

Flax Bourton Church of England Primary School

Station Road, Flax Bourton, Bristol, BS48 1UA

Inspection dates 10–11 March 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Flax Bourton provides a unique range of outstanding educational experiences for all pupils and is highly successful in preparing them for the next stage of their education. During the inspection, a parent said, 'This really is the most wonderful school!'
- The co-headteachers create an excellent team, lead by example and work tirelessly to improve every aspect of the education provided. They leave nothing to chance and will only accept the very best provision for every pupil.
- Senior and middle leaders support the co-headteachers very effectively and have made strong contributions to improvements to the quality of teaching and achievement.
- Teaching is frequently outstanding and never less than good in all classes. Teachers use feedback from leaders to effectively improve their lessons.
- Achievement is outstanding as a result of the relentless drive from all adults to constantly improve the progress of every pupil.
- The early years is outstanding. Children make excellent progress during Reception and are very well prepared for Year 1.
- Governors are experienced, highly skilled and forward thinking. They use accurate information to provide robust challenge to leaders and support continued improvements across the school.
- All pupils are treated as individuals. As a result, disadvantaged pupils and those with special educational needs are very well provided for and make at least good progress.
- Pupils' spiritual, moral, social and cultural development is effectively developed by a highly engaging curriculum, along with the rich and caring Christian ethos of the school.
- Teamwork is evident throughout the school. Staff work together effectively and are committed to supporting every pupil. Learning support assistants are well trained and highly skilled at supporting individual pupils and groups.
- Pupils have excellent attitudes to learning and thoroughly enjoy coming to school. They are provided with a range of exciting opportunities to take on leadership responsibilities.
- There is a very strong sense of community at Flax Bourton. The school works closely with the village and local church. Parents are highly supportive of the school and raise a considerable amount of money for the school to support trips, fun events and buy new equipment, such as reading books.
- Staff know all pupils very well and place a high priority on maintaining excellent pupil attitudes and safety. Pupils feel very happy and always cared for as a result. One pupil said, 'We feel happy and safe because you're with people you know.'

Information about this inspection

- The inspector observed nine lessons or part lessons, including examples of teaching in every year group. Three of these lesson observations were carried out jointly with the co-headteachers.
- Meetings were held with the co-headteachers, school leaders and governors. A telephone conversation took place with a representative from the local authority who works closely with the school.
- The inspector, together with the co-headteachers, looked at pupils' books in a range of subjects to establish the progress and quality of their work over time.
- Informal discussions were held with parents to gauge their views of the school. The inspector took account of 60 recent responses to the online questionnaire (Parent View) and analysed 15 responses from the staff questionnaires.
- The inspector talked with groups of pupil leaders as well as individual pupils during their lessons and at playtimes to find out their views about the school.
- The inspector heard pupils read and observed their behaviour in lessons and around the school.
- The inspector looked at a wide range of documents, including the school's plans for improvement, external monitoring reports, records of checks made by leaders and information on pupils' attainment and their progress. He also scrutinised records relating to behaviour, attendance and safeguarding.

Inspection team

Stuart Bellworthy, Lead inspector

Seconded Inspector

Full report

Information about this school

- Two headteachers share this position in the school as co-headteachers. One of the current co-headteachers was the previous full-time headteacher. One of the co-headteachers is a local authority school improvement adviser and the other is a Local Leader of Education (LLE).
- Flax Bourton School is smaller than most primary schools.
- The majority of pupils are of White British heritage. The proportion of pupils speaking English as an additional language is very low compared to other schools nationally.
- The proportion of pupils known to be eligible for the pupil premium funding is below average. This is additional government funding for pupils known to be eligible to receive free school meals or looked after by the local authority.
- The proportion of pupils who have special educational needs is just above the national average. There are no disabled pupils at the school.
- Children in the Reception class attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- To continue developing effective feedback to pupils, further enhancing their progress.
- To further develop the existing collaborative work with other schools in order to maintain the very high standards and outstanding progress at Flax Bourton.

