

# Staple Hill Primary School

Page Road, Staple Hill, Bristol, BS16 4NE

**Inspection dates** 24–25 March 2015

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

- Senior Leaders have taken constructive steps to continue improving teaching and achievement across the school.
- Middle leaders support the headteacher effectively and contribute well to improving the provision for all pupils at the school.
- Children start school with skills below those typical for their age. They make a strong start at school, progressing well in Reception.
- Teaching is good across the school and leads to good achievement.
- Strong relationships exist between adults and pupils, leading to very positive attitudes, good conduct and mutual respect.
- Pupils who are disabled and those with special educational needs are well supported and most make good progress. Disadvantaged pupils progress well as a result of well-directed support.
- Governors use information to challenge leaders and to support continued improvement in the quality of teaching.
- Pupils' spiritual, moral, social and cultural development is very effectively supported by strong relationships and an engaging curriculum which celebrates diversity. During the inspection, a pupil said, 'the best thing about this school is that there are children from all over the world.'
- High quality displays and artwork celebrate the rich culture and diversity of the school and the local community.
- All adults place a high priority on maintaining very good behaviour and safety. As a result, pupils are well cared for and enthusiastic about their school.
- The positive ethos throughout the school has created a happy and cohesive learning community. Adults and pupils are very supportive of leaders and the upward direction of the school.

### It is not yet an outstanding school because

- Leaders do not always act quickly enough following monitoring, to drive rapid improvements to teaching and pupils' achievement.
- Attainment in writing, although improving, is below the national average for pupils in Year 6.
- The most able pupils do not achieve as well as similar pupils nationally.
- Teachers' marking does not always result in pupils improving their work.

## Information about this inspection

- Inspectors observed 23 lessons or part lessons, including examples of teaching in every year group. Eight lesson observations were carried out jointly with the headteacher and senior leaders.
- The inspection team looked at pupils’ books in a range of subjects to establish the progress and quality of their work over time.
- Inspectors talked with groups of pupils as well as individual pupils during their lessons and at playtimes to find out their views about the school. Inspectors also met with a group of pupil leaders.
- Meetings were held with the headteacher, members of the senior leadership team, middle leaders, governors and a representative from the local authority.
- Inspectors heard pupils read and observed their behaviour in lessons and around the school.
- Informal discussions were held with parents to gauge their views of the school. Inspectors took account of 58 responses to the online questionnaire (Parent View) and analysed 47 responses from the staff questionnaires.
- Inspectors looked at a 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. They also scrutinised records relating to behaviour, attendance and safeguarding.

## Inspection team

Stuart Bellworthy, Lead inspector

Seconded Inspector

Jo Curd

Additional Inspector

Bruno Grzegorzek

Additional Inspector

## Full report

### Information about this school

- This is slightly larger than the average-sized primary school. The school moved onto a new purpose-built site in 2012.
- There are two early years classes and children attend full time.
- The school serves a community with pupils from a wide variety of ethnic backgrounds. The majority of pupils are White British. Other significant groups of pupils are of African, Asian and Caribbean heritage. The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals or who are looked after by the local authority) is well above the national average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve teaching, so that achievement is consistently good or outstanding in all subjects and for all groups of pupils, by:
  - further developing teachers' subject knowledge and skills in teaching writing
  - providing the most able pupils with consistently challenging work so that they make rapid and sustained progress
  - giving pupils feedback that enables them to rapidly improve their work, ensuring that teachers give pupils time to complete these improvements and check they are done.
- Improve leadership and management by:
  - ensuring highly effective policies and plans are put in place to embed further improvements in teaching and achievement
  - ensuring analysis and checks are followed by rapid and thorough actions to ensure all pupils reach their full potential.

