

Knowle Park Primary School

Inspection report

Unique reference number	135203
Local authority	City of Bristol
Inspection number	381836
Inspection dates	21–22 May 2012
Lead inspector	Colin Lee

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	562
Appropriate authority	The governing body
Chair	Steve Lamprey
Headteacher	Peter Overton
Date of previous school inspection	4 March 2009
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Age group	4–11
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Introduction

Inspection team

Colin Lee	Additional Inspector
Paul Rushforth	Additional Inspector
Sharona Semlali	Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed the teaching of 21 teachers in a total of 24 lessons. Meetings were held with members of the governing body, staff and groups of pupils. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at the school's data on pupils' attainment and progress, the school development plan, other planning documents and procedures for keeping pupils safe. The inspectors analysed 131 questionnaires completed by parents and carers, as well as speaking informally to groups of parents and carers. Questionnaires completed by staff and Key Stage 2 pupils were also analysed.

Information about the school

The school is larger than an average-sized primary school. It meets the current floor standard, which sets the minimum standards expected by the government. The majority of pupils are of White British heritage and the proportions from minority ethnic backgrounds or who speak English as an additional language are broadly average. Pupils are taught in 20 classes, three in each age group except Year 5 which has two classes. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils supported at school action plus, or with a statement of special educational needs, is average. The school has received awards for many aspects of its work, including the Activemark award, and has gained Healthy Schools Plus status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is a good school. There have been significant improvements since the previous inspection, particularly in pupils' achievement. It is not yet outstanding because the levels of achievement across the curriculum as a whole are not quite high enough.
- There is a continuing, rising trend in attainment. This moves pupils from below expected levels of skills when they start in the Early Years Foundation Stage to above-average attainment in English and mathematics by the end of Year 6. Throughout the school, pupils make good progress in developing their reading, writing, communication and mathematics skills. Progress in these skills by many of the pupils who are disabled or who have special educational needs is outstanding. Pupils' achievement in other subjects is more variable. Progress is often good but not consistently so for the more able pupils who are not always given sufficiently challenging work. Insufficient emphasis on the skills of information and communication technology (ICT) means that too many pupils' ICT skills are below expected levels for their ages.
- Teaching is improving over time and this is the key reason for the upward trend in pupils' achievement in key skills. Teachers make learning exciting, pupils are highly motivated and they constantly strive to meet their teachers' high expectations.
- Pupils' excellent behaviour and very positive attitudes help lessons have a calm but busy working atmosphere. Pupils say they feel very safe in school, which reflects parents' and carers' views.
- High quality leadership and management is the driving force behind the marked improvement since the previous inspection. Management of performance is given high priority by senior leaders, with rigorous checking of teaching and pupils' progress. The good curriculum develops a love of learning and promotes pupils' spiritual, moral, social and cultural development outstandingly.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Raise levels of attainment in ICT by July 2013 to at least the levels expected of each age group by ensuring pupils have sufficient opportunities to acquire the full range of skills covered by the required programme of study.
- Ensure good progress for the more-able pupils in subjects other than English and mathematics by providing learning activities that are sufficiently challenging and fully extend their knowledge, understanding and skills.

Main report

Achievement of pupils

Parents and carers feel that their children are achieving well and inspection evidence confirms this. Children's skills when starting the Early Years Foundation Stage are below those expected for their age, especially in their language development. This has, therefore, rightly been the major focus across the school and the initiatives to address weaknesses are now showing good impact. All groups of pupils make good progress in the key skills in reading, writing, communication and mathematics. Where there is initially a gap between one group's attainment and that of other pupils, the gap gradually narrows and is virtually non-existent by the end of Year 6. This is the case for many of the pupils known to be eligible for free school meals, due to the close attention paid to meeting their individual needs. Pupils who speak English as an additional language progress well as a result of well-planned support programmes and also the incidental help given by other pupils. Disabled pupils and those with special educational needs respond exceptionally well to the support of teachers, teaching assistants and other pupils, and many make outstanding progress.