Inspection judgements

The leadership and management are outstanding

- The co-headteachers' relentless determination to provide the best life chances for every child has been critical in improving teaching and pupils' achievement across the school. The co-headteachers have consistently high expectations of both themselves and others. High expectations are found in all aspects of the school, with staff striving to improve further the educational experiences provided. The outstanding leadership of both co-headteachers is complemented by their work in supporting other schools.
- Senior and middle leaders support the co-headteachers very effectively and demonstrate strong capacity for further leadership development. Their clearly defined roles and responsibilities ensure a consistent approach to improving pupils' skills in reading, writing and mathematics across the school. One middle leader also works with other schools, which in turn supports her work at Flax Bourton Primary School.
- Leaders at all levels, including in the early years, allow no room for complacency. Regular detailed checks on teaching and individual pupil progress, linked to teachers' performance targets, have been used effectively to support teachers to improve their practice. This has led to continued improvements in teaching, pupils' achievement and marking.
- Leaders make excellent use of school improvement plans to set clear priorities and maintain regular and rigorous checks on whether actions taken have been effective or not. Staff and parents are regularly asked for their feedback on procedures such as pupil induction, and the school website contains a wealth of useful information. This demonstrates the open nature of the school and the constant listening, responding and drive of leaders to improve every aspect of the school's provision.
- The local authority has worked closely with the school to support improvements in teaching and pupil achievement. Visits have focused on pupils who qualify for the pupil premium funding, leading to further improved provision and achievement for these pupils.
- Pupil premium funding is used very effectively to support the small number of eligible pupils. A range of strategies, including additional learning support assistant hours and funded after-school clubs, focuses well on improving mathematics skills and supporting the social and emotional needs of disadvantaged pupils. As a result, the progress of these pupils has improved and the attainment gap between disadvantaged pupils and other pupils, both in the school and nationally, has narrowed.
- Pupil leaders have an active voice and they are very clear that their school is still improving. When asked, they are able to list improvements that really do make a difference, such as the impact of recent teaching appointments, new play equipment and 'all the little things that the adults help us with'. Adults listen to pupils carefully and take notice of what they say. This has been demonstrated in the outcomes of a pupil survey on marking, where the results have led to further discussions and investigations to improving pupil feedback. In addition, the 'egg heads' are a group of highly committed pupil leaders who have the responsibility of managing the welfare and egg sales of the school chickens. Consequently, pupils effectively develop their leadership, teamwork, care and mathematics skills in a real-life situation.
- The curriculum provides a wide range of excellent learning experiences for all pupils. The teaching of English and mathematics is complemented by a well-organised whole-school approach in all other subjects. The development of French and links with schools, both in Britain and around the world, are strong features of the school. The curriculum provides very good opportunities for pupils to develop a range of skills, develop their understanding of global issues and enhance their respect for other faiths, religions and cultures. The pupils appreciate the range of visits and visitors to the school.
- Assemblies and collective worship provide very good opportunities to develop pupils' spiritual, moral, social and cultural awareness, in a broadly Christian context. Assembly themes, such as 'democracy', help all pupils to develop their understanding of turn-taking, sharing and respecting differences. Pupils also learn about democracy and equality of opportunity through the election of the school council and daily 'carpet spotters' who inform the adults of which younger pupils are 'sitting nicely'.
- Safeguarding arrangements are very effective and meet all statutory requirements. All adults are regularly trained and individual cases of concern are followed up thoroughly to ensure pupils are kept safe. Staff report that leaders 'want to know even the smallest detail' if there are any concerns about pupil welfare. This means that there is always a high priority placed on the welfare and safety of all pupils. Staff also feel listened to, supported and cared for by leaders, resulting in a cohesive school community.
- Additional money to improve pupils' participation and ability in sport has been used very well. Specialist coaches lead sports and dance lessons and popular lunch-time clubs, such as hockey. Funds have also been used to increase the school's involvement in a wide range of competitive sports with other schools, reduce the cost of swimming lessons and provide further sports training for staff.
- The co-headteachers and governing body recognise that there is scope to extend their collaborative work

with other local schools. This would both promote local improvement and maintain the very high standards and outstanding progress at Flax Bourton Primary School.

■ The governance of the school:

