

Cabot Primary School

Halston Drive, Bristol, BS2 9JE

Inspection dates

28–29 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- The headteacher's drive and rigorous and decisive approach have been the key features in bringing about improvement since the previous inspection.
- His deputy headteacher and middle leaders support him very well. Working together, they have successfully improved teaching, pupils' behaviour and achievement.
- Governance is very supportive and robust in its challenge. Governors have an accurate view of the school's performance and have been instrumental in helping the school improve.
- Children in the early years get off to a good start to their learning. They make good progress and are well prepared for learning in Year 1.
- Good progress continues through Key Stages 1 and 2. Attainment continues to rise significantly and is above average in writing and mathematics by the end of Year 2.
- Standards overall at the end of Year 6, although still below average, are getting better year-on-year. This represents good progress from pupils' starting points on joining the school.
- Teachers have responded positively to the greater challenge that has been provided to help them improve their performance. The quality of teaching throughout the school is good, and some is outstanding.
- Work provided to pupils is mostly well matched to their varying abilities. In particular, well-targeted support for disadvantaged pupils, disabled pupils and those with special educational needs ensures that they achieve well.
- A positive atmosphere for learning is created throughout the school, generated by warm and nurturing relationships with pupils.
- Pupils' behaviour is good. They are friendly and polite, and show positive attitudes to their learning. Pupils feel completely safe because the school places a high priority on safeguarding and the procedures in place are rigorous and effective.
- Strategies to reduce absence are effective. Pupils' attendance has risen and is now close to the national average.
- A varied and interesting curriculum promotes pupils' spiritual, moral, social and cultural development effectively. Pupils are well prepared for life in modern Britain.

It is not yet an outstanding school because

- There is not yet enough teaching of the highest quality to produce a pattern of pupils' sustained, rapid progress and high achievement.
- Occasionally, the work provided lacks sufficient challenge, particularly for the most able.
- Achievement in reading, although good, is not as strong as it is in writing and mathematics.

Information about this inspection

- Pupils’ learning was observed in all the classes, and in total, 20 observations across a range of subjects were conducted, nine jointly with the headteacher and deputy headteacher.
- Inspectors visited classrooms with senior staff to look at how well disabled pupils and those who have special educational needs are learning. Inspectors also visited a wide range of lessons with senior staff to look at pupils’ progress in mathematics, English and a range of other subjects.
- Meetings were held with the headteacher and other senior leaders, the special educational needs leader, and teachers responsible for literacy and numeracy across the school. They spoke to groups of pupils, a group of governors, and an officer from the local authority. The lead inspector held a telephone conversation with the recently stepped-down long-serving Chair of the Governing Body.
- Inspectors took account of a wide range of documentation including the school’s improvement plan and self-evaluation, as well as information about the progress and attainment of individual pupils and specific groups. They considered the school’s documents regarding the targets for teachers and other staff, and leaders’ checks on the quality of teaching. They looked at attendance records, safeguarding information, the sports premium action plan, records of behaviour, the governing body minutes and the school’s checks on how well it is doing.
- Inspectors spoke to pupils about the spiritual, moral, social and cultural life of the school, and reviewed school displays.
- Pupils’ work from a range of subjects, including homework, was scrutinised, and inspectors spoke to pupils in their lessons and during their free time.
- Inspectors observed the teaching of phonics (letter patterns and the sounds they represent) and heard pupils from Year 2 and Year 3 read.
- The inspectors took into account the 19 responses to the online questionnaire (Parent View). Parents’ and pupils’ responses to the school’s own recent surveys were considered by inspectors. Inspectors also analysed the responses to inspection questionnaires returned by 23 staff.

Inspection team

Michael Merchant, Lead inspector

Additional Inspector

Lisa Harford

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- The very large majority of pupils come from a wide range of minority ethnic groups.
- A high proportion, nearly eight out of 10 pupils, speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium is above average. Pupil premium is additional funding from the government for some groups of pupils, including those known to be eligible for free school meals and children who are looked after.
- The proportion of disabled students and those who have special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- The school provides full-time provision for children in Reception.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is inspiring and thought-provoking throughout the school so that pupils' achievement continues to rise further, particularly in reading, by
 - making sure that expectations of what pupils can achieve are consistently high and the work provided is sufficiently challenging to build well on what pupils can already do, particularly for the most-able pupils
 - continually building on pupils' reading skills so that all pupils read and speak with increasing confidence as they move up the school.

