, pupils responding to teachers' comments and improving their work further in mathematics is inconsistent.
- There are occasions when tasks in lessons do not fully stretch more-able pupils. Teachers give

pupils extra challenges to stretch them when they have finished their initial work but for some pupils, especially the more able, these tasks are too easy.

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

- The behaviour of pupils is good. Pupils say that behaviour is typically good both in classes and generally around the school. Most parents and carers who completed the school's own survey felt that the school ensured pupils behaved well.
- While some pupils do need reminding about listening in lessons, there was no inappropriate behaviour observed during the inspection that stopped pupils learning.
- Behaviour in the dinner hall and in the playground is good with groups of pupils from different cultural backgrounds mixing and playing well together.
- The school has a system that is effective in rewarding good behaviour and there are appropriate penalties for poor behaviour that pupils understand and appreciate.
- Pupils say they enjoy school, and the presentation and quality of work in pupils' books shows that they are keen to learn and take pride in their work.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school and that, while there was some bullying in the past, there is little now. They have confidence in staff to deal with any incidents of bullying that may happen.
- Relationships between staff and pupils are good. Pupils say that teachers do their best to help them and that teachers trust pupils. One pupil said that 'the teachers really enjoy their jobs'.
- Staff are particularly effective at helping pupils who have difficulties dealing with their emotions or behaviour. Extra support is particularly given to these pupils to nurture their emotional well-being. This is an example of how the school ensures all pupils have an equal opportunity to learn and none is discriminated against.
- Pupils are given guidance on 'e-safety', for example, when using the internet. Pupils visit the local 'Life Skills' centre where they are shown how to stay safe in different situations.
- Attendance was lower than the national average in 2013 but is improving quickly due to the school's work in supporting and challenging a small minority of parents and carers whose children are persistently absent. As a result, attendance in 2014 is approaching the national average for 2013.

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

- The headteacher, ably supported by the deputy headteacher and other senior leaders, has a strong drive and ambition to improve the school.
- Through constantly checking on pupils' progress in lessons, the headteacher and senior leaders have focused successfully on addressing the areas of teaching that needed to be improved to ensure teaching was securely good. However, senior leaders have not fully ensured that the features of the best practice are shared to enable teaching to be outstanding.
- Subject leaders, in conjunction with senior leaders, check effectively on the quality of teaching and track pupils' progress in the areas for which they are responsible to ensure pupils make good progress.
- The school has an effective system for the professional training of staff. The performance of teachers is managed well by senior leaders setting appropriate targets for staff and regular meetings about pupils' progress.
- The curriculum is planned well. Pupils are taught a balanced range of subjects through topics based on well-known books. Pupils say they enjoy this approach because it helps them understand how different subjects link together.
- The school develops pupils' personal qualities well. For example, assemblies and different subjects in the curriculum give pupils time to reflect and consider the values they need to be

good citizens including their rights and responsibilities to others in society.

- There are a wide variety of activities such as craft, chess and sport clubs, as well as residential trips and visits to the theatre, that effectively promote pupils' social and cultural development.
- The additional sports funding given to the school is used to hire specialist sports coaches who work alongside staff, including lunchtime supervisors, to develop physical education and sporting activities. This is having a positive effect on improving the quality of teaching and is involving more pupils in sport. However, the school has not yet measured the difference this is making to pupils' health and well-being.
- The school fosters good relationships in the community. For example, the school works well to involve parents and carers in the education of their children through inviting them to regular workshops, special events at the beginning of different topics, and celebration assemblies. There are good safeguarding systems to help keep pupils safe, including all adults being appropriately checked before being allowed to work in school. Child protection procedures are particularly rigorous to ensure vulnerable pupils and their families are given as much support as possible.
- The local authority provides light-touch support for the school with senior leaders asking for it if necessary.
- **The governance of the school:**
  - The governing body supports and questions leaders well about the performance of the school. It has a good understanding of information about pupils' achievement and uses this to hold senior leaders to account for the attainment and progress of pupils. Governors accompany the headteacher to classes to look at the quality of teaching and attend staff meetings when pupils' progress is checked on. There are effective systems to manage the performance of staff, including the headteacher, in order to ensure any promotions or pay rises are justified. Governors check on the spending of the money given through the pupil premium carefully and review regularly the difference this is making to the achievement of this group of pupils. Regular training on areas such as 'Safer Recruitment' and on finance is undertaken by governors to help them fulfil their roles. The governing body ensures that the school's safeguarding policies are reviewed regularly and that all procedures are robust and secure.

## 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> | 131496          |
| <b>Local authority</b>         | Bristol City of |
| <b>Inspection number</b>       | 439880          |

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>                 | 3–11                      |
| <b>Gender of pupils</b>                    | Mixed                     |
| <b>Number of pupils on the school roll</b> | 211                       |
| <b>Appropriate authority</b>               | The governing body        |
| <b>Chair</b>                               | Heather Forrest           |
| <b>Headteacher</b>                         | Kathryn Absalom           |
| <b>Date of previous school inspection</b>  | 26 April 2010             |
| <b>Telephone number</b>                    | 0117 3772550              |
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