## Inspection judgements

### The leadership and management are good

- The headteacher's vision and experience have been effective in improving teaching and pupils' progress. This is reflected in pupils' achievement at the end of Year 2 and in the current progress of pupils in Years 3, 4, 5 and 6. All leaders, staff and governors are committed to further improving pupils' progress in all subjects.
- The deputy headteacher and assistant headteacher have clearly defined roles and support the headteacher well. They work closely with teachers and teaching assistants to create a positive climate for learning through high expectations, interesting lessons and effective questioning. This has resulted in pupils engaging in and enjoying their learning experiences at school.
- Middle leaders have supported improvements in core subjects, but they do not focus their planning keenly enough on areas for development.
- Pupil premium funding is used very effectively. Additional teaching and teaching assistants focus well on improving reading, writing and mathematics for eligible pupils. As a result of intensive programmes, the progress of these pupils has improved and the attainment gap between disadvantaged pupils and other pupils in the school has disappeared in reading, writing and mathematics by the time they leave Year 6.
- Checks on teaching, linked to teachers' performance targets, have been used to support teachers to improve their practice and tackle underperformance. Improvements to teaching in Years 3, 4, 5 and 6 have led to improvements in pupils' current progress. Consequently, some of these improvements are not yet fully reflected in the published Year 6 attainment information. Such developments demonstrate the school's good capacity for further improvement in pupils' achievements.
- The school has used the support of the local authority to help identify areas for improvement and strengthen the quality of teaching and learning. However, this support is not making as much difference as it could. The school has not yet fully implemented improvement areas such as feedback to pupils and the marking of their books.
- The monitoring of pupils' learning by checking work in their books is not always followed up with rapid and decisive action. Managers do not always make it clear how and when leaders and governors will check to make sure that the actions taken have improved the achievement and progress of pupils.
- The school works very closely with parents and a range of external organisations from the local community. Parents are invited to a range of information and shared learning sessions with their children in school. This results in a better parental understanding of how their children learn and improved adult skills to support pupils at home.
- The school's curriculum celebrates diversity and provides a very good range of learning experiences. The focus on art and music is evident, with high quality, colourful displays throughout the school and regular opportunities to develop musical talents. Pupils learn about democracy and equality of opportunity through history lessons and the election of the school council. Assemblies provide good opportunities to celebrate pupils' personal achievements and tackle discrimination. As a result of a range of school experiences, pupils have good knowledge of values, tolerance and respect, helping them to be well prepared for life in modern Britain.
- Pupils have good opportunities to develop a range of leadership skills. The 'Eco-Tigers' monitor water use, 'Digital Leaders' are trained to support other pupils with online safety and the 'Violet Club Volunteers' help younger pupils at lunchtimes. The school council regularly raises money and learns about charities such as the National Society for the Prevention of Cruelty to Children. As a result, pupils feel listened to, involved in their education and develop their understanding of responsibility.
- Safeguarding arrangements are very effective, robust and meet statutory requirements. All adults are well inducted and regularly trained. The school employs family link workers to help ensure individual cases of concern are followed up thoroughly to ensure pupils are kept safe and families are well supported.
- Additional money to improve pupils' participation and ability in sport has been used well. New equipment and sessions for the most-able pupils have improved enjoyment and sport provision. The national 'Change 4 Life' initiative has been used well to improve pupils' awareness of healthy life styles and the need for regular personal activity.
- **The governance of the school:**
  - Governors have a good understanding of how well the school is performing in relation to other schools nationally. They use information to analyse the school's performance and ask challenging questions about the pupils' achievement.
  - Governors use their good understanding of targets that are set for teachers, to monitor how teaching improvements are linked with teachers' pay progression.

- Governors manage the school’s budget effectively. They have used resources well both to equip the new school and provide a range of staff to support vulnerable pupils and families.
- Governors check on how the pupil premium and sports funding is used, know the impact of the spending and the progress of eligible pupils.
- The safeguarding governor is well trained, ensures school policies are up to date and meets regularly with the staff responsible for safeguarding. The culture of safeguarding is robust, with all adults ensuring vulnerable pupils and families are well supported and kept safe.