Inspection judgements

The leadership and management are good

- In the very successful drive to improve and eliminate weaknesses, the headteacher has led the school with tenacity and passion. He has forged his staff into an effective team. Together with his talented deputy and encouraging and resolute governing body, he has greatly added to the school's strengths since the previous inspection.
- Strong improvements in the quality of teaching, pupils' behaviour and academic achievement testify to the school's strong capacity to further improve.
- Middle leaders are increasingly growing in confidence in using their expertise to check pupils' performance analytically and address any gaps or inconsistencies. They play a leading role in developing the new curriculum and checking how well it is being implemented.
- Senior and middle leaders check the quality of teaching across the school rigorously. They use their excellent mentoring and coaching skills to give constructive advice, and use their most effective teachers very well to share and extend their good practice with other colleagues. The quality of teaching and learning is consequently going from strength to strength.
- The school has worked well with several other schools in order to share expertise and develop the skills of staff. This has resulted, most notably, in improvements to the teaching of mathematics.
- Performance management is well established. It ensures that teachers' pay progression is not automatic but that it rewards good teaching.
- Pupil premium money is used wisely and assiduously to provide well-targeted additional support for disadvantaged pupils. It has been used to enable them to participate in out-of-school activities and courses carefully selected to advance their education. This reflects the school's determination that all pupils should have access to the best available opportunities. Consequently, the school is successfully closing the gaps in attainment between disadvantaged pupils and similar pupils, both nationally and by comparison with their classmates.
- The school's strong and successful commitment to ensuring that all pupils have equal opportunities to succeed is demonstrated by the good progress that all groups of pupils in the school are making.
- The school does not tolerate discrimination. Pupils show they understand this by saying, for example, 'It is OK to be different.' Disabled pupils and those who have special educational needs are treated equally, and making good progress because they receive effective support which is tailored to their individual needs.
- The primary school sports funding is successfully used to increase pupils' participation in out-of-class sport. Specialist coaches have been used to improve the skills of staff. This has, in turn, greatly boosted pupils' enjoyment of sport, leading to an increase in competitive events. It has also encouraged the development of higher skills in a number of new sports such as sailing, fencing, skiing and climbing.
- The school has planned well for the new curriculum, developing pupils' skills and knowledge over a wide range of areas. This has helped to develop pupils' writing and numeracy skills effectively as well as ensuring that they have ample opportunities to experience the full range of subjects. They also have good opportunities to develop their interest in activities such as sport, music and art.
- Leaders recognise that pupils' reading skills, especially their comprehension and understanding of texts, have to be more fully developed across a wider range of subjects.
- The school promotes pupils' social, moral, spiritual and cultural development well through the harmonious atmosphere of the school and the positive role models provided by staff. Pupils have many opportunities to reflect and consider moral dilemmas. Their relationships with each other, and their teachers, are excellent. Being part of a diverse community, pupils are keen to celebrate the similarities and differences between their own lifestyles and traditions and those of others. The British values of free speech, democracy and respect for our institutions are actively promoted through assemblies and class events.
- The local authority has supported the school well and correctly judges the school to be good. It is well aware of the strengths the school has to offer.
- Safeguarding and child protection procedures meet requirements. Procedures are clearly established and much good practice is adopted in the day-to-day management, care and protection of children.
- Leaders have yet to ensure that more teaching is reaching the highest standards and that the most able reach their full potential.
- **The governance of the school:**
 - The work of the governing body has improved since the previous inspection. Governors are knowledgeable, astute and committed. They share the headteacher's ambitions for the school and make sure that the right things are being done to bring about improvement. Governors have a good