- Governors have an excellent understanding of how well the school is performing in relation to other schools nationally. They use the high-quality detailed information provided by senior leaders and gathered themselves to ask challenging questions about the improvements to teaching and pupils' achievement.
- The current Chair of the Governing Body is an ex-headteacher and both supports and challenges the school robustly. She is also the safeguarding governor, provides training for the other governors and meets regularly with the staff responsible for this area. This complements the culture of high importance placed on safeguarding pupils by the school staff.
- Governors are highly skilled and forward thinking. They complete an annual skills audit so that when a vacancy occurs it is very clear what skills they are looking for in a new governor. Governors started considering the long-term future of the school several years ago and already work collaboratively with other schools. They have an effective succession plan in place for the leadership of the governing body.
- Governor minutes show that the governors hold senior and middle leaders to account when checking on the progress of school improvement plans. Records also show that governors have a precise understanding of how performance management is used to improve teaching and how this links to teachers' pay.
- Governors check on how the pupil premium and primary school physical education and sport funding are spent and they are kept regularly informed by senior leaders about the progress of eligible pupils.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Their courtesy and conduct around the school and in lessons is exemplary, and they have very positive attitudes towards each other. Pupils show great respect at all times of the day.
- All staff have high expectations, promote very good behaviour and manage pupils' needs well. Consequently, lessons are typically not disrupted by any low-level behaviour. The vast majority of parents are very positive about the management of behaviour in the school.
- Pupils clearly enjoy lessons and respond quickly to adults' questions and prompts. They move sensibly between activities in lessons and work thoughtfully during group work, carefully considering each other's views and ideas.
- Pupils are very well informed about the different types of bullying. Pupils have been taught about caring for friends and said the Childline workshop they had in school was very informative. Pupils also said, 'If something goes wrong, it is dealt with quickly by any adult.'
- The school analyses behaviour logs carefully and follows up concerns. Checks on these records show that exclusions are very rare. The school works closely with outside agencies to support pupils' emotional, social and behavioural needs. Very effective, appropriate and consistent measures are in place to tackle the challenging behaviour of a very small number of pupils.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safe practices are emphasised and embedded in all aspects of the school's work. Leaders, including governors, are very proactive about keeping the school and pupils safe.
- Pupil safety and care of one another are demonstrated by the Year 6 prefects helping younger pupils at lunchtime. Pupils also support each other if they hurt themselves at playtime.
- Safeguarding procedures are robust. The management of safeguarding is very effectively organised and all staff are inducted and regularly trained. Key staff provide effective communication with parents and ensure that outside agencies take actions to safeguard individual pupils.
- Pupils are aware of how to keep themselves and others safe. They are knowledgeable about the dangers associated with the internet and can give clear examples about what to do to keep safe online. Pupils say they feel safe because they can put their worries in the 'worry box', where it will be dealt with, and they have 'trusted adults' in school.
- The school promotes high attendance and any absences are quickly followed up. Pupil attendance rates are above the national average, and increasing. Leaders are fully aware of any pupils with below average attendance and take steps when necessary to tackle this. Pupils are keen to come to school because they

feel safe, clearly enjoy their learning and the positive atmosphere around the school.

The quality of teaching

is outstanding

- Teaching is often outstanding and never less than good across the school. Records show that there is an increasing amount of good and outstanding teaching, which is reinforced by the high quality work in pupils' books. As a result, an increasing number of pupils make more than nationally expected progress in reading, writing and mathematics.
- Teachers and learning support assistants create a very positive climate for learning through openness, effective questioning and focused teaching. Consequently, pupils take responsibility for their learning and progress and say, 'We are all trying to be the best we can'. For example, the majority of pupils choose harder mathematics work when given the choice.
- The teaching of mathematics is typically good or better, with standards of achievement in this subject continuing to improve. Current assessment information and work in pupils' books show that nearly all groups of pupils are making outstanding progress. Pupils are taught how mathematics relates to everyday life, from train timetables in Years 5 and 6 to learning about equivalent fractions by making fruit kebabs in Years 3 and 4. Reception children were seen drawing their own hopscotch game with chalks on the playground, without adult support, with all the numbers correctly ordered and positioned. The school has produced a popular 'maths pack' for parents to use with pupils at home, further supporting progress in mathematics.
- The teaching of phonics (the sounds that letters make) and reading is of high quality. In a Year 1 and Year 2 phonics lesson, pupils were asked to write their own sentences following effective teaching. Pupils used what they had learned to write creative sentences and the teacher used the pupils' ideas to reinforce their learning. Learning support assistants were used during this lesson to support individual pupils with special educational needs effectively, ensuring they progressed as much as the other pupils.
- The teaching of writing is outstanding. Effective modelling by the teacher enabled Years 5 and 6 pupils to write high quality parodies of a traditional tale. As a result of effective marking, the same pupils completed improvements to their parodies the following day.
- Learning support assistants are well deployed and provide very effective support for a range of pupils. They are highly skilled and use their knowledge, both in lessons and with individuals, to support pupils' progress and fill gaps in their learning.
- Marking is of high quality. However, staff are currently exploring other ways to make feedback to pupils both more accessible and manageable, so that it leads to even more rapid progress for pupils.