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

**Behaviour**

- The behaviour of pupils is good. Their conduct in lessons is very good and they show great respect towards both adults and each other. Pupils play actively and happily at playtimes and are helped by trained pupil leaders called ‘Super Playrangers’. All pupils have good attitudes around the school and during smooth transitions between classes.
- Staff have high expectations, promote good behaviour and manage pupils’ needs well. Consequently, lessons are very rarely disrupted by poor behaviour. Staff and parents are very positive about the management of behaviour in the school.
- Pupils enjoy lessons and respond well to adults’ questions and prompts. They move sensibly between activities in lessons and work thoughtfully during group work, carefully considering each other’s views.
- Pupils are well informed of different types of bullying. They are confident that they can go and speak with any adult if there is a behaviour problem and that the adult will help resolve it.
- The school analyses behaviour logs carefully. Checks on these records show that exclusions have continued to reduce. The school works closely with outside agencies to support pupils’ emotional, social and behavioural needs. A few pupils display challenging behaviour at times; however, effective and appropriate measures are in place to tackle this.

**Safety**

- The school’s work to keep pupils safe and secure is good. Safe practices are emphasised and embedded in all aspects of the school’s work. Leaders and governors are proactive about keeping the school and pupils safe.
- 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. The ‘Digital Leaders’ help update computing equipment and support younger pupils to be safe online. Pupils say that the school is safe because adults are always there to support and help them.
- The school promotes good attendance and any absences are quickly followed up. Pupil attendance rates are above the national average for all groups. Pupils thoroughly enjoy coming to school because they appreciate their learning and feel safe. One pupil said, ‘I wish I could live here it is so much fun.’

**The quality of teaching** is good

- The school’s evaluation of the quality of teaching and its impact on learning is accurate. Teaching is now typically good across the school, as a result of improvements especially in the Years 3 and 4 teaching team. Teachers use their subject knowledge to motivate and interest all groups of pupils.
- The system to check individual pupils’ progress is well understood and shared with school leaders and teachers. As a result, teachers have a clear understanding of the progress required by individual pupils and organise adults well to provide additional pupil support.
- Teachers plan effectively to meet the wide-ranging needs of pupils. Lessons challenge most pupils and make good use of resources. Younger pupils enjoy using the ‘challenge bell’ when they complete a harder task. However, the expectations of the most-able pupils are not consistently high enough to enable them to make the progress they are capable of.
- Writing has been a focus for development for some time and is improving. Pupils start school with typically below average skills in writing and communication. As a result of improved teaching, pupils have developed much better writing skills by the end of Year 2. Teaching is improving, so that pupils are now able to use a range of strategies to write well. As a result of high-quality modelling in a Year 6 lesson seen, pupils wrote effective introductory paragraphs to leaflets designed to encourage the public to visit the planet Mars.

- The teaching of mathematics is effective and is raising standards of achievement in this subject. As a result of effective teaching, pupils are able to use a range of strategies to solve number, shape and word problems.
- Current information on teaching and work in pupils' books demonstrate good progress in both mathematics and writing. This supports the school's view that both Year 2 and Year 6 standards in these subjects will be in line with or exceed the national average in 2015.
- The teaching of phonics (the sounds that letters make) is effective and has given pupils a solid foundation on which to develop good reading skills. Standards in phonics and reading in Years 1 and 2 have exceeded the national average for the last three years. This ensures that pupils are well prepared for the next stage of their education.
- Teachers' marking does not always provide specific guidance on how to improve a piece of work and suggestions are only followed up sometimes. This hinders pupils' ability to rapidly improve their work and transfer these skills securely to their next piece of learning.
- Staff make effective use of the local community to enrich pupils' learning. Whole classes or small groups have visited local businesses and made pizzas and bird boxes. These opportunities support pupils' progress well and provide real-life experiences, helping to prepare them for the next stage of their education.
- Teaching assistants are well trained, deployed and provide very effective support for pupils. They use detailed questioning, both in lessons and with small groups, to maintain pupils' concentration and challenge them to deepen their thinking.
- The school ensures that all pupils are treated equally and that social skills are developed. Pupils listen attentively to teachers and other staff, and are mostly successfully prepared for the next stage of their education. Pupils benefit from regular visits to the local secondary schools for sports and cluster events.