understanding of the information about pupils' progress and of how the school is doing compared to the national picture. Using national, local and school information, governors glean a clear view of how well different groups of pupils are achieving. They check that disadvantaged pupils get the best support possible, and know that this has resulted in gaps closing. Governors have a very clear picture of the quality of teaching, and ensure that pay rewards for both teachers and the headteacher are closely related to performance. Governors ensure that all requirements in relation to safeguarding are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. At times, their conduct is exemplary. Pupils of all ages prosper in the warm, happy and caring school atmosphere. They show respect for each other, and to adults and visitors.
- Pupils are hard-working and eager to learn. They are attentive and respond extremely positively to classroom routines and the learning activities arranged for them. However, on the small number of occasions when learning does not fully capture their attention, a few pupils lose interest and can become restless.
- Pupils behave well around the school. Playtimes are happy and harmonious, and pupils from all backgrounds get along together. Pupils are active at playtime, making full use of opportunities to use up their surplus energy. Consequently, they return to the classroom refreshed and ready to learn.
- The school's behaviour policy is clear, and staff implement it consistently. Pupils know what the expectations are and often help each other to make sure they are met.
- School records clearly show that instances of poor behaviour have declined significantly since the previous inspection. Exclusions rates have fallen sharply and are much lower than in recent years.
- The school follows up any absence rigorously. Pupils want to attend because they enjoy school. Pupils are invariably punctual because they are keen to be in school for early morning activities.
- The school is clean and tidy. There is no litter. Pupils and staff are proud of their school and parents are delighted about the changing nature of the school. They recognise that there have been huge improvements to the behaviour and attitudes of pupils.
- In some classes, although pupils are focused on their learning well, too few are working with energy, excitement or passion. Consequently, behaviour is not yet outstanding.

Safety

- The school's work to keep pupils safe and secure is outstanding
- The school site is completely safe. Visitors are checked thoroughly before they are allowed into the school.
- Pupils understand how to keep themselves safe in a range of situations. Parents are entirely confident that their pupils are completely safe and very well cared for.
- Pupils understand what cyber-bullying is and what to do if they feel threatened. Other forms of bullying are fully understood and pupils are confident that it does not happen in their school.
- Pupils know that they can talk to the adults in the school if they are worried. School records support this view. No incidents of bullying have been recorded in the school since the previous inspection.

The quality of teaching is good

- Teaching is consistently good over time. Now and then it is inspiring and imaginative. The headteacher and his deputy have worked doggedly to strengthen the quality of teaching. As a result, improvements are having a very positive impact on the quality of pupils' learning in all groups throughout the school.
- Staff have warm, nurturing relationships with pupils which generate a positive atmosphere for learning. Pupils' good behaviour and attitudes to learning helps them to make the most of the opportunities provided to work together and help each other learn. This, in turn, successfully promotes their language development and social skills, which has resulted in improved achievement.
- The school has been very successful at improving the quality of teaching of mathematics. Targeted training of teachers in mathematics and collaborative work with partner schools has greatly helped to improve practice. There is a clear progression in key mathematical skills throughout the school and a greater emphasis on arithmetic skills which has resulted in improved achievement.
- The teaching of writing is increasingly effective throughout the school. Pupils learn well in writing because

teachers provide really effective guidance and support. Consequently, they gain confidence, practising their writing in varied and lengthy pieces across a wide range of topics.

- Phonics is taught well. Pupils are able to apply this knowledge to their reading and spelling and so make good progress. Pupils' reading skills are sometimes held back, however, because they are not always encouraged to read high-quality texts in depth and then write about them convincingly enough.
- The work provided in lessons is mostly well matched to pupils' varying abilities, challenging them to do well. For example, good planning based on information about what pupils already knew was seen in a Year 6 mathematics lesson. Because pupils were given suitably challenging work on angles and two-dimensional shapes, they remained totally engrossed in their learning and made good progress.
- This is not always the case, however, and sometimes, work set is not hard enough or fails to build on what pupils can already do. This sometimes limits their progress, especially that of the most-able pupils.
- Pupils were keen to show inspectors examples of how teachers' marking had helped them improve their work. For example, in writing, a very clear system indicates to pupils which elements they need to edit. Work in books shows that by responding to these cues, pupils improve the quality of their writing considerably. Pupils in a Year 2 class, for instance, were seen at the start of the school day, moving eagerly to their desks where their marked work was waiting for them. They quickly digested the clear and helpful comments their teacher had provided on the work and immediately began to correct any errors they had made.
- There is a very effective partnership between teachers and teaching assistants which results in well-focused support for pupils and improves their learning. The school has a skilled group of teaching assistants who make a significant contribution to pupils' good progress, both when teaching small groups and the whole class.