The achievement of pupils

is outstanding

- Pupil attainment has been above the national average in nearly all areas for the last three years. Due to very small pupil numbers, results can appear mixed, especially for mathematics and spelling, punctuation and grammar at the end of Year 6. However, a more detailed analysis shows assessment scores have continued to improve. Work in pupils' books and the school's current assessment information demonstrate pupils are working at a high standard as they continue to make outstanding progress.
- Children read very well. High quality daily teaching of phonics has resulted in improved teaching and pupils' achievement in this area. Consequently, the proportion of pupils meeting the expected level in the Year 1 phonics check has been in line with or above the national average for the last three years. The small number of pupils who do not pass the phonic check in Year 1 all catch up securely in Year 2 as a result of very effective support and focused teaching.
- Attainment by the end of Year 2 has continued to improve and is consistently above the national average in all subjects. Pupils have good mathematical skills and are able to use numbers and a range of information to solve number problems confidently. By the time they leave Year 6, pupils have made outstanding progress and nearly all pupils have above average skills in reading, writing and mathematics. This is a result of strong teaching in every year group. Pupils are able to use a range of skills confidently, such as using a dictionary and thesaurus to edit and improve their own work, leading to rapid progress. All groups of pupils in the school are making rapid progress in writing and consistently achieve above the national average at all levels.
- All pupils are treated as individuals. This approach means that the provision for pupils with special educational needs is highly effective and their needs are met. Good quality external support and effective programmes have resulted in a focused approach to support progress for pupils with special educational needs and those who need additional help to achieve well.
- Due to the very small numbers of pupils eligible for the pupil premium, meaningful comparison with national attainment information is not possible. However, close monitoring and work in books indicate

that, across all year groups, these pupils are very well supported. As a result, they are progressing at least in line with other pupils, both in school and nationally.

- The attainment of the most-able pupils is above the national average in reading, writing and mathematics at the end of Year 2 and Year 6. These pupils are able to demonstrate their effective use of reading, writing and mathematical skills and their high engagement in all areas of learning. An example of this was seen in a Years 5 and 6 mathematics lesson where the most-able pupils were moved on quickly and given a complex algebra problem. Pupils showed great delight when they used a range of skills and worked systematically to successfully solve the problem before the end of the lesson.
- The school ensures that all pupils are treated equally and that social skills are developed well. Pupils listen very carefully to each other and to all staff. As a result of excellent attitudes to learning and the high expectations set by the school, pupils are very successfully prepared for the next stage of their education. Year 7 parents have given very positive feedback about how well their children were equipped for secondary school, with one parent saying their child was 'well prepared socially and academically'.

The early years provision

is outstanding

- The leadership of the early years is outstanding. Staff systematically check how children improve their skills through play and modify activities according to the children's needs and interests. The classroom is well equipped and staff make good use of the outside learning areas.
- Children start in the Reception class with skills that are typical or above for their age. They are very keen to learn and show high levels of concentration. Adults provide well-directed support and encourage children's independence right from the start.
- All children make an excellent start at school as a result of outstanding teaching and a very consistent approach from both the teacher and learning support assistant. This has led to a higher-than-national proportion of children achieving a good level of development by the time they complete the early years for the last three years.
- Children's love of learning is effectively promoted because of the high quality teaching and engaging learning environments. Adults provide exciting activities which respond to the children's interests and are well matched to their needs. A mathematics activity using clocks to tell the time included finding half past five and solving problems, such as: 'I got on the train at 7.00 and travelled for two hours. What was the time then?' The class then had the opportunity to time themselves picking up pom-poms with tweezers and make their own clocks with moving hands. Children were also seen practising their number skills with each other while eating their lunch. As a result of excellent adult input and carefully planned activities, children make outstanding progress.
- Adults promote early reading skills through daily phonics sessions. Children's active participation helps to develop their enjoyment in learning letters and the sounds they make. Consequently, children's reading skills at the end of Reception are well developed and exceed the national average. Children also have excellent listening skills. Due to high quality adult input, children are able to show great enthusiasm while learning and then immediately stop and listen when required.
- Children's behaviour is outstanding as a result of high expectations, high quality provision and an individualised approach. Adults ensure children know how to be safe and who they could talk to if needed. Whether learning indoors or outdoors, children behave in ways that keep them happy and safe.
- Parents are encouraged to play an active role in their child's learning through maintaining good communication with the school. For example, all parents contribute to their child's development at least three times a year through a written response to termly reports provided by the teacher.
- Outstanding teaching and support enable children to make excellent progress in the Reception class and leave with skills above those found nationally. As a result, they are very well prepared for Year 1.
- 'Aiming High, Respecting Others, Having Fun' are the school values. Everybody at Flax Bourton Primary School, starting with the youngest child in Reception, does all of these things exceptionally well.

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	109194
Local authority	North Somerset
Inspection number	449569
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Ruth Newton
Co-headteachers	Jane Bennett and Lorraine Woollven
Date of previous school inspection	17–18 May 2010
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