### **The achievement of pupils**

**is good**

- Pupils' achievement has continued to improve for most groups over the last three years. By the end of Year 2, pupils achieve in line with or above the national average in reading, writing and mathematics. In 2014, Year 6 pupils achieved in line with or above the national average in reading, mathematics, spelling, punctuation and grammar. Pupils from different ethnic groups achieve equally well.
- Achievement in writing by the end of Year 6 was below average in 2014, although attainment slightly improved from 2013. The work in pupils' books and the school's own assessment information demonstrate that progress in writing is now also good in Years 3, 4, 5 and 6. Pupils have responded well to better teaching and increased expectations set by teachers to produce writing of higher quality.
- Provision across the early years is good and improving. Many pupils enter Reception with skills below those for typical their age, but make good progress in all areas of learning.
- The school places a high importance on reading and as a result, pupils read well. The 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 above the national average for the last three years.
- Provision for disabled pupils and those with special educational needs is effective and their needs are met. Good quality support and effective programmes have resulted in a highly individual approach to support progress for these pupils and those who need additional help to achieve well.
- Disadvantaged pupils achieve well. The focused additional support given to these pupils has removed the attainment gap between them and other pupils at the school. Disadvantaged pupils now achieve in line with or above their school peers in reading, writing and mathematics. By the end of Year 6, disadvantaged pupils are on average two terms behind other pupils nationally in reading, writing and mathematics.
- The achievement of the most-able pupils is below the national average in most subjects at the end of Year 2 and Year 6. However, teaching is beginning to provide greater challenge and is more focused on enabling this group of pupils to reach their potential. Current assessment information and the work in pupils' books indicate that the achievement of this group is improving.

### **The early years provision**

**is good**

- The early years provision is well led and managed. All staff systematically track how children improve their skills through play and modify activities according to children's needs. The classrooms and outdoor learning areas are very well equipped, giving children access to a range of learning activities to develop

their skills.

- The majority of children start in the Reception classes with skills and abilities that are below those typical for their age. They are keen to learn and show good levels of concentration when working independently. Adults provide well-directed support and encourage children's independence right from the start.
- Children's positive attitudes are promoted well because the learning environments excite and interest them. Adults provide purposeful and exciting activities which are well matched to the children's needs and interests. For example, children enjoyed child-initiated and adult-led activities after watching a video clip of chicks being born. A small group of children worked effectively with the teacher to make chocolate Easter nests, with a good level of language development and awareness of food hygiene.
- Teachers promote early reading skills through high-quality daily phonics sessions. Children's active participation helps to develop their enjoyment in learning letters and the sounds they make. Staff work closely together to ensure both classes are focused on developing communication and writing skills, as this is the weakest area of development for most children when they start school. Writing is well promoted through effective use of resources such as interactive whiteboards.
- Children behave and co-operate well as a result of good quality provision and high expectations. They adapt well to new routines and respond positively to class reward systems. Whether playing indoors or outdoors, children behave in ways that keep them safe.
- Parents are encouraged to play an active role in their child's learning through maintaining good communication with the school. For example, a number of parent volunteers are used to support reading in school and all parents are encouraged to regularly support their child's development at home.
- Well-focused teaching and support enable children to make good progress in the Reception and leave with skills typically in line with the national average. Consequently, most children are well prepared for Year 1.

## 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>	109018
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	449558

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Rawling
<b>Headteacher</b>	Peter Foss-Clark
<b>Date of previous school inspection</b>	14–15 October 2009
<b>Telephone number</b>	01454 867240
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