The achievement of pupils is good

- Achievement has improved since the last inspection. All groups of pupils, including those from minority ethnic groups and those who speak English as an additional language, now make good progress in all key stages in reading, writing and mathematics. Standards across the school are rising, particularly in writing and in mathematics.
- After a good start to their education in the early years, pupils continue to do well in Key Stage 1. In 2014, by the time they reached Year 2, all groups of pupils had made good progress in reading, and had made outstanding progress in writing and mathematics. They reached standards that were similar to those expected of all pupils across the country.
- Good progress continues through Key Stage 2, where standards are on a rising trend, especially in writing and mathematics. Although attainment at the end of Year 6 in 2014 was below the national average, this represented good progress from their much lower starting points at the end of Year 2. The proportion of pupils making expected progress was similar to that found nationally, although it was stronger in writing and mathematics than in reading. The proportion that did better than expected was above that found nationally.
- Pupils achieve well in reading. Although in 2014, a minority of pupils did not reach the expected standards in the Year 1 check on their phonics skills, school performance information and inspection evidence show that their reading skills are now catching up quickly.
- In recent years, older pupils have made less progress in their reading than in their other subjects because they have not always been encouraged to read widely or often. The well-stocked and attractive library, careful tracking of pupils' reading choices and 'book groups' for both the most able and also the reluctant readers are beginning to redress these weaknesses. The school recognises that there is still more to do to encourage more pupils to read with confidence, expression and fluency.
- Pupils' writing across the school is good overall and in some classes pupils are making rapid gains. This is because they are given very clear pointers as to how to improve their work and provided with stimulating and exciting writing tasks which prompt them to compose well-crafted and lively prose.
- The achievement of the most able has also improved. Their progress is usually good; however, in some lessons, a few find the work too easy. Although their attainment is rising, the proportion reaching the higher levels of attainment at the end of Year 6 is still below the national average. Leaders recognise there is still scope to further improve their achievement.
- Disabled pupils and those with special educational needs make good progress. Their individual needs are met well through good teaching, and the good and effective support provided by teaching assistants.
- Pupils who speak English as an additional language achieve well, often outstripping similar pupils nationally. This is because a strong focus on learning grammar skills provides pupils with a good

grounding in how the English language is structured.

- Disadvantaged pupils achieve as well as, and often better than, their classmates. By the end of Year 6 last year, gaps between their attainment and that of other pupils nationally were just over half a term in writing and in reading and in mathematics, less than half a term. There are no gaps in performance within the school.

The early years provision

is good

- The knowledge and skills of children on entry to the Reception Year are below those that are typical for their age. Children settle quickly into school and become confident because routines are clear and firmly established. They make good progress, achieving well, and being well prepared for joining Year 1.
- The quality of teaching is good. Staff think carefully about how to make sure that activities match children's needs. They therefore ensure that they provide interesting activities for them, helping them to develop the ability to concentrate and focus on their work. There is a strong emphasis on teaching new words which really helps children who speak English as an additional language access all aspects of learning.
- Disabled children and those who have special educational needs do well because teaching is matched effectively to their needs. They are supported well so that they can fully take part in all activities.
- Staff plan well to cover all areas of learning and work together effectively. Very occasionally, learning slows when members of staff do not make sure that children benefit from working on the tasks they have chosen for themselves.
- Children feel safe at school. They know that members of staff will take good care of them. Behaviour in Reception is good. Children respond very well to their instructions. Teachers know that many children have had little or no experience of pre-school provision and make a point of reinforcing classroom rules and routines so that children quickly understand what is expected of them.
- A strong feature of the provision is good teamwork, and constructive links have been made with the children's parents. Children's learning is checked frequently and staff have detailed discussions with parents about how well their children are doing.
- Good leadership has improved the quality of teaching, and therefore children's achievement, across the early years provision since the previous inspection.

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	108992
Local authority	City of Bristol
Inspection number	453743

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Glyn Berwick
Headteacher	Tom Burton
Date of previous school inspection	5–6 February 2013
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