Pupils strive to improve and achieve their challenging reading, writing and mathematics targets. They have a well-developed ability to take responsibility for their own learning, which is fostered from the moment they start school. They also work very successfully on collaborative tasks, which are a feature of many lessons. Frequent opportunities for discussing with a partner, or working in small groups, not only develop social skills very effectively but also promote respect for the views and ideas of others. In a personal, social and health education lesson, Year 2 pupils showed sensitive respect when classmates spoke articulately of experiences of loneliness. Pairs of Reception children were observed cooperating maturely as they helped each other to investigate the waterproofing qualities of different materials.

Pupils' good progress in reading, writing and communication skills is founded on the systematic teaching of the linking of sounds and letters (phonics) that continues throughout the school. This good quality of phonics learning is a key reason for the above average reading and writing attainment by the end of Key Stage 1. A continuing love of reading is evident in Year 6 pupils, whose impressively fluent reading is matched by excellent comprehension and a mature ability to discuss

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themes, characters and meaning in their books. This indicates why reading attainment is above the national average at the end of Year 6.

Pupils' achievement in mathematics is similarly strong and their interest and secure knowledge of mathematical principles was exemplified in an outstandingly taught lesson when Year 6 pupils learned about aspects of the subject in different historical periods and cultures. Interest and enthusiasm was first shown when they counted confidently in Japanese and it continued when the Indian method of multiplication was introduced. Within minutes, the method had been grasped, progress was rapid, and the pupils were able to compare and contrast the method with the other ways they knew.

In contrast with the secure picture of consistently good progress in reading, writing and mathematics, achievement in other subjects is less secure. Lessons observed, scrutiny of topic and science books, and discussions with pupils show that there is not always sufficient challenge in the work given to more able pupils. They are therefore not making the maximum progress they are capable of. Another weakness is present in ICT where skills are not sufficiently high by the end of Year 6, due to the narrowness of what is taught.

Quality of teaching

Senior leaders have focused teachers on ensuring there is a high quality of learning in every lesson. Most teachers achieve this by providing stimulating learning activities that are carefully matched to pupils' abilities and needs and by making each task build systematically on what has been learned before. This is most successful in English and mathematics. For example, in a Year 1 literacy lesson, outstanding teaching led to each activity extending prior learning. Having contributed a wealth of ideas orally, the pupils progressed by applying their phonic knowledge when writing alliterative sentences about animals. There was sheer delight when they thought of words starting with the same sound and listened to one another's ideas about, for example, 'giggling goats' and 'slithering snakes'. As these sentences were lengthened, pupils showed a level of attainment well beyond that expected of their age.

Assessment of pupils' learning is sharply focused on measuring progress in reading, writing and mathematics. Teachers use this information well to identify any pupils falling behind. They monitor carefully the impact of the programmes introduced to help pupils to catch up. A strength in the generally good teaching of reading is the work of the very knowledgeable teaching assistants working with pupils who need extra help. These pupils very quickly reach at least the levels expected of their age. The excellent teaching and sharply focused support for disabled pupils and those with special educational needs ensure these pupils usually make outstanding progress. Teachers use the broader curriculum effectively to develop key skills in literacy and mathematics. ICT is used primarily to aid the learning of these skills and there is insufficient provision for the broader aspects of the subject. Teachers consider carefully the impact of learning activities on pupils' spiritual, moral, social

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and cultural development by providing, for example, many opportunities for collaborative work and using the school's many links with community and global partners to develop pupils' understanding of cultural diversity.

Behaviour and safety of pupils

Outstanding behaviour in lessons and at playtimes is due to pupils successfully following the guidance they receive on what is acceptable behaviour and the very effective consistent behaviour management by all adults. Records confirm the quality of behaviour over time, and pupils, parents and carers have similarly positive views that the standard of behaviour is high. Pupils are encouraged to think about how well they are learning and how to improve their work, which aids their progress well. These qualities, coupled with their behaviour and very positive attitudes, mean that pupils make an exceptional contribution to their own learning.

Pupils reflect the view of the vast majority of parents and carers when they say that they feel completely safe in school. Pupils say there is no bullying in school and they are confident that it would be dealt with promptly, were it to occur. They show a good understanding of different types of bullying. Some older pupils explained the meaning of cyber bullying and showed sensitive awareness of the possible effects of behaviour such as repeated name-calling. Questionnaires completed by pupils confirm their very positive attitudes and enormous pride in their school. The school works tirelessly to improve pupils' attendance. From low rates in the past, there has been a steady improvement. It is now slightly below average. Medical reasons for absence are a significant factor and it is clear that where pupils themselves are able to influence their own attendance, there is a strong desire to be punctual and attend.

Leadership and management

The high quality of leadership and management is the cornerstone of the school's success. The headteacher provides inspiring leadership and, together with highly effective leadership teams, ensures there is thorough self-evaluation of strengths and weaknesses. Clear improvement targets are set and progress towards meeting these is carefully monitored. Such monitoring ensures that the overall quality of teaching and pupils' outcomes are continually improving. The leadership of teaching is exemplary, with constant monitoring of teachers' lessons and planning, of teaching assistants' effectiveness, and of teaching's impact on pupils' achievement. Staff professional development has had a very positive impact on pupils' achievement in reading, writing and mathematics. Excellent use is made of the high levels of expertise of individual staff in order to raise the quality of teaching.

The curriculum is good. It has been developed with emphasis on pupils learning through first-hand experience. It is not outstanding, mainly because of the weakness in ICT. However, many learning activities within the curriculum, and other experiences in daily school life, provide outstanding promotion of pupils' spiritual, moral, social and cultural development. Nothing exemplifies spirituality more than

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the occasion when, while lunching with some Year 4 pupils, an inspector was told of the inspiring singing of a pupil during that day's assembly. There was an obvious sense of wonder and the inspector was told that he had missed 'something very special'.

The promotion of equal opportunities and tackling discrimination is central to the school's ethos. The school is vigilant in ensuring that all groups of pupils maintain comparable rates of progress and that there is an absence of discrimination. Senior leaders are aware of the need now to extend the rigorous tracking of progress in key skills to the broader curriculum.

There have been significant improvements since the previous inspection, especially in pupils' achievement and the quality of teaching. Beyond this there is continuing development of the outdoor learning environment, the introduction of a stimulating curriculum that excites pupils and the steadily improving rates of attendance. These achievements show there is a strong capacity for sustained improvement.

Governance is outstanding. The governing body ensures that safeguarding arrangements are meticulous and that staff are thoroughly and regularly trained in attending to health and safety, risk assessment and child-protection issues. Close cooperation with staff as well as independent monitoring and evaluation of school improvement mean that the governing body is insightful, very well informed about the school's work and confident in providing challenge to hold the school to account.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 May 2012

Dear Pupils

Inspection of Knowle Park Primary School, Bristol, BS4 2XG

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking with you and listening to your views. We have taken these views into account in writing this report. Knowle Park Primary School is a good school, with some areas that are outstanding. Here are some of the main findings from the report.

- You work hard and make good progress in your work, especially in reading, writing and mathematics.
- You say you enjoy learning and we saw that in many lessons.
- By Year 6, the standards you achieve are above average in reading, writing and mathematics.
- You are taught well, teachers check your progress carefully and they give you many exciting tasks to do in lessons. We want teachers to give you more opportunities to learn different skills in ICT in order to raise your standards. We also want those of you who find learning easy to be given harder work in lessons like science and topic work.
- You think carefully about how you can improve your work and this is helping you make progress.
- Your behaviour is excellent and we were very impressed by how well you get on with one another.
- You say you feel very safe in school. This is because all the adults do an excellent job in looking after you.
- The headteacher leads the school outstandingly and all the staff and governors work very well together to help the school to improve.

All of you can help your teachers to make Knowle Park Primary School an even better school by continuing to work hard to improve and enjoying your learning. Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Colin Lee
Lead inspector

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