

# Headley Park Primary School

Headley Lane, Bristol, BS13 7QB

**Inspection dates** 20–21 February 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Leadership from the headteacher, senior leaders and governors is excellent. The school has improved significantly since its previous inspection and leaders have a very clear vision for continued improvement, which is shared by everyone involved with the school.
- Pupils make rapid progress in all year groups and by the end of Year 6 their attainment in English and mathematics is well above the national average.
- All groups of pupils make outstanding progress due to the very well planned curriculum focusing on the needs of each child.
- Teaching is never less than good and much is outstanding. Teachers are enthusiastic about learning and encourage pupils to do their very best.
- Pupils are given outstanding guidance on how they can improve their work. They are given time to respond to the guidance during lessons. Pupils are very well supported by additional adults in lessons.
- Pupils are extremely articulate, polite and confident. They are proud of their school and are very keen to progress in their learning.
- The curriculum provides a wide range of rich opportunities for learning and very successfully promotes pupils' spiritual, moral, cultural and social development, ensuring that pupils are very well prepared for the next stage in their education.
- Behaviour is excellent across the school because of the consistent approach to behaviour management and the mutual respect that exists between pupils and adults.
- Bullying is very rare in school. Children feel safe and know who to turn to if they are worried or concerned.
- A very large majority of parents are pleased with the school. Nearly all parents would recommend this school to others.
- The school's systems for ensuring that teachers always deliver high quality lessons are very robust. The proportion of high quality teaching has increased since the previous inspection. The school provides excellent professional development for all staff.
- Governors challenge the headteacher effectively to ensure that pupils make rapid progress, teaching is excellent and resources are deployed effectively.

## Information about this inspection

- The inspection was carried out with half a day’s notice.
- Inspectors visited 27 lessons. Five lessons were observed jointly with the headteacher and deputy headteacher. Inspectors also made short visits to lessons where children are given extra support with their learning and observed a meeting of the school council.
- The inspectors heard pupils read, examined pupils’ work in their books and observed pupils’ activities in the playground and in the dinner hall.
- Inspectors held discussions with pupils, the headteacher, deputy headteacher and other senior leaders, members of the governing body, a group of teaching and support staff, the headteacher of a local secondary school and a representative of the local authority.
- Inspectors examined a range of documents, including minutes of governors’ meetings, the report the headteacher regularly provides for governors, a summary of the school’s self-evaluation, the school improvement plan, the school’s information on pupils’ progress, and records relating to pupils’ safety, behaviour and attendance.
- Inspectors spoke informally to parents to seek their views about the school and analysed the views of 48 parents through the Parent View website.
- The views expressed by 26 staff who returned a questionnaire were also considered.

## Inspection team

Chris Chamberlain, Lead inspector	Additional Inspector
Terry Payne	Additional Inspector
Faysal Mikdadi	Additional Inspector

## Full report

### Information about this school

- Headley Park is an above average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium (additional money provided by the government for pupils who are known to be eligible for free school meals, are in the care of the local authority or who have parents in the armed services) is lower than that found in most other schools.
- The proportion of pupils who are disabled or who have special educational needs supported at school action is lower than average.
- The proportion of pupils who need extra help and are supported at school action plus, or have a statement of special educational needs, is slightly lower than most other schools.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The headteacher is a Local Leader in Education and the chair of governors is a National Leader of Governance. Both give support and advice to other schools in the area.
- The school has recently been awarded the Eco-Schools' Green Flag Award.

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

- Continue to promote excellence in learning by ensuring that teaching helps pupils to make rapid progress in all lessons.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils join Nursery with literacy skills that are below average. They make very good progress and by the time they start their Reception Year, their skills in writing and reading have caught up and are in line with their attainment in other subjects. Rapid progress continues in each year group across the school and by the time pupils leave the school at the end of Year 6, their attainment is above the national average.
- The school is very successful at promoting equality of opportunity and all groups of pupils make rapid progress. For example, disabled pupils and those with special educational needs make excellent progress as a result of excellent teaching.
- Pupil premium funding is used extremely well to provide extra help for those who are entitled to it. Eligible pupils make very good progress and their attainment is similar to that of their peers and higher than that of all pupils nationally in English and mathematics as measured by average points scores.
- Reading is well taught across the school, enabling pupils to make outstanding progress and attain extremely well. Younger pupils know how to apply their phonics skill (letters and the sounds that they make) to decode words and they regularly practise their reading at home.
- A very well planned curriculum ensures that children leave the school with the full range of skills they will need for the next stage in their education. This view was confirmed by the headteacher of the secondary school to which the majority of children from Headley Park transfer at the end of Year 6, who said that pupils from Headley Park are always extremely well prepared for secondary school.
- Communication skills are taught very well. Pupils are keen to make contributions in lessons. They talk politely and knowledgeably to adults in school. An inspector joined a school council meeting during the inspection and witnessed some very well developed leadership and group discussion skills. By the time they leave the school in Year 6, pupils are highly effective communicators.
- The large majority of parents who responded on the Parent View website are very happy with the progress their children make.

### The quality of teaching

### is outstanding

- The quality of teaching at Headley Park is never less than good, and much of it is outstanding. This enables all pupils to make very good progress in each year group across the school.
- Teachers have high expectations of their pupils. They check pupils' understanding during lessons and change their plans rapidly if they need to. In a lesson with older pupils, for example, the teacher swiftly stopped the lesson and shared an example of successful work with a group of children who were slightly unsure how to complete the task set by the teacher. This enabled the group of children to make rapid progress during the lesson.
- Across the school, pupils are given time to reflect and respond to written feedback on their previous learning. For example, in a Year 2 class, pupils were given time to read the teacher's marking on a piece of work from the previous lesson and then had an opportunity to improve the work by including more complex and imaginative adjectives. This excellent whole-school approach enables pupils to know exactly what they have to do to make further progress in their learning and so progress becomes more rapid.
- The school very effectively organises the teaching of writing, reading and mathematics so that pupils are taught with others who are of a similar ability rather than simply by age group. Learning is carefully planned to match the needs of each teaching group. The level of challenge is high and therefore all pupils make rapid progress.
- Children are supported very well by additional adults in the classroom who work with individuals

or small groups who need extra help.

- All adults are enthusiastic about learning and are fully committed to ensure that all pupils make rapid progress. Adults know their pupils very well and build positive, caring relationships with them. This increases pupils' self-esteem and develops a shared enjoyment of learning. For example, adults in school often act as buddies to individual children who need additional support.
- Effective use of homework and close links with parents helps to accelerates pupil progress. The use of blogs in Nursery and Year 2 have increased parental involvement in learning as adults can easily access regular updates about their child's work in school and support their child to undertake additional learning at home.
- The large majority of parents who responded to the Parent View feel their children are taught well.

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

- Pupils are very polite, well mannered, respectful and confident. Their behaviour is excellent in lessons and around the school. Pupils say that instances of bullying are extremely rare and are confident that if it should occur, it would be extremely effectively dealt with. The school has highly effective systems in place for dealing with poor behaviour. There have been no exclusions for the last six years.
- The large majority of parents agree that pupils behave well and believe that the school deals very effectively with bullying. Staff questionnaires showed that adults in school believe that pupil behaviour is well managed.
- Pupils feel very safe in school. They say that pupils are treated equally, are well behaved and know who to talk to if they have a concern. The school also has a 'worry box' which pupils agreed works very well if a child has an issue and doesn't want to talk about it.
- Pupils are very proud of their school and are keen to explain why they believe it is successful.
- Pupils respect and care for each other. They readily support each other and at times encourage each other to behave more appropriately.
- By the time pupils reach Year 6, they are extremely mature and effective learners. Lesson observations showed how adults and pupils have respect for each other and how receptive pupils are to suggestions of ways in which they can improve their work.
- The high standards of behaviour are due to the consistent and caring behaviour management strategies employed by adults in school. Discrimination of any kind is not tolerated.
- Pupils enjoy school and their attendance is higher than the national average.

### **The leadership and management are outstanding**

- There is a strong sense at Headley Park that every adult involved with the school wants to do their very best for the pupils. Everyone spoken to during the inspection showed great commitment and enthusiasm for continued school improvement. Since the previous inspection, pupils' achievement and the quality of teaching have all improved, demonstrating the school's excellent capacity for further improvement.
- The headteacher and deputy headteacher lead by example and are determined to ensure that all pupils achieve very well, both academically and socially. Their strong leadership has ensured that pupils make accelerated progress and attainment is above average by the end of Year 6.
- Senior and middle leaders produce clear development plans, with clear success criteria and regular monitoring focusing the school on a cycle of continuous self-improvement.
- The current high proportion of outstanding teaching has been achieved through carefully planned support and training, regular monitoring of lessons, the sharing of best practice and an

effective performance management system. The school is keen to increase the proportion of outstanding teaching still further. Regular reviews of pupil progress ensure that teachers are effectively held to account. Staff questionnaires confirm that staff morale is high.

- The school's curriculum is broad, balanced and exciting. The school places appropriate emphasis on the teaching of reading, writing and mathematics. The teaching of the 'Headley Park Skills', including responsibility, empathy, collaboration, creativity, patience and perseverance, underpins the curriculum and ensures that pupils are very well prepared for the next stage in their education.
- Pupils' spiritual, moral, social and cultural development is outstanding. These aspects are promoted well through all that the school does and make a strong contribution to pupils' personal development.
- The school's arrangements for safeguarding pupils are extremely robust and fully meet statutory requirements.
- The local authority provides light-touch support for this outstanding school.

■ **The governance of the school:**

- The governing body effectively holds the school to account. Governors' wide range of expertise and knowledge is used to both support and challenge all leaders rigorously. They are aware of the key issues facing the school, are fully involved in ongoing school improvement and understand how teaching is being improved through the effective use of performance management. Governors regularly monitor school activities through learning walks, analysis of pupil progress data and meetings with key staff. The governing body organises appropriate training to ensure that all governors are able to undertake their role effectively. Governors compare the school's performance with that of other similar schools in order to keep a handle on how well it is doing. They carefully monitor the performance of pupils who are eligible for the pupil premium to ensure that they gain at least good benefit from the additional support that is provided for them from the funding. Governors at Headley Park are fully involved in school life. They present their own awards to pupils and regularly consult with all stakeholders.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108976
<b>Local authority</b>	Bristol, City of
<b>Inspection number</b>	403075

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>	411
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adrian Smith
<b>Headteacher</b>	Brian Walton
<b>Date of previous school inspection</b>	26 March 2008
<b>Telephone number</b>	01179 